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Cogito, ergo sum

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Linguistic and corpus modeling of “Building-construction” terminology (on the material of English language)

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Annotation *This article studies the methods of linguistic modeling and corpus analysis of terminology in the construction industry. The article analyzes the semantic and syntactic structure of construction terms, their usage features and interactions using corpus linguistics. Through the texts collected in the corpus, terms related to construction materials, processes, technical equipment and structures are studied, and their use in context and semantic changes are determined. In this regard, the subtle features of the construction language are studied by analyzing terms such as “concrete”, “iron”, “bedding”, “construction”. The article also provides scientific and practical recommendations for improving the terminology system and developing new terms. Corpus-based analysis methods play an important role in ensuring the clarity and uniformity of construction terminology, helping to create new terms, and updating them in accordance with the requirements of the industry. The results of the study can be useful for scientific and practical work in the construction industry. The article also presents new approaches and methods for studying terminology. In addition, based on the research findings, the frequency of terms, their collocational patterns, and their functional load in professional discourse are identified, and a systematic classification is developed. As a result, practical recommendations are proposed for the standardization of construction terminology, facilitation of the translation process, and the formation of an effective scientific and communicative environment in the field.*

Keywords *Construction terminology, linguistic modeling, corpus analysis, semantics, syntactic structure, new terms, standardization, terminology system, construction processes, technical equipment*

“Bino-qurilish” terminologiyasini lingvistik va korpusli modellash (Ingliz tili materiallaridan)

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Annotatsiya *Ushbu maqola qurilish sohasidagi terminologiyani lingvistik modellashtirish va korpusli tahlil qilish usullarini o‘rganadi. Maqolada qurilish atamalarining semantik va sintaktik tuzilishi, ularning ishlatilish xususiyatlari va o‘zaro aloqalari korpus lingvistikasi yordamida tahlil qilinadi. Korpusda yig‘ilgan matnlar orqali qurilish materiallari, jarayonlari, texnik uskunalari va strukturalari bilan bog‘liq atamalar o‘rganilib, ularning kontekstdagi ishlatilishi va semantik o‘zgarishlari aniqlanadi. Bunda “beton”, “temir”, “to‘shama”, “konstruktsiya” kabi atamalarni tahlil qilish orqali qurilish tilining nozik xususiyatlari o‘rganiladi. Shuningdek, maqolada*

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terminologiya tizimini takomillashtirish va yangi atamalarni ishlab chiqish uchun ilmiy va amaliy tavsiyalar beriladi. Korpus asosidagi tahlil metodlari qurilish terminologiyasining aniq va bir xil bo'lishini ta'minlash, yangi atamalarni yaratishda yordam berish, hamda ularni soha talablariga mos ravishda yangilashda muhim rol o'ynaydi. Tadqiqot natijalari qurilish sohasida ilmiy va amaliy ishlar uchun foydali bo'lishi mumkin. Maqola, shuningdek, terminologiyani o'rganishda yangi yondashuvlar va metodlarni taqdim etadi. Bundan tashqari, tadqiqot natijalari asosida terminlarning chastotasi, kollokatsion birikmalari va professional diskursdagi funksional yuklamasi aniqlanib, ularning tizimli tasnifi ishlab chiqiladi. Natijada, qurilish terminologiyasini standartlashtirish, tarjima jarayonini yengillashtirish va sohada samarali ilmiy-kommunikativ muhitni shakllantirish uchun amaliy tavsiyalar ishlab chiqiladi.

Kalit so'zlar *Qurilish terminologiyasi, lingvistik modellashtirish, korpus tahlili, semantika, sintaktik tuzilma, yangi atamalar, standartlashtirish, terminologiya tizimi*

Лингвистическое и корпусное моделирование терминологии «Строительство» (на материале английского языка)

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Аннотация *В данной статье рассматриваются методы лингвистического моделирования и корпусного анализа терминологии в области строительства. Анализируются семантическая и синтаксическая структура строительных терминов, особенности их употребления и взаимосвязи с помощью корпусной лингвистики. На основе корпуса текстов, собранных из специализированных источников по строительству, исследуются термины, связанные со строительными материалами, процессами, техническим оборудованием и объектами, а также выявляются их контекстуальное употребление и семантические изменения. Анализ таких терминов, как «бетон», «сталь», «покрытие», «конструкция», позволяет выявить тонкие особенности отраслевого языка. Кроме того, статья содержит научно-практические рекомендации по совершенствованию терминологической системы и разработке новых терминов. Методы корпусного анализа способствуют обеспечению точности и единообразия строительной терминологии, помогают в создании новых терминов и их обновлении в соответствии с требованиями отрасли. Результаты исследования могут быть полезны при научных и практических работах в области строительства. Также представлены новые подходы и методы изучения отраслевой терминологии. Кроме того, на основе результатов исследования определяется частотность терминов, их коллокационные сочетания и функциональная нагрузка в профессиональном дискурсе, а также разрабатывается их системная классификация. В результате формулируются практические рекомендации по стандартизации строительной терминологии, облегчению процесса*

перевода и формированию эффективной научно-коммуникативной среды в данной сфере.

Ключевые слова *Терминология строительства, лингвистическое моделирование, корпусный анализ, семантика, синтаксическая структура, новые термины, стандартизация, терминологическая система*

Introduction

In the field of construction, clear and effective communication, as well as correct understanding from a technical and legal perspective, is necessary. The terminology in this field must be used correctly, systematized and normative. The language of construction is a unique language, which is characterized by its precise and ambiguous terms, special meanings, and complex structures. To ensure the uniformity and accuracy of construction terminology, it is necessary to use linguistic and corpus methods. In linguistic modeling, first of all, the meaning of each term is determined through lexical semantics, and how it is related to other words and phrases is studied. At the same time, corpus linguistics systematically collects words and phrases from real texts and determines their frequency of use, collocations, and changes in context. Using a corpus, the actual use of terms in industrial documents, scientific articles, and technical instructions is analysed. Together, these methods help to maintain construction terminology in a clear, fluent, and uniform manner, and to define new terms in a timely manner. With the help of a corpus, the frequency of use of construction terms, their usage patterns, and connections can be studied. This article examines the linguistic and corpus modeling of construction terminology. Various systems of construction terms and methods of their use are discussed. It also provides the advantages of using corpus-based methods in analysis and suggestions for the development of terminology in the construction industry.

Methods

The following methods were used in this study: determining the meaning of terms through lexical semantics, studying the structure of complex compounds using morphological analysis, examining the function of phrases through syntax analysis, and analyzing the frequency, collocations, and contextual changes of terms in real texts using corpus linguistics methods (Washington, 2020).

Corpus creation and structure

Corpus linguistics is a field that involves the systematic collection and analysis of language units (words, expressions, phrases). In this study, a collection of texts specifically related to the construction industry was created to analyze construction terminology. The corpus mainly included scientific articles, manuals on construction technologies, regulatory documents, as well as web pages and technical specifications related to construction processes (Fellbaum, 1998). The corpus consists of 1000 texts, which were collected from various sources. These texts allowed us to determine how construction terms are used, how they fit into the context, and how they are interconnected.

Linguistic analysis of the construction industry

Lexical and semantic approaches were used in the linguistic analysis of construction terms. Lexical analysis studied the meaning, structure, and function of terms. Semantic analysis focused on identifying the relationships between construction terms and their general categories. For example, terms such as “concrete”, “iron”, and “asphalt”

perform different functions in construction and are interrelated, and their semantic analysis showed how construction materials are used.

Lexical semantics and morphological analysis

Lexical semantics analysis studies the meaning of words, their changes, and their specific features in context. Morphological analysis of construction terms studies how these terms are structured in a way specific to construction technologies. For example, compounds such as "reinforced concrete" were analyzed as terms that are widely used in construction, but are morphologically unified.

Technical tools used for searching and analyzing terminology

Corpus linguistic tools were used to search and analyze terminology. These tools determine the frequency of terms, how they are used in context, and in which areas they occur most often. For example, using a corpus analysis program such as AntConc, the connections between terms, their frequency of use, and what changes occur in context were analyzed. WordNet and other lexical resources were also used for semantic analysis of terms (West Conshohocken, 2016).

Results

The analysis of construction terminology in this study led to the following main results.

1. *Construction materials*

The group of construction materials identified as a result of the corpus analysis mainly included concrete, steel, brick, asphalt, glass and various alloys. The terms "concrete" and "reinforced concrete" were found with the highest frequency, which indicates the widespread use of these materials in modern structures. Technical terms "steel" and "reinforcement" stood out and brick and block materials – such as "expanded clay", "gas block" – were found to be of particular importance due to their local and environmentally friendly appearance also. Asphalt terms are mainly used in road construction and asphalt pavements, while glass and composite alloys are most often found in the context of glass and high-tech facade systems (Zhang, 2019).

2. *Construction processes*

The group of processes included such stages as "excavation", "foundation construction", "assembly", "supply", "insulation", "painting" and "repair". The terms "excavation" and "engineering insulation" were shown to play an important role in terms of the safety and stability of the structure. The term "assembly" was used in a practical sense, ideally in the process of assembling the metal frame and prefabricated elements. It was also analyzed that the terms "supply" and "delivery" are closely related to logistics networks.

3. *Technical equipment and tools*

According to the data in the corpus, the most frequently recorded expressions are "crane", "excavator", "mixer", "vibrator" and "elevator use". The specific technical parameters of these equipment – load-bearing capacity, digging depth, concrete mixing capabilities – were more clearly described in contextual examples in the corpus analysis. Complex expressions such as "scaffolding" and "external supporting structures" are also widespread to a certain extent (Biber, Conrad, Reppen, 1998).

Construction structures

The group "structures" consists of such terms as "building", "bridge", "tunnel", "road", "port" and "hydrostructure". The terms "tunnel" and "hydrostructure" are often used in infrastructure projects, and "bridge" is used in transport routes. as well as the terms like "port" and "amateur structure" appeared in the context of water transport and recreation facilities.

Intergroup relationships

Corpus analysis revealed semantic relationships between groups also. To illustrate, there was a clear relationship between the material "iron" and the process "assembly", and between "steel" and the equipment "crane". When these relationships are visualized as a network diagram, the complex and

interconnected nature of the construction process becomes apparent.

Frequency and usage of terms

In the corpus analysis, the construction terms with the highest frequency were "concrete", "iron", "brick", "construction" and "assembly". and the term "concrete" appeared approximately 2.3% of the time in the sample of 10,000 words, which indicates its relatively high use among construction materials. The terms "iron" and "brick" were recorded with a frequency of 1.8% and 1.2%, respectively, which is explained by the fact that these materials play a key role in construction. The word "construction" is a general term denoting a process, with a frequency of 1.5%. The term "assembly" was used at a level of 1.1%, denoting technical work (Chicago, 2017).

The frequency analysis also showed the functional functions of the terms. For example, the term "concrete" was used in contexts to describe various properties of the material (its hardness, tensile strength, mix ratio). "Iron" and "brick" are widely used as structural components, providing technical information about their dimensions, type, and finish. The word "construction" is used to describe the general stages of a project (design development, obtaining permits, technical supervision). "Assembly" mainly refers to the processes of assembling finished elements, installing and adjusting equipment (Gerring, 2012).

The use of construction terms in different contexts A contextual analysis of the terms revealed their semantic scope. "Concrete" is used in certain cases as a material (e.g. "high-density concrete"), and in some places, depending on the context, to understand the work process (e.g. "concrete pouring"). Thus, applications such as "concrete pouring technique" or "concrete foundation" are found in the corpus.

The term "construction" is used mainly to denote a process (e.g. "construction stages", "construction supervision"), but in some cases also to denote an object (e.g. "residential construction object", "new construction project"). This term, depending on the context, indicates the difference between a process and an object (Springer, 2019).

The term "assembly" is also found in two different meanings: the first is the process of assembling equipment ("contact assembly") and the second is the practice of placing structural elements ("metal frame assembly"). The word "iron" was also used, depending on the context, to mean both a material (e.g., "pure iron supply") and a metalworking process (e.g., "iron cutting technique"). This contextual analysis also revealed the interrelationships of the terms: for example, the terms "iron" and "assembly" were found in contexts with technical equipment (crane, excavator). This demonstrates the importance of corpus analysis in revealing the complex networks in construction language (Hyland, 2003).

The corpus analysis done in this study yielded important results in determining the place of construction terms in the linguistic system in revealing the complex relationships between them. Firstly, the analysis studied the semantic structure of the terminology in detail and based on the data in the corpus, construction terms were divided into several main semantic categories: materials, processes, technical equipment, types of structures, and legal and technical terms. In each category, it was found that the terms were divided into subgroups with similar meanings. To illustrate in the materials category, terms such as "concrete", "reinforced concrete", "steel", and "brick" formed one semantic cluster, while in the processes category, terms such as "excavation", "assembly", "insulation", and "repair" were located in one cluster. This clustering helped to more clearly imagine the semantic proximity between terms and their role within the field.

Secondly, the corpus analysis was also useful in studying the syntactic structure. The syntactic functions of the terms were analyzed: it was found that some terms function as subjects (for example, the word "construction"

as the subject of the process), while others function as predicates or modifiers (for example, in the phrase "fast assembly", "assembly" functions as the predicate). As a result of the syntactic analysis, the role of the terms in expressing ideas and actions, their positions and functions in the structure of the sentence were described in detail. Third, the analysis also covered scientific and technical aspects. Based on the analysis of professional documents, technical specifications and scientific articles in the corpus, it was shown how the terms' variable technical parameters, standard requirements and specification units (for example, concrete strength measured in "MPa", steel thickness specified in "mm") are reflected in the text. These annexes provided specific examples of the use of terms in a technical context, revealing the scientific and technical layer of terminology.

Fourth, the corpus analysis revealed collocational and co-occurrence relationships between terms. For example, it was observed that the term "concrete" has a strong collocational relationship with such expressions as "steel reinforcement", "liquid concrete", "reinforced concrete structure". This indicates the structural connection of the terminology, the presence of highly frequent patterns of term combinations.

The results of the corpus analysis allowed us to comprehensively identify the r and collocational relationships. These results serve as a key resource for the systematic interpretation of construction terminology, dictionary and standardization processes, as well as for the development of new terms in the language and their inclusion in the corpus.

Discussion

Semantic development of construction terminology

The semantic development of construction terminology shows that the terminology is constantly being updated as a result of technological innovations, new materials and working methods taking place in the field. Initially, the term "concrete" was used only in the category of building materials, but now it has also become widespread as a term denoting the process of placing and strengthening the mixture. This change indicates an active expansion of meanings in terminology, and the semantic boundary between process and material terms is becoming increasingly unclear (Merriam-Webster, 2020).

Similarly, complex expressions such as "steel console", "steel reinforcement", which were previously combined under the simple name "steel", are now being accepted as independent terms. In this case, the structural and reinforcing functions of steel are clearly distinguished, which affected the morphemic composition and semantic categorization of the terminology. The term "modular construction", built on the basis of new modules, is a concept that arose as a result of the merger of architecture and the production process: each module is manufactured independently and then assembled on site. This phrase semantically represents not only a technical process, but also a new production and assembly system (Anthony, 2020).

The term "composite materials" has also acquired a new meaning. While initially this concept mainly referred to the combination of concrete and steel, it now also includes various polymer-fabric alloys, nanoalloys, and environmentally friendly compounds. This change was also clearly visible in the corpus analysis: while previously these expressions were relatively rare in scientific articles, in recent years they have become widespread in construction technology manuals and standard documents. In this semantic development, along with the emergence of new terms, some old terms are losing their place. For example, the traditional concept of "carcass" has been replaced by international terms such as "skeleton" or "frame". This situation is arising as a result of the impact of globalization and technical documentation on language. As another example, the term "fondament", inherited from the French word "fondament"

was replaced by the Russian "fundament", and then by the English "foundation". As a result, the word "foundation" appears in the corpus 1.7 times more often than the traditional "fundament" in current construction and budget documents.

Semantic changes in terminology are not limited to the meaning of terms, but also affect their pragmatic and discursive functions. For example, the term "sustainable construction" incorporates the concepts of environmental sustainability and energy conservation and is used in marketing and design documents to create a positive image. While this expression was originally used to explain a practical process, it is now also included in corporate strategies and certification systems.

The semantic development of construction terminology is closely related to technological innovations, global communication and design trends. Terms are constantly updated, new expressions appear, and some old terms lose their function. Systematic monitoring of this process and corpus-based analysis are necessary to maintain a clear, uniform and modern terminology in the construction industry.

Conclusion

In conclusion, the results of the corpus analysis allowed us to comprehensively determine the semantic and syntactic structure and collocational relationships of construction terminology. These results serve as the main source for the systematic interpretation of construction terminology, in the processes of dictionary and standardization, as well as in the work on identifying new terms in the language and including them in the corpus.

Scientific and practical application:

The results of the study play an important role in improving terminology for scientific and practical work in the construction field. First of all, these results can be used as the main source of information when revising dictionaries and standard documents. Standardization bodies – ISO, ASTM, and local regulatory agencies – will be able to reclassify specific terms based on the corpus, increasing their accuracy. In addition, in the process of developing new terms, the corpus analysis approach helps authors determine the context of their use in real texts. For example, terminological decisions are made based on a comparison of old and current practices for new concepts such as "modular construction" or "composite alloy." This reduces subjectivity in term development and creates a nomenclature that is suitable for widespread use.

Education and training:

The results of corpus linguistics can also be used in practical training and improving curricula. For example, special terminology courses can be developed for students of architecture and civil engineering in higher education institutions. These courses are enriched with examples from real corpora, allowing students to study the use of terms in context. This methodology can also be used in advanced training programs to increase the terminological literacy of specialists.

Digital tools and NLP:

Terminological resources created on the basis of corpus analysis can be used on digital platforms – in term reference books, automatic term recognition systems and translation tools. Using NLP (Natural Language Processing) tools, it is possible to automatically separate terms from construction texts, determine their synonyms and antonyms, and suggest translation meanings. This increases efficiency on an international scale and in multilingual projects.

Future research:

The results of this study serve as an initial step in defining terminology. In the future, it is necessary to dynamically monitor terminological changes by expanding the corpus size and creating multimodal corpora covering different regions and languages. In addition, attention should be paid to a deeper study of the pragmatic and discursive aspects of semantic changes.

Final conclusion:

The results obtained will serve to make construction terminology qualitative, accurate and modern using linguistic modeling and corpus analysis. This process will greatly contribute to terminological research, standardization, the development of training programs and digital tools in the field.

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Semantic aspects of negation in English

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Annotation *This article investigates the semantic aspects of negation in English, emphasizing its role as a complex linguistic phenomenon that extends beyond simple denial. The study explores negation at three levels: syntactic, semantic, and pragmatic. Corpus-based evidence from sources such as the British National Corpus and the Corpus of Contemporary American English demonstrates the prevalence of sentential negation, while constituent and morphological forms contribute to stylistic and lexical variation. Semantically, the research highlights how scope, presupposition, and modality influence interpretation, showing that the placement of negation can significantly alter meaning and speaker stance. Pragmatically, negation is analyzed as a discourse strategy, often used to soften disagreement, mitigate face-threatening acts, or emphasize contrast in rhetorical contexts. Comparative insights from Russian and Uzbek reveal cross-linguistic differences, particularly in the use of double negation, which functions as reinforcement in those languages but is generally avoided in standard English. The article concludes that negation in English is a dynamic and multifaceted phenomenon, bridging grammar, meaning, and interaction. Its study provides valuable insights for linguistics and pedagogy, underscoring the need to teach negation not only as a structural rule but also as a semantic and pragmatic resource in authentic communication.*

Keywords *Negation, semantics, syntax, pragmatics, scope, presupposition, double negation*

Ingliz tilida inkorning semantik jihatlari

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Annotatsiya *Ushbu maqola ingliz tilidagi inkorning semantik jihatlarini o'rganib, uning oddiy inkordan tashqari murakkab lingvistik hodisa sifatidagi rolini ta'kidlaydi. Tadqiqot inkorni uch darajada o'rganadi: sintaktik, semantik va pragmatik. British National Corpus va Corpus of Contemporary American English kabi manbalardan olingan korpusga asoslangan dalillar hukmni inkor etishning keng tarqalganligini ko'rsatadi, tarkibiy va morfologik shakllar esa stilistik va leksik o'zgarishlarga yordam beradi. Semantik jihatdan tadqiqot qamrov, taxmin va modallik talqinga qanday ta'sir qilishini ta'kidlab, inkorning joylashuvi ma'no va ma'ruzachi pozitsiyasini sezilarli darajada o'zgartirishi mumkinligini ko'rsatadi. Pragmatik jihatdan inkor qilish nutq strategiyasi sifatida tahlil qilinadi, ko'pincha kelishmovchilikni yumshatish, yuzga tahdid soladigan xatti-harakatlarni yumshatish yoki ritorik kontekstda kontrastni ta'kidlash uchun ishlatiladi. Rus va o'zbek tillaridagi qiyosiy tushunchalar tillararo farqlarni, xususan, bu tillarda mustahkamlovchi vazifasini bajaradigan, lekin standart ingliz tilida umuman qo'llanilgan qo'shaloq inkordan foydalanishdagi farqlarni ochib beradi. Maqolada ingliz tilidagi inkor dinamik va ko'p qirrali hodisa*

bo'lib, grammatika, ma'no va o'zaro ta'sirni bog'laydi, degan xulosaga keladi. Uni o'rganish tilshunoslik va pedagogika uchun qimmatli tushunchalarni beradi, inkorni nafaqat tizimli qoida sifatida, balki haqiqiy muloqotda semantik va pragmatik manba sifatida ham o'rgatish zarurligini ta'kidlaydi.

Kalit so'zlar *Inkor, semantika, sintaksis, pragmatika, qamrov, presuppozitsiya, ikki karra inkor*

Семантические аспекты отрицания в английском языке

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Аннотация *В данной статье исследуются семантические аспекты отрицания в английском языке, подчёркивается его роль как сложного лингвистического феномена, выходящего за рамки простого отрицания. Исследование рассматривает отрицание на трёх уровнях: синтаксическом, семантическом и прагматическом. Корпусные данные из таких источников, как Британский национальный корпус и Корпус современного американского английского языка, демонстрируют распространённость синтаксического отрицания, в то время как составляющие и морфологические формы способствуют стилистическим и лексическим вариациям. Семантически исследование показывает, как область действия, пресуппозиция и модальность влияют на интерпретацию, демонстрируя, что размещение отрицания может существенно изменить значение и позицию говорящего. Прагматически отрицание анализируется как дискурсивная стратегия, часто используемая для смягчения несогласия, уменьшения угроз для репутации или подчёркивания контраста в риторических контекстах. Сравнительный анализ русского и узбекского языков выявляет межъязыковые различия, особенно в использовании двойного отрицания, которое в этих языках функционирует как усиление, но обычно избегается в стандартном английском языке. Семантически исследование показывает, как область действия, пресуппозиция и модальность влияют на интерпретацию, демонстрируя, что размещение отрицания может существенно изменить значение и позицию говорящего. В заключение статьи отмечается, что отрицание в английском языке – это динамичное и многогранное явление, связывающее грамматику, значение и взаимодействие. Его изучение предоставляет ценные сведения для лингвистики и педагогики, подчёркивая необходимость преподавания отрицания не только как структурного правила, но и как семантического и прагматического ресурса в аутентичной коммуникации.*

Ключевые слова *Отрицание, семантика, синтаксис, прагматика, область действия, пресуппозиция, двойное отрицание*

Introduction

Negation is one of the most fundamental features of human language, shaping how speakers express denial, contradiction, and non-existence. In English, it operates not only as a grammatical device but also as a semantic tool that influences meaning, interpretation, and pragmatic force. The study of negation reveals how language encodes opposition, absence, and rejection, while simultaneously reflecting cultural and cognitive patterns of communication. From simple structures like not and never to more complex forms such as negative concord and double negation, English demonstrates a rich variety of ways to signal the reversal of meaning.

At the semantic level, negation interacts with truth conditions, scope, and presuppositions, often producing subtle shifts in interpretation. For instance, the difference between *"I don't think he will come"* and "*I think he won't come"* illustrates how negation can alter the focus of meaning and the speaker's stance. Moreover, negation plays a crucial role in discourse, where it functions as a strategy for politeness, face-saving, or indirectness. Understanding these semantic aspects not only deepens our grasp of English linguistics but also highlights the intricate relationship between language, thought, and communication.

Literature review

The study of negation in English has attracted considerable scholarly attention, with researchers examining its grammatical, semantic, and pragmatic dimensions. Early linguistic analyses emphasized the syntactic placement of negators such as *not, never*, and negative affixes (*un-, dis-, -less*), highlighting their role in altering sentence meaning without restructuring the entire clause. Kane notes that morphological negation through affixation provides a productive means of expressing opposition, while syntactic negation often interacts with auxiliary verbs and word order to shape interpretation (Kane, 2021).

From a semantic perspective, scholars have explored how negation influences truth conditions, scope, and presuppositions. Sandu introduces a formal framework that treats negation as part of informational independence, showing how meaning shifts depending on whether negation applies to the proposition as a whole or to specific elements within it (Sandu, 2015). This aligns with broader semantic theories that distinguish between sentential negation (*He did not come*) and constituent negation (*Not John but Mary came*), each carrying distinct interpretive consequences.

Recent systematic reviews emphasize the pragmatic and rhetorical functions of negation. It is not merely a logical operator but a communicative resource that allows speakers to manage stance, politeness, and interpersonal relations. Negation can soften disagreement, signal indirectness, or highlight contrast, making it central to discourse strategies in English. Collectively, the literature demonstrates that negation is multifaceted: it operates at the intersection of grammar, semantics, and pragmatics, reflecting both structural rules and communicative needs. This body of research underscores the importance of analyzing negation not only as a linguistic mechanism but also as a cultural and cognitive phenomenon.

Methodology

The methodology adopted for this study is designed to provide a comprehensive analysis of the semantic dimensions of negation in English, integrating both theoretical and empirical approaches. The research follows a qualitative framework, supported by descriptive and comparative methods, to capture the nuances of meaning and usage across different contexts.

The primary data set consists of authentic English texts drawn from diverse sources,

including literary works, academic articles, media discourse, and everyday conversational transcripts. This variety ensures that negation is examined not only in formal registers but also in colloquial and pragmatic settings. In addition, corpora such as the British National Corpus (BNC) and the Corpus of Contemporary American English (COCA) are utilized to provide frequency data and contextual examples of negation in natural usage (Jespersen, 1917).

The analysis is structured around three key dimensions: syntactic, semantic, and pragmatic. At the syntactic level, the study identifies the forms of negation (e.g., sentential negation, constituent negation, morphological negation). At the semantic level, attention is given to scope, presupposition, and truth-conditional effects, with particular focus on how negation interacts with modality and quantification (Klima, 1964). Pragmatic analysis explores how negation functions in discourse, including its role in politeness strategies, indirectness, and emphasis.

To highlight the distinct features of English negation, comparative insights are drawn from other languages, particularly Russian and Uzbek, where negation exhibits different structural and semantic patterns. This cross-linguistic perspective enriches the analysis by revealing universal tendencies and language-specific variations (Alnawaisheh, 2015).

Findings are interpreted through established semantic theories, including truth-conditional semantics and pragmatic models of communication. To ensure validity, examples are cross-checked against multiple sources, and interpretations are aligned with existing scholarly literature.

This methodological design allows for a balanced exploration of negation as both a linguistic mechanism and a communicative strategy. By combining corpus-based evidence with theoretical insights, the study aims to provide a nuanced understanding of how negation shapes meaning in English.

Results

The analysis of negation in English yielded several significant findings across syntactic, semantic, and pragmatic dimensions. At the syntactic level, corpus data confirmed that sentential negation using *not* remains the most frequent form, particularly in spoken discourse. However, constituent negation (*not John but Mary*) and morphological negation (prefixes such *as un-, dis-*, and suffixes like *-less*) were also widely attested, though their distribution varied by register. Literary texts favored morphological negation for stylistic effect, while conversational English relied heavily on sentential forms.

From a semantic perspective, the study revealed that scope and presupposition play crucial roles in interpretation. Sentences such as *I don't think he will come* versus *I think he won't come* demonstrated how negation shifts the focus of meaning depending on its placement. Corpus evidence showed that negation often interacts with modal verbs (*cannot, should not, might not*), producing layered meanings that combine logical denial with degrees of possibility or obligation. Additionally, double negation was found to function differently depending on context: in formal English it typically resolves to affirmation (*not uncommon = common*), while in non-standard varieties it can reinforce denial (*I don't know nothing).*

Pragmatic analysis highlighted the communicative functions of negation beyond its logical role. In discourse, negation frequently served as a politeness strategy, softening disagreement or mitigating face-threatening acts. For example, indirect refusals such as *I don't think that's a good idea* were more common than direct negatives like *That's wrong*. Furthermore, negation was often used rhetorically to emphasize contrast or highlight alternative viewpoints, particularly in argumentative and persuasive texts.

Overall, the results demonstrate that negation in English is not a simple reversal of meaning but a complex semantic and

pragmatic phenomenon. It interacts with syntax, truth conditions, and discourse strategies, reflecting both structural rules and communicative needs. These findings underscore the importance of analyzing negation holistically, as its semantic aspects reveal how English speakers negotiate meaning, stance, and social interaction.

Discussion and Analysis

The findings of this study highlight the multifaceted nature of negation in English, demonstrating its significance not only as a grammatical operator but also as a semantic and pragmatic resource. The discussion integrates these results with existing theoretical frameworks, offering a deeper understanding of how negation functions across different levels of language.

1. *Syntactic and Semantic Interplay*

The prevalence of sentential negation (*not, never*) in spoken discourse underscores its role as the default mechanism for expressing denial. However, the presence of constituent and morphological negation reveals the flexibility of English in encoding opposition. Morphological forms such as *unhappy* or *careless* show how negation can be embedded within lexical items, often carrying evaluative or stylistic weight. The semantic analysis confirms that scope and presupposition are critical: the difference between *I don't think he will come* and *I think he won't come* illustrates how negation shifts interpretive focus, aligning with truth-conditional theories that emphasize the logical placement of negators.

2. *Pragmatic Dimensions*

Negation in English extends beyond logical reversal to serve important communicative functions. The corpus analysis revealed that speakers often employ negation to soften disagreement or mitigate face-threatening acts, consistent with Brown and Levinson's politeness theory. Indirect refusals *(I don't think that's a good idea)* are preferred over blunt negatives, reflecting cultural tendencies toward maintaining harmony in discourse (Brown and Levinson, 1987). Furthermore, rhetorical uses of negation – such as *not only…but also* – demonstrate its role in structuring argumentation and emphasizing contrast.

3. *Cross-Linguistic Insights*

Comparative analysis with Russian and Uzbek highlights both universal and language-specific features of negation. While English generally avoids double negation in standard usage, Russian and Uzbek employ it as a reinforcement strategy *(Я ничего не знаю / Men hech narsa bilmayman = "I don't know anything")*. This contrast underscores the importance of cultural and linguistic context in interpreting negation, suggesting that English speakers may perceive reinforced negatives as non-standard, whereas in other languages they are normative.

4. *Broader Implications*

The results confirm that negation is not a monolithic phenomenon but a dynamic element of meaning-making. Its interaction with modality, quantification, and discourse strategies reveals how speakers negotiate stance, truth, and social relations. The analysis also suggests pedagogical implications: teaching negation should move beyond structural rules to include semantic scope and pragmatic functions, enabling learners to grasp its subtleties in real communication.

In sum, negation in English operates at the intersection of syntax, semantics, and pragmatics, reflecting both logical structures and cultural communicative practices. Its study enriches our understanding of how language encodes denial, contrast, and politeness, while also offering insights into cross-linguistic variation and the cognitive processes underlying communication.

Conclusion

The exploration of negation in English reveals its complexity as a linguistic phenomenon that extends far beyond the simple reversal of meaning. It operates simultaneously at syntactic, semantic, and pragmatic levels, shaping how speakers construct sentences, interpret truth conditions,

and manage social interaction. The findings confirm that sentential negation remains the most common form, yet constituent and morphological negation contribute significantly to stylistic and lexical variation. This diversity underscores the adaptability of English in encoding denial and opposition.

Semantically, negation interacts with scope, presupposition, and modality, producing subtle shifts in interpretation that highlight the importance of context. The distinction between *I don't think he will come* and *I think he won't come* exemplifies how placement of negation alters meaning and stance. Pragmatically, negation functions as a communicative strategy, softening disagreement, mitigating face-threatening acts, and structuring rhetorical emphasis. These uses demonstrate that negation is not merely logical but deeply embedded in discourse practices and cultural norms.

Cross-linguistic comparisons further enrich the analysis, showing that while English tends to avoid double negation in standard usage, other languages such as Russian and Uzbek employ it as a reinforcement strategy. This contrast highlights the need to consider cultural and linguistic context when analyzing negation, as its interpretation is shaped by broader communicative traditions.

In conclusion, negation in English is a dynamic and multifaceted phenomenon that bridges grammar, meaning, and interaction. Its study provides valuable insights into how language encodes denial, contrast, and politeness, while also revealing universal tendencies and language-specific variations. For pedagogy, this suggests that teaching negation should move beyond structural rules to encompass semantic scope and pragmatic functions, enabling learners to grasp its subtleties in authentic communication. Ultimately, the semantic aspects of negation illustrate the intricate relationship between language, thought, and social practice, affirming its central role in the study of English linguistics.

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Etimological and cultural features of proverbs, sayings, and lexical units involving the color “Red” in English and Uzbek

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Annotation *This article presents a comparative etymological and cultural-semantic analysis of proverbs, sayings, idioms, and lexical units containing the color “red” in English and Uzbek. The study aims to investigate the historical origins, semantic evolution, and symbolic interpretations of red in both languages. Using descriptive, comparative-typological, etymological, and cultural-semantic methods, the research examines how red expresses emotional intensity, physiological reactions, evaluative meanings, and cultural symbolism. The findings show that in English, red is commonly associated with danger, warning, anger, revolution, and financial loss, reflecting its role in signaling and emotional emphasis. In contrast, in Uzbek linguistic culture, red more often symbolizes beauty, honor, celebration, vitality, and moral values. Despite these differences, both languages share universal cognitive and biological foundations, linking red to human perception, blood, life, and expressive force. The study highlights the close relationship between language, cognition, and culture, emphasizing the role of color terminology in encoding cultural norms and symbolic meanings.*

Keywords *Red, proverbs, idioms, phraseology, etymology, cultural semantics, comparative linguistics, cognitive linguistics*

Qizil rangga oid maqol, ibora va leksik birliklarning etimologik va madaniy xususiyatlari (ingliz va o‘zbek tillarida)

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Annotatsiya *Ushbu maqolada ingliz va o‘zbek tillaridagi “qizil” rangini o‘z ichiga olgan maqollar, iboralar hamda leksik birliklarning etimologik va madaniy-semantik xususiyatlari qiyosiy tahlil qilinadi. Tadqiqotning maqsadi har ikki tilda “qizil” rangining tarixiy kelib chiqishi, semantik taraqqiyoti va ramziy talqinlarini aniqlashdan iborat. Ishda tavsifiy, qiyosiy-tipologik, etimologik hamda madaniy-semantik metodlardan foydalanildi. Natijalar shuni ko‘rsatadiki, ingliz tilida qizil rang ko‘proq xavf, ogohlantirish, g‘azab, inqilob va moliyaviy yo‘qotish bilan bog‘lanadi. O‘zbek tilida esa u asosan go‘zallik, sha’n, bayram, hayotiylik va axloqiy qadriyatlarni ifodalaydi. Shunga qaramay, har ikki til qizil rangni inson fiziologiyasi, hayot, qon va emotsional kuch bilan bog‘lovchi universal kognitiv asoslarni namoyon etadi. Tadqiqot til, tafakkur va madaniyat o‘rtasidagi uzviy bog‘liqlikni yoritadi. Bundan tashqari, maqolada rang komponentli birliklarning milliy dunyoqarashni aks ettirishdagi roli ham tahlil qilinadi. Ingliz tilidagi pragmatik ma’no kengayishi va tarixiy ijtimoiy jarayonlar bilan bog‘liq holda shakllanganligi ko‘rsatib beriladi. Qiyosiy tahlil natijalari rang semantikasining milliy-madaniy xususiyatlari bilan bir*

qatorda, inson tafakkuriga xos umumiy konseptual mexanizmlarni ham ochib beradi.

Kalit so'zlar *Qizil, maqollar, idiomalar, frazeologiya, etimologiya, madaniy semantika, taqqosiy tilshunoslik, kognitiv tilshunoslik*

Этимологические и культурные особенности пословиц, поговорок и лексических единиц, связанных с цветом «красный» в английском и узбекском языках

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Аннотация *В данной статье представлен сопоставительный этимологический и культурно-семантический анализ пословиц, поговорок, идиом и лексических единиц с цветообозначением «красный» в английском и узбекском языках. Цель исследования заключается в выявлении исторического происхождения, семантической эволюции и символических интерпретаций красного цвета в двух языковых культурах. В работе применяются описательный, сопоставительно-типологический, этимологический и культурно-семантический методы анализа. Результаты показывают, что в английском языке красный цвет преимущественно ассоциируется с опасностью, предупреждением, гневом, революцией и финансовыми потерями. В узбекской лингвокультуре он чаще символизирует красоту, честь, праздничность, жизненную силу и нравственные ценности. Несмотря на культурные различия, в обоих языках прослеживаются универсальные когнитивные основы, связывающие красный цвет с физиологией человека, кровью, жизнью и эмоциональной интенсивностью. Исследование подтверждает тесную взаимосвязь языка, мышления и культуры. Кроме того, в статье анализируется роль цветообозначений в формировании национальной картины мира. Сопоставительный анализ подтверждает, что семантика цвета формируется под влиянием как универсальных когнитивных механизмов, так и специфических культурных факторов, определяющих национально-языковую специфику.*

Ключевые слова *Красный, пословицы, идиомы, фразеология, этимология, культурная семантика, сравнительное языкознание, когнитивная лингвистика*

Introduction

The concept of color constitutes an integral part of human cognition, language, and culture. It is not merely a phenomenon associated with visual perception but also a complex cultural phenomenon carrying deep symbolic and semantic significance. Through colors, humans perceive their environment,

express emotional states, and consolidate their social and cultural experiences through language. Each color develops in close connection with a community's historical evolution, lifestyle, social outlook, and aesthetic preferences. Therefore, the linguistic representation of colors extends beyond mere denotation, embodying broad cultural and semantic meaning.

Linguistic units – particularly proverbs, sayings, and idiomatic expressions – serve as key ethno-linguistic resources preserving centuries of life experience, worldview, and moral-ethical values. Color-based linguistic units reveal national mentality, symbolic thinking, and evaluative attitudes. Consequently, the study of color-related linguistic units is a significant research direction in ethnolinguistics, cultural semantics, and comparative linguistics.

The color red is widely recognized in numerous languages and cultures as one of the most active, semantically multifaceted, and sometimes contradictory colors. It conveys opposing concepts such as life and blood, love and beauty, power and passion, danger and warning, anger and threat. The polysemous nature of red is directly linked to its biological, psychological, and cultural foundations. Examining proverbs and idiomatic expressions involving red allows for a deeper understanding of the dynamic interplay between language and culture.

This study conducts a comparative analysis of English and Uzbek proverbs, sayings, and idiomatic expressions involving the color red from etymological and cultural-semantic perspectives. The primary aim is to identify the origins, semantic development, and symbolic interpretations of red in both languages, as well as to highlight their similarities and differences. The results provide insight into the role of color in national culture and its linguistic characteristics.

Methodology

The research combines linguistic, etymological, and cultural-semantic approaches. The methodology is grounded in contemporary linguistic theories on color semantics, phraseology, and ethnolinguistics.

The descriptive method was applied first, allowing a systematic description of linguistic units. This approach traces back to Ferdinand de Saussure, who emphasized studying language as a system of internal relations. The formal and semantic characteristics of proverbs and idiomatic expressions involving "red" in English and Uzbek were analyzed using this method.

The comparative-typological method was also employed, enabling identification of similarities and differences by comparing linguistic phenomena across languages. The theoretical foundations of this approach are found in the works of scholars such as Wilhelm von Humboldt, N.S. Trubetskoy, and Roman Jakobson. Comparative analysis highlighted the semantic fields, evaluative and symbolic characteristics of red, and their cultural bases in both languages.

Etymological analysis played a crucial role, focusing on the origins and historical development of linguistic units, drawing on principles developed by V.V. Vinogradov, É. Benveniste, and J. Pokorny. The Indo-European roots of the lexemes *red* and *qizil*, along with their historical semantic shifts, were analyzed using this method.

A cultural-semantic and ethnolinguistic approach was also applied, emphasizing the study of language in close connection with culture. Linguistic relativity ideas by E. Sapir and B. Whorf, as well as the conceptual metaphor theory by G. Lakoff and M. Johnson, provided a theoretical basis for explaining the symbolic meanings of colors. Color was treated as a cultural concept, drawing on B. Berlin and P. Kay's research on color terminology.

The primary materials included the *Oxford Dictionary of Proverbs* for English and the "O'zbek xalq maqollari" collection for Uzbek (Mirzayev, et al., 2005). The chosen methodologies ensured scientific rigor and consistency in the comparative analysis.

Results

The etymological and cultural-semantic analysis of proverbs, sayings, and phraseological units containing the color "red" in both English and Uzbek languages revealed significant insights into the linguistic and cognitive status of this color component. The study demonstrated that linguistic units involving the "red" color are highly active within both languages and carry substantial cultural-semantic weight. The analytical process examined the biological and psychophysiological foundations of the color red, its historical-etymological development, and its conceptual formation as a cultural symbol, highlighting its role in the cognitive frameworks of both societies. The findings underscore the intricate connection between color semantics and the interplay of language and culture.

Analysis of English Proverbs and Expressions Containing "Red"

Empirical analysis of English-language materials revealed that phraseological units incorporating the lexeme "red" are primarily associated with semantic fields such as warning, danger, intense emotions, and socio-economic instability. This pattern reflects the conceptualization of red in Western culture as a signal or indicator of threat (Berlin & Kay, 1969).

For instance, the proverb **"Red sky at night, shepherd's delight; red sky in the morning, shepherd's warning"** is grounded in ancient meteorological observations and practical experience. Here, the red color functions not as an aesthetic or emotive marker but as a prognostic signal, conveying predictive information about natural phenomena (Speake, 2008). The study highlights that, for ancient sailors and herders, changes in the color of the sky provided critical early indications of weather conditions. Etymologically, the lexeme "red" traces back to Old English *rēad*, related to the Proto-Indo-European root *reudh-* ("blood, fire, redness") (Pokorny, 1959), linking the color directly to natural phenomena. As Lakoff and Johnson (1980) argue, perceiving natural events through color as "warning subjects" emerges via conceptual metaphor mechanisms. Culturally, this proverb illustrates that, in English society, red has become an informative and cautionary color rather than a neutral visual feature.

The idiom **"in the red"** exemplifies the metaphorical extension of color semantics into abstract domains. This expression denotes financial loss and economic difficulty, originating from nineteenth-century accounting practices where deficits were recorded in red ink (Ayto, 2009). The semantic development follows a metonymic pathway: red → red ink → financial loss → indebtedness. Vinogradov (1977) emphasizes that color components in phraseological units often transition from concrete objects to abstract concepts, acquiring new semantic load. Culturally, this idiom reflects the entrenched use of red as a social warning signal in English.

The phrase **"to see red"** conveys intense anger or emotional outburst. Analysis indicates that the semantic basis is closely tied to human physiology: during anger, increased blood pressure and facial flushing conceptually link to red (Wierzbicka, 1999). As Sapir (1921) observes, language frequently encodes physiological processes symbolically. In this instance, "to see red" signifies the loss of emotional control and the predominance of instinctive reactions, confirming that red in English culture is associated with aggression and danger.

Analysis of Uzbek Proverbs and Expressions Containing "Qizil"

Analysis of Uzbek-language materials indicates that the color "qizil" predominantly conveys positive evaluations and culturally valued concepts. It is associated with honor, beauty, pricelessness, and aesthetic appreciation.

The proverb **"Qanoat – qizil oltin"** exemplifies red as a symbol of supreme value. The phrase "qizil oltin" links to the concept of pure and precious gold in Uzbek culture, with

historical sources noting the widespread use of reddish-gold alloys in Central Asia, thus fostering the association of color with value. This proverb prioritizes contentment over material wealth, framing it as a moral virtue. Benvenist (1971) notes that colors serve as significant vehicles for encoding societal moral and cultural norms, which explains why red here carries high positive evaluative weight.

In **"Yuz qizili ketar, yuz xijili ketmas"**, red symbolizes honor and moral sensitivity. Facial flushing is interpreted as an indicator of awareness and adherence to social norms, demonstrating the semantic shift from physiological state to moral concept. In Uzbek culture, notions of shame and dignity are socially significant, and red functions as a profound symbol of moral responsibility rather than merely a transient physical phenomenon.

The expression **"Qizil tilim bo'lmasa, yayrar edim elimda"** portrays a "red tongue" as a metaphor for sharp or excessively active speech. The study suggests that red in this context signifies potent energy and potential danger. Following Lakoff and Johnson's (1980) conceptual metaphor theory, the "word – power" model emerges here, reflecting the social potency of speech in Uzbek cognition. Misuse of speech can carry negative consequences, and red serves as a cautionary semantic marker.

In **"Qizil gul ekkanning xirmoni bo'lmas"**, red symbolizes aesthetic beauty and elegance but contrasts with productivity and utilitarian value. The findings indicate that Uzbek folk worldview critiques attachment solely to external beauty. Although a red flower is visually attractive, it is interpreted as nonfunctional and without practical benefit, highlighting the pragmatic dimension of color semantics.

Finally, **"Qizning ko'zi qizilda, yigitning ko'zi yashilda"** links red to femininity, ornamentation, and aesthetic sense. Color functions as a symbolic mediator of gender roles, with red emphasizing female attraction and attention in social perception.

Comparative Cultural Analysis

The comparative analysis revealed that in English, red is primarily associated with danger, warning, anger, and financial loss, whereas in Uzbek, red conveys beauty, honor, value, and pricelessness. These distinctions reflect differing cultural perceptions of color between Eastern and Western societies, providing evidence of the linguistic and cultural significance of colors.

Despite cultural differences, several notable cross-linguistic similarities emerged in the comparative analysis of red-color-containing units:

1. **Biological and Physiological Foundations**: In both languages, the majority of red-related expressions are grounded in physiological processes such as blood flow, heart rate, body temperature, and facial flushing. While "to see red" (English) and "yuz qizili ketar" (Uzbek) differ in semantic focus, both ultimately trace back to the physiological response of facial redness caused by emotional stress. Berlin and Kay (1969) emphasize that red is one of the earliest and most distinctly perceived colors, underscoring its biological importance. Thus, the active use of red in linguistic units in both languages reflect universal human physiological characteristics.
2. **Expression of Intense Emotions**: Red consistently signals strong, intense emotional states rather than neutral or calm conditions. English expressions like *to see red* and *red-hot anger* and Uzbek phrases like *qizil til* and *yuz qizili* exemplify this function. Wierzbicka (1999) identifies red as a marker of heightened emotional intensity. The cross-linguistic similarity lies in the general emotional function, while the type of emotion (anger, shame, excitement) varies culturally, indicating a shared semantic core with divergent cultural elaboration.

3. **Warning and Signal Function**: In both languages, red functions as a warning or cautionary signal. This is evident in English expressions such as *red sky in the morning* and *in the red* and in Uzbek proverbs like *qizil tilim bo'lmasa…* and *qizil gul ekkanning xirmoni bo'lmas*. Red communicates alertness and danger, reflecting a universal cognitive function. Psychologically, red is highly perceptible and often used as a visual cue for threat or caution, a mechanism mirrored in linguistic expression.
4. **Metaphorical and Metonymic Extension**: Red transcends its literal meaning to symbolize abstract concepts in both languages through metaphor and metonymy. In English, *in the red* transitions from ink color to financial loss, while in Uzbek, *qizil oltin* or *yuz qizili* conveys moral and value-based meaning. According to Lakoff and Johnson (1980), humans often conceptualize abstract notions via sensory experience, which explains the cross-linguistic similarity in metaphorical expansion.
5. **Antiquity and Stability**: Proverbs and expressions involving red in both languages are historically entrenched and culturally stable. For example, *red sky at night* appears in biblical references, while *qanoat – qizil oltin* reflects centuries of Uzbek moral philosophy. The stability of these units indicates their cultural and semantic significance (Vinogradov, 1977).
6. **Evaluative Function**: Red also functions as a marker of subjective evaluation. In English, red often carries negative connotations (danger, loss, anger), while in Uzbek it generally conveys positive values (honor, beauty, virtue). Nevertheless, the evaluative mechanism itself is consistent across both languages, illustrating that color serves as an axiological category, encoding social norms, moral views, and cultural values.

The study demonstrates that while cultural interpretations of red differ, its biological, emotional, and cognitive foundations create a shared semantic core. The comparative analysis confirms that color semantics is both a universal cognitive phenomenon and a culturally nuanced linguistic tool, reflecting the interplay between human perception, societal values, and linguistic expression.

Discussion

The results of the comparative analysis indicate that in both English and Uzbek, the semantic domains of phraseological units containing the color red are based on a common biological and psychological foundation. In both languages, these linguistic units relate to natural processes in human physiology, particularly blood circulation, facial flushing, and emotional stress. For example, the English phraseological unit *to see red* and the Uzbek expression *yuz qizili ketar* are used in different cultural contexts but share the same physiological basis in terms of semantic core. This confirms the biological universality of color perception and the mechanism of coding emotional processes through language (Berlin & Kay, 1969; Wierzbicka, 1999).

At the same time, clear differences are observed in the cultural interpretations of red. In English, the color red is predominantly associated with danger, warning, and prohibition, whereas in Uzbek it reflects beauty, honor, moral values, and aesthetic evaluation. English expressions such as *in the red* or *red sky in the morning* function as symbols of danger or threat, while Uzbek expressions like *qizil oltin*, *qizil til*, and *qizil gul ekkanning xirmoni bo'lmas* represent values and aesthetic principles. Thus, although linguistic units involving red are formed on a common cognitive basis in both languages, cultural distinctions are clearly manifested in their interpretations.

These differences are explained by the historical experience, social norms, lifestyle, and aesthetic views of each people. In Uzbek

culture, color is associated with value and moral standards, functioning as a tool for positive evaluation, while in English culture, it is dominant as an element conveying warning or signaling danger. Consequently, phraseological units with red not only convey descriptive color meaning but also manifest as a linguistic mirror of national culture.

From this perspective, although the biological foundations of red are universal, its cultural semantics are shaped through linguistic and cognitive experience. This demonstrates the interconnection between language and culture and highlights that color perception involves not only physiological but also axiological and social components. Comparative analysis shows that phraseological units with color simultaneously express emotional, signal, and evaluative functions in language, yet their cultural interpretation depends on the historical and aesthetic context of each society.

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The Correlation Between Modality and Interjections in Linguistics

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Annotation *This article investigates the relationship between modality, a significant semantic-pragmatic category in linguistics, and interjections, which are considered emotional-expressive units. The study analyses the theoretical interpretations of the concept of modality, its epistemic, deontic and dynamic types, and its means of expression, based on the traditions of Western, Russian and Uzbek linguistics. Furthermore, the formation, types, and functional-pragmatic features of the interjection category in speech are elucidated based on scholarly sources. The article, through examples taken from literary texts, examines the realisation of modality and interjections units in speech and their communicative role in enhancing communicative impact is demonstrated. According to the research findings, it is established that interjections, as a means of directly expressing the speaker's subjective attitude, reinforce or modify the overall modal content of the utterance. Consequently, it is scientifically substantiated that the categories of modality and interjections manifest in interrelated manner based on semantic, pragmatic, and intonational factors.*

Keywords *Category of modality, semantic-pragmatic phenomenon, subjective evaluation, category of interjection, pragmatic function, correspondence of modality and interjections*

Tilshunoslikda modallik va undov mutanosibligi

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Annotatsiya *Mazkur maqolada tilshunoslikda muhim semantik-pragmatik kategoriya hisoblangan modallik hamda emotsional-ekspressiv birlik sifatida qaraladigan undovlarning o'zaro mutanosibligi masalasi tadqiq etiladi. Tadqiqotda g'arb, rus va o'zbek tilshunosligi an'analari asosida modallik tushunchasining nazariy talqinlari, uning epistemik, deontik va dinamik turlari va ifodalanish vositalari tahlil qilinadi. Shuningdek, undov kategoriyasining shakllanishi, turlari va nutqdagi funksional-pragmatik xususiyatlari ilmiy manbalar asosida yoritiladi. Maqolada badiiy matnlardan olingan misollar orqali modallik va undov birliklarining nutqda voqelanishi hamda ularning kommunikativ ta'sirchanlikni oshirishdagi roli ko'rsatib beriladi. Tadqiqot jarayonida ushbu birliklarning semantik mazmuni va pragmatik vazifalari o'zaro bog'liqlikda tahlil qilinadi. Shuningdek, modallik va undovlarning nutqdagi qo'llanishi so'zlovchining emotsional holati hamda kommunikativ niyatini ifodalashda muhim vosita ekanligi ko'rsatib beriladi. Tadqiqot natijalariga ko'ra, undovlar so'zlovchining subyektiv munosabatini bevosita ifodalovchi vosita sifatida gapning umumiy modal mazmunini kuchaytirishi yoki modifikatsiya qilishi aniqlanadi. Natijada modallik va undov kategoriyalarining semantik, pragmatik*

hamda intonatsion omillar asosida o‘zaro bog‘liq holda namoyon bo‘lishi ilmiy jihatdan asoslanadi.

Kalit so‘zlar *Modallik kategoriyasi, semantic- pragmatik hodisa, subyektiv baho, undov kategoriyasi, pragmatik funksiya, modallik va undov mutanosibligi*

Соотношение модальности и междометий в лингвистике

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Аннотация *В данной статье исследуется взаимосвязь между модальностью, важной семантико-прагматической категорией в лингвистике, и междометиями, которые рассматриваются как эмоционально-экспрессивные единицы речи. В исследовании анализируются теоретические интерпретации понятия модальности, ее эпистемический, деонтический и динамический типы, а также средства ее выражения на основе традиций западной, русской и узбекской лингвистики. Кроме того, на основе научных источников проясняются формирование, типы и функционально-прагматические особенности категории междометий в речи. В статье на примерах из литературных текстов рассматривается реализация единиц модальности и междометий в речи и демонстрируется их роль в усилении коммуникативного воздействия. По результатам исследования установлено, что междометия, как средство прямого выражения субъективного отношения говорящего, усиливают или модифицируют общее модальное содержание высказывания. Таким образом, научно обосновано, что категории модальности и междометий проявляются взаимосвязанно на основе семантических, прагматических и интонационных факторов.*

Ключевые слова *Категория модальности, семантико-прагматический феномен, субъективная оценка, категория междометий, прагматическая функция, соответствие модальности и междометий*

Kirish

Tilshunoslikda modallik kategoriyasi til birliklarining faqat grammatik tuzilishini emas, balki so‘zlovchining voqelikka bo‘lgan munosabatini ifodalovchi muhim semantik-pragmatik hodisa sifatida talqin qilinadi. Modallik orqali nutqda ehtimollik, zaruriyat, majburiyat, ishonch, shubha kabi ma’nolar yuzaga chiqadi va bu holat gapning umumiy mazmuniga bevosita ta’sir ko‘rsatadi. Ushbu kategoriya ayniqsa muloqot jarayonida subyektiv baholash va nutq egasining pozitsiyasini aniqlashda muhim ahamiyat kasb etadi. F.R. Palmer ta’rificha, “modallik – bu kayfiyat va modallik belgilari bilan bog‘liq bo‘lib, ko‘pgina tillarda yagona grammatik kategoriya sifatida ko‘riladi” (Palmer, 2001).

Til tizimida modallik bilan bevosita yoki bilvosita aloqador bo'lgan birliklardan biri – undovlardir. Undovlar so'zlovchining ichki holati, emotsional munosabati va kommunikativ niyatini ifodalovchi til vositalari bo'lib, ular ko'pincha sintaktik jihatdan mustaqil holda yoki gap tarkibida intonatsion ajralgan birlik sifatida namoyon bo'ladi. Rus tilshunosligida undovlar nutqning ekspressivligini ta'minlovchi, subyektiv bahoni kuchaytiruvchi birliklar sifatida izohlanadi va ular orqali nutq egasining munosabati bevosita ifodalanishi ta'kidlanadi. V.V. Vinogradov o'z asarida so'zlarning shakli va semantik jihatlarini keng tahlil qilib, ularni tilning ichki tuzilishi va grammatika tizimidagi o'rni bilan bog'laydi (Vinogradov, 1986; 611-616). O'zbek tilshunosi A.A. Mo'minovaning fikricha, modallik ko'pincha so'zlovchining subyektiv bahosi bilan bog'liq bo'lib, nutq mazmunining pragmatik talqinini shakllantiradi. Shu jihatdan undovlar ham ushbu bahoni kuchaytiruvchi vosita sifatida xizmat qiladi (Mo'minova, 2025; 15).

Modallik va undov kategoriyalari o'rtasida yaqin funksional va pragmatik bog'liqlik mavjud. Undovlar nutqda emotsional-ekspressiv ma'no ifodalash bilan birga, so'zlovchining modal pozitsiyasini – ya'ni ishonch, shubha, qat'iylik yoki istak kabi munosabatlarini kuchaytiruvchi vosita sifatida talqin qilinadi. Bunday holatlarda undovlar gapning umumiy modal mazmunini faollashtiradi, uni aniqlashtiradi yoki kommunikativ vaziyatga mos ravishda modifikatsiya qiladi. Shuning uchun modallik va undov o'zaro mutanosib kategoriyalar sifatida qaralib, ularning birgalikdagi voqelanishi nutqning pragmatik ta'sirchanligini oshiruvchi muhim hodisa hisoblanadi.

Asosiy qism

Modallik va undov kategoriyalari nutq jarayonida so'zlovchining voqelikka munosabati va subyektiv bahosini ifodalashda muhim o'rin egallasa-da, ularning nazariy tavsifi turli tilshunoslik an'analarida alohida yo'nalishlarda shakllangan. Shu bois, avvalo modallik va undov kategoriyalarining nazariy asoslarini mustaqil ravishda ko'rib chiqish, ularning mazmuniy chegaralari va ifoda vositalarini aniqlash zarur. Bunday yondashuv keyingi bosqichda ushbu ikki kategoriya o'rtasidagi o'zaro mutanosiblik va funksional aloqalarni ilmiy asosda yoritish imkonini beradi. Shu nuqtai nazardan, nazariy tahlil dastlab modallik kategoriyasining lingvistik talqinlari va tasnifidan boshlanadi.

Modallik tushunchasi tilshunoslikda dastlab grammatik kategoriya sifatida shakllangan bo'lib, keyinchalik semantik va pragmatik yondashuvlar asosida kengayib borgan. Ilk tadqiqotlarda modallik asosan fe'l mayllari va modal shakllar doirasida izohlangan bo'lsa, zamonaviy tilshunoslikda u gap mazmunining voqelikka munosabati va so'zlovchining subyektiv bahosini ifodalovchi murakkab ko'p qatlamli kategoriya sifatida talqin qilinadi (Palmer, 2001).

G'arb tilshunosligida modallikning nazariy asoslari izchil tizimga solingan. F.R. Palmer modallik tushunchasining shakllanishida muhim o'rin tutib, uni gap mazmunining haqiqatga munosabati bilan bog'liq semantik-grammatik hodisa sifatida ta'riflaydi. Olim modallikni mayl shakllari va modal vositalar bilan chambarchas bog'lab, uning universal xususiyatga ega ekanini ta'kidlaydi: "Modallik gap mazmunining haqiqatga munosabatini hamda so'zlovchining ushbu mazmunga bo'lgan munosabatini ifodalaydi; u imkoniyat, zarurat, majburiyat, istak va shubha kabi ma'nolar orqali namoyon bo'ladi" (Palmer, 2001).

Palmer modallikning shakllanish jarayonida grammatik vositalar (mayl, modal fe'llar) bilan bir qatorda leksik va sintaktik vositalarning ham muhim rol o'ynashini ko'rsatadi (Palmer, 2001).

Modallikning semantik tabiatini chuqurroq yoritishda J. Nuyts qarashlari alohida ahamiyatga ega. U modallikni, avvalo, so'zlovchining subyektiv bahosi bilan bog'liq hodisa sifatida talqin qiladi va g'arb tilshunosligida modallikning epistemik yo'nalishi ustuvor ekanini ta'kidlaydi: "Modallik

asosan so‘zlovchining voqelikka bo‘lgan subyektiv bahosini ifodalaydi va bu xususiyat uni boshqa semantik kategoriyalardan ajratib turadi” (Nuyts, 2001).

Rus tilshunosligida modallik tushunchasi ko‘pincha kengroq modus kategoriyasi doirasida shakllangan. V.V. Ivanov modallikni modusning tarkibiy qismi sifatida izohlab, uning nutq mazmunini baholashdagi rolini alohida ko‘rsatadi: “Modus nutq mazmunining aktualizatsiyasi, kvalifikatsiyasi va ijtimoiy baholanishini qamrab oladi; modallik esa ushbu tizimning muhim semantik bo‘g‘ini sifatida namoyon bo‘ladi” (Ivanov, 1975). Bu yondashuv modallikning faqat grammatik emas, balki kommunikativ va pragmatik tabiatga ega ekanini asoslashga xizmat qiladi.

O‘zbek tilshunosligida modallik tushunchasi dastlab fe’l mayllari va modal shakllar doirasida o‘rganilgan bo‘lsa-da, keyingi tadqiqotlarda u semantik-pragmatik kategoriya sifatida talqin qilina boshladi. O‘zbek grammatik an’analarida modallik gap mazmunining obyektiv voqelik bilan munosabati hamda so‘zlovchining bahosini ifodalovchi vosita sifatida izohlanadi. Bu yondashuv modallikning leksik va sintaktik vositalar orqali ham ifodalanishini tan olishga asos bo‘ladi (Juraeva, 2020).

A.A. Mo‘minovaning takidlashicha, nutq jarayonida til birliklari faqat ma’lumot uzatish bilan cheklanmaydi, balki so‘zlovchining bayon etilayotgan mazmunga munosabatini ham ifodalaydi. Shu jihatdan modallik nutqning muhim pragmatik komponentlaridan biri hisoblanadi (Mo‘minova, 2025).

Yuqoridagi fikrlarga ko‘ra, modallik tushunchasining shakllanishi grammatik yondashuvdan semantik va pragmatik talqinga tomon evolyutsiya qilganini ko‘rsatadi. Rus, g‘arb va o‘zbek tilshunoslik maktablarida modallik turlicha izohlangan bo‘lsa-da, ularning barchasida modallik gap mazmunining voqelikka munosabati va so‘zlovchining subyektiv bahosini ifodalovchi markaziy kategoriya sifatida e’tirof etiladi.

Zamonaviy tilshunoslik tadqiqotlarida modallikning eng ko‘p uchraydigan tasnifi quyidagicha:

1. epistemik modallik;
2. deontic modallik;
3. dinamik modallik.

Epistemik modallik so‘zlovchining bayon qilinayotgan axborotga bo‘lgan ishonch darajasi, ehtimollik yoki taxminni ifodalaydi. Masalan, *balki*, *ehtimol*, *kerak, bo‘lsa* kabi birliklar orqali axborotning aniqlik darajasi baholanadi (Palmer, 2001). Masalan, A. Qodiriyning “O‘tkan kunlar asarida” Otabekning vaziyatga baho berishida taxmin va ishonchsizlik unsurlari seziladi:

– *“U bu gaplarning rostligiga to‘la ishonmas, balki bu gaplar ataylab aytilgandek tuyulardi.”*
(Qodiriy, 2018)

Bu misolda *to‘la ishonmas*, *tuyulardi* birliklari epistemik modallikni ifodalaydi.

Deontik modallik majburiyat, ruxsat va taqiq ma’nolarini ifodalab, ko‘pincha ijtimoiy me’yorlar va nutqiy vaziyat bilan bog‘liq holda namoyon bo‘ladi; masalan, *kerak*, *shart*, *mumkin* kabi birliklar ushbu modallik turining asosiy ko‘rsatkichlari hisoblanadi (Palmer, 2001). Bunday modallik Cho‘lpon asarlarida ayniqsa yaqqol kuzatiladi:

– *“Endi u bu yo‘ldan qaytmasligi kerak edi, chunki ortga qaytish uning sha’niga to‘g‘ri kelmasdi.”*
(Cho‘lpon, 2019).

Bu yerda *kerak edi* birligi majburiyat ma’nosini berib, deontik modallikni yuzaga chiqaradi.

Dinamik modallik esa subyektning ichki imkoniyati, qobiliyati yoki holatiga bog‘liq bo‘lib, harakatni bajara olish yoki bajara olmaslik holarini bildiradi va *qila olmoq*, *imkon topmoq* kabi vositalar orqali ifodalanadi (Palmer, 2001). G‘. G‘ulom asarlarida bu turdagi modallik ko‘p uchraydi:

– *“Shum bola bu ishni qila olishini ich-ichidan sezib turardi.”*
(G‘ulom, 2020).

Bu misolda *qila olishini* shakli subyektning ichki imkoniyatiga ishora qilib, dinamik modallikni ifodalaydi.

Shu bilan birga, ko‘plab olimlar modallikni faqat ushbu uchlik bilan cheklab bo‘lmasligini ta’kidlab, qo‘shimcha tiplar va subkategoriyalarni ham ajratadilar. Xususan, J. Nuyts epistemik modallik doirasida evidensial modallikni alohida qatlam sifatida ko‘rib, unda axborot manbai – bevosita kuzatuv, eshitilgan xabar yoki xulosa asosida chiqarilgan fikr – muhim rol o‘ynashini ko‘rsatadi. Masalan, *eshitishimcha*, *ko‘rinishidan* kabi birliklar axborotning kelib chiqish manbasini bildiradi (Nuyts, 2001). Ayrim tadqiqotlarda esa modallikning baholovchi, affektiv yoki diskursiv turlari ham ajratilib, ular nutq jarayonida so‘zlovchining munosabati va kommunikativ niyatini yanada chuqqurroq darajada ifodalashga xizmat qilishi ta’kidlanadi (Nuyts, 2001).

Modallik til tizimida grammatik (mayl shakllari, modal fe’llar), leksik (modal so‘zlar, sifatlar, ravishlar) hamda sintaktik vositalar (gapning qurilishi, intonatsion ajralish, modal komponentlarning joylashuvi) orqali ifodalanadigan, murakkab va ko‘p darajali kategoriya hisoblanadi (Palmer, 2001).

Undov kategoriyasi tilshunoslikda dastlab mustaqil grammatik birlik sifatida emas, balki nutqdagi emotsional ifodaning qo‘shimcha vositasi sifatida talqin qilingan (Vinogradov, 1986). Keyinchalik, ayniqsa XX asr tilshunosligida, undovlar til tizimining alohida leksik-grammatik qatlamini tashkil etuvchi birliklar sifatida e’tirof etila boshladi. Bu jarayon undovlarning nafaqat emotsional, balki kommunikativ va pragmatik funksiyaga ega ekanini ko‘rsatdi (Vinogradov, 1986, Ameka, 1992).

Rus tilshunosligida undov kategoriyasining nazariy asoslari izchil ishlab chiqilgan. V.V. Vinogradov undovlarni so‘zlovchining bevosita munosabatini ifodalovchi, nutqning ekspressivligini ta’minlovchi birliklar sifatida baholab, ularning sintaktik jihatdan mustaqil va intonatsion jihatdan ajralgan xususiyatiga alohida e’tibor qaratadi. Olim undovlarni so‘z turkumlari tizimida alohida o‘rin egallovchi birliklar sifatida izohlaydi (Vinogradov, 1986).

G‘arb tilshunosligida undovlar ko‘pincha pragmatik va diskursiv nuqtai nazardan o‘rganiladi. F.K. Ameka undovlarni “odatiy leksik ma’noga ega bo‘lmagan, biroq nutq vaziyatida kuchli kommunikativ va emotsional yuklama tashuvchi birliklar” sifatida talqin qiladi. Unga ko‘ra, undovlar so‘zlovchining ichki holatini va munosabatini to‘g‘ridan-to‘g‘ri ifodalovchi vosita hisoblanadi (Ameka, 1992).

O‘zbek tilshunosligida undovlar asosan emotsional-ekspressiv birliklar sifatida izohlangan. A.O. Oxunov undovlarning nutqdagi vazifasini quyidagicha ta’riflaydi: “Undov so‘zlar nutq jarayonida keng qo‘llanilib, gapiruvchining emotsional holatini, ichki kechinmalarini va muloqotdagi subyektiv munosabatini ifodalovchi til birliklari hisoblanadi”
(Oxunov, 2021).

Nazariy adabiyotlarda undovlar asosan uch turga ajratiladi:

1. emotsional undovlar;
2. irodaviy undovlar;
3. taqlidiy undovlar.

Emotsional undovlar hayrat, quvonch, afsus, qo‘rquv kabi holatlarni ifodalasa; irodaviy undovlar buyruq, chaqiriq yoki taqiqqa xizmat qiladi; taqlidiy undovlar esa tovush va holatlarni imitatsiya qiladi (Vinogradov, 1986; Ameka, 1992).

Undovlar badiiy asarlarda qahramonning ichki kechinmasini, ruhiy holatini va nutqiy munosabatini jonli ifodalashga xizmat qiladi.

Emotsional undov:

– Eh, yoshligim... qaytarmiding bir on!
(Qodiriy, 2018)

Bu misolda *eh* undovi afsus va armonni ifodalab, qahramonning ichki emotsional holatini kuchaytiradi.

Irodaviy undov:

– Hoy, to‘xta!
(Cho‘lpon, 2019)

Bu yerda *hoy* undovi chaqiriq va buyruq ma'nosini ifodalab, nutqning volitiv yo'nalishini belgilaydi.

Taqlidiy undov:

– Qars! – eshik qattiq yopildi.

(G'ulom, 2020)

Ushbu misolda *qars* undovi tovush taqlidi orqali voqeaning dinamikligini oshiradi.

Undovlar nutqda, avvalo, fonetik-intonatsion va leksik vositalar orqali ifodalanadi. Ular ko'pincha alohida intonatsiya, kuchli urg'u va pauza bilan talaffuz qilinib, so'zlovchining emotsional yoki irodaviy munosabatini bevosita yuzaga chiqaradi. Shu sababli undovlar sintaktik jihatdan gapdan ajralgan holda ham mustaqil kommunikativ birlik sifatida faol ishlatiladi. V.V. Vinogradov undovlarning aynan intonatsion jihatdan ajralib turishini ularning asosiy belgilari sifatida ko'rsatadi (Vinogradov, 1986). O'zbek tilida esa *oh, eh, voy, hoy* kabi barqaror leksik undovlar nutqda keng qo'llanilib, emotsional-ekspressiv ma'noni ifodalovchi asosiy vositalar hisoblanadi (Oxunov , 2021).

Shuningdek, undovlar morfologik va sintaktik vositalar orqali ham namoyon bo'ladi. Ayrim undovlar boshqa so'z turkumlaridan semantik o'zgarish asosida shakllanib, nutqda mustaqil undov vazifasini bajaradi (*barakalla, rahmat, voydod*). Sintaktik jihatdan esa undovlar alohida gap yoki gapdan tashqari birlik sifatida kelib, butun nutqning modal va pragmatik yo'nalishini belgilaydi. G'arb tilshunosligida, amerikalik tilshunos F.K. Ameka undovlarni nutq jarayonida so'zlovchining munosabati va kommunikativ niyatini bevosita ifodalovchi pragmatik birliklar sifatida talqin qiladi (Ameka, 1992). Shu jihatdan, undovlarning ifodalanish vositalari ko'p qatlamli bo'lib, ularning modallik bilan uzviy bog'lanishini ta'minlaydi.

Demak, undov kategoriyasi tarixan emotsional ifoda vositasi sifatida shakllangan bo'lsa-da, zamonaviy tilshunoslikda u nutqning muhim semantik-pragmatik komponenti sifatida qaraladi. Undovlar so'zlovchining subyektiv munosabatini bevosita ifodalashi bilan modallik kategoriyasi bilan uzviy bog'liq bo'lib, nutq mazmunining baholovchi va ta'sirchan jihatini kuchaytiradi.

Yuqorida ta'kidlanganidek, o'zbek tilshunosligida undovlar emotsional-ekspressiv ma'no ifodalovchi vosita sifatida o'rganilgan bo'lsa-da, ularning modallik bilan o'zaro mutanosiblik masalasi yetarli darajada kompleks tadqiq etilmagan. Aksariyat ishlarda undovlar mustaqil so'z turkumi yoki undov gap doirasida talqin qilinib, ularning gapdagi modal mazmunni kuchaytirish, yumshatish yoki o'zgartirishdagi roli cheklangan misollar asosida yoritilgan. Undovlar nutq jarayonida gapiruvchining modal pozitsiyasini yaqqol namoyon etuvchi vosita sifatida xizmat qiladi. Masalan, hayrat, norozilik, ishonchsizlik yoki qat'iylikni bildiruvchi undovlar gapning umumiy modal mazmunini kuchaytirishi yoki unga yangi semantik-pragmatik ohang qo'shishi mumkin. Shu jihatdan, modallik va undov o'rtasidagi munosabat nafaqat semantik, balki pragmatik va intonatsion omillar bilan ham uzviy bog'liqdir.

Yuqorida modallik va undov kategoriyalarining alohida nazariy talqini ko'rib chiqilgan bo'lsa-da, ularning o'zaro mutanosibligi masalasi alohida e'tiborni talab etadi. O'zbek tilshunosligida undovlar asosan emotsional-ekspressiv ma'no ifodalovchi birliklar sifatida tadqiq etilib, ko'pincha mustaqil so'z turkumi yoki undov gap doirasida talqin qilingan; natijada ularning gapdagi modal mazmunni shakllantirish va modifikatsiya qilishdagi roli yetarli darajada kompleks yoritilmagan (Oxunov, 2021). Xususan, undovlar nutq jarayonida so'zlovchining modal pozitsiyasini – ya'ni ishonch, shubha, qat'iylik yoki baholovchi munosabatini – bevosita va kuchli ifodalovchi vosita sifatida namoyon bo'ladi.

G'arb tilshunosligida modallikning subyektiv baho bilan uzviy bog'liqligi alohida ta'kidlanadi. J. Nuyts modallikni so'zlovchining voqelikka bo'lgan subyektiv munosabatini ifodalovchi kategoriya sifatida talqin qilib,

aynan emotsional va baholovchi birliklar ushbu munosabatni faollashtirishini ko‘rsatadi (Nuyts, 2001). Shu nuqtai nazardan, undovlar modallikning leksik va pragmatik ifodalanish vositalaridan biri sifatida qaralishi mumkin.

Rus tilshunosligida ham undovlarning baholovchi va ekspressiv tabiati modallik bilan yaqin aloqada izohlanadi. V.V. Vinogradov undovlar orqali so‘zlovchining munosabati va bahosi to‘g‘ridan-to‘g‘ri namoyon bo‘lishini ta’kidlab, ularning nutqdagi modal ohangni kuchaytirishdagi rolini ko‘rsatadi (Vinogradov, 1986). Bu qarash undovlarni faqat emotsional birlik emas, balki modal mazmunni tashuvchi pragmatik vosita sifatida talqin qilish imkonini beradi.

Yuqorida ta’kidlanganidek, g‘arb pragmatik tadqiqotlarida F.K. Ameka undovlarni so‘zlovchining munosabati va kommunikativ niyatini bevosita ifodalovchi diskursiv birliklar sifatida izohlab, ularning nutqdagi baholovchi va modal funksiyasini alohida qayd etadi (Ameka, 1992; 106–108). Shu jihatdan, undovlar gapning grammatik tuzilishidan tashqarida tursa-da, uning umumiy modal mazmunini kuchaytirish, yumshatish yoki qayta yo‘naltirish imkoniyatiga ega bo‘ladi.

Barcha nazariy fikrlarga tayangan holda, modallik va undov kategoriyalarining mutanosibligi, avvalo, ularning subyektiv bahoni ifodalashdagi funksional yaqinligi bilan belgilanadi degan mulohazaga kelishimiz mukin. Modallik gap mazmunining voqelikka nisbatan baholanishini ta’minlasa, undov ushbu bahoni bevosita, tezkor va kuchaytirilgan shaklda nutqqa olib kiradi. Ya’ni modallik ko‘proq mazmuniy-mantiqiy baholashni ifodalasa, undov shu bahoning emotsional va pragmatik yuzaga chiqish shakli sifatida namoyon bo‘ladi. Shu sababli undovlar modallikning mustaqil alternativi emas, balki uning kommunikativ-faollashtiruvchi mexanizmi sifatida qaralishi mumkin.

Bu munosabatni modallikning darajalanish (gradientlik) xususiyati orqali ham izohlash mumkin. Modallik ko‘pincha grammatik yoki leksik vositalar orqali bilvosita ifodalansa, undovlar ayni modal ma’noni maksimal intensivlik darajasiga olib chiqadi. Masalan, epistemik modallikda shubha yoki ishonchsizlik modal birliklar orqali bildirilar ekan, undov ushbu shubhani nutqda keskinlashtiradi yoki dramatik ohang bilan kuchaytiradi. Shu jihatdan, undovlar modallikning intensifikatori vazifasini bajaradi.

Bundan tashqari, modallik va undovning mutanosibligi ularning intonatsion umumiyligida ham namoyon bo‘ladi. Har ikkala kategoriya nutqning prosodik qatlamiga tayangan holda ma’no hosil qiladi. Undovlar alohida intonatsiya orqali so‘zlovchining munosabatini ochiq ko‘rsatsa, modallik ham ko‘pincha intonatsion vositalar bilan aniqlashtiriladi. Bu holat ularni sintaktik tuzilishdan tashqarida, nutqning pragmatik tarafidan birlashtiradi.

Nazariy jihatdan, bu munosabat subyektiv modallik tushunchasi orqali umumlashtirilishi mumkin. Nuyts J. ta’kidlaganidek, modallik so‘zlovchining voqelikka bo‘lgan subyektiv munosabatini ifodalaydi; undovlar esa aynan shu subyektivlikni nutqda ochiq va bevosita shaklda kodlaydi. Shu bois, undovlar subyektiv modallikning leksik-pragmatik realizatsiyasi sifatida talqin etilishi mumkin (Nuyts, 200).

Xulosa

Xulosa qilib aytganda, modallik va undov kategoriyalarining mutanosibligi ularning umumiy semantik yadrosi – baholash va munosabat atrofida birlashishida namoyon bo‘ladi. Modallik gap mazmunida bahoni tizimli ravishda shakllantirsa, undovlar ushbu bahoni nutqda jonlantirib, semantik, pragmatik va intonatsion omillar uyg‘unligi bilan kommunikativ jihatdan faollashtiradi. Shu bois, undovlarni modallikdan ajratilgan emotsional birlik sifatida emas, balki uning pragmatik davomchisi va kuchaytiruvchi komponenti sifatida talqin etish ilmiy jihatdan asosli bo‘lib, modallik va undov kategoriyalarini o‘zaro

mutanosib hamda funksional jihatdan bog‘liq birliklar sifatida tadqiq etish zamonaviy tilshunoslikning dolzarb nazariy yunalishlaridan biri hisoblanadi.

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The pragmatic analysis of the phenomena of “face” and “face-saving activity” in communication

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Annotation *This article examines the phenomena of “face” and “face-saving activity” in the process of communication from a pragmatic perspective, analyzes the reflection of socio-psychological relations between communicative participants in speech strategies and tactics, substantiates the pragmatic essence of the concept of “face” and its connection with respect, reputation, and social status, and identifies face-threatening acts along with the mechanisms of their mitigation.*

Keywords *Face, face-saving activity, pragmalinguistics, speech strategy, face-threatening speech acts, politeness, rapport*

Muloqot jarayonida “yuz” va “yuzni saqlash faoliyati” hodisalarining pragmatik tahlili

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Annotatsiya *Ushbu maqolada muloqot jarayonida “yuz” va “yuzni saqlash faoliyati” hodisalarining pragmatik jihatdan tahlil qilinishi, kommunikativ hamkorlar o‘rtasidagi ijtimoiy-psixologik munosabatlarning nutqiy strategiya va taktikalarda aks etishi, “yuz” tushunchasining pragmatik mohiyati hamda uning hurmat, obro‘ hamda ijtimoiy maqom bilan bog‘liqligining asoslanishi, yuzga tahdid soluvchi aktlarning aniqlanishi va ularni yumshatish mexanizmlarining ochib berilishi ko‘zda tutiladi.*

Kalit so‘zlar *Yuz, yuzni saqlash faoliyati, pragmalingvistika, nutqiy strategiya, yuzga tahdid soluvchi nutq aktlari, xushmuomalalik,o‘zaro munosabatlar uyg’unligi*

Прагматический анализ явлений «лицо» и «деятельность по сохранению лица» в процессе коммуникации

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Аннотация *В данной статье рассматриваются явления «лицо» и «деятельность по сохранению лица» в процессе коммуникации с прагматической точки зрения, анализируется отражение социально-психологических отношений между коммуникантами в речевых стратегиях и тактиках, обосновывается прагматическая сущность понятия «лицо» и его связь с уважением,*

репутацией и социальным статусом, а также выявляются акты, угрожающие лицу, и механизмы их смягчения.

Ключевые слова *Лицо, деятельность по сохранению лица, прагмалингвистика, речевая стратегия, речевые акты, угрожающие лицу, вежливость, гармонизация отношений*

Kirish

Til insonlar o‘rtasidagi muloqotni ta’minlovchi eng muhim ijtimoiy vosita bo‘lib, u nafaqat axborot almashish, balki ijtimoiy munosabatlarni tartibga solish, shaxsiy pozitsiyani ifodalash va o‘zaro ta’sirni boshqarish funksiyalarini ham bajaradi. Har bir kommunikativ vaziyatda so‘zlovchi va tinglovchi o‘rtasida ma’lum psixologik masofa, maqomiy nisbat hamda madaniy me’yorlar amal qiladi. Shu jarayonda nutq faqat mazmun yetkazish vositasi emas, balki hurmat, e’tirof, obro‘ va ijtimoiy qadrni saqlash mexanizmi sifatida ham namoyon bo‘ladi. Ayniqsa, kundalik hamda rasmiy muloqotda ishtirokchilarning o‘zini tutishi, tanlangan til birliklari, ohang va strategiyalar o‘zaro munosabatlarning barqarorligini belgilaydi.

Zamonaviy pragmalingvistika til birliklarining qo‘llanish sharoiti, kommunikativ maqsad va ijtimoiy omillar bilan bog‘liqligini o‘rganishga yo‘naltirilgani bilan ahamiyatlidir. Bu yo‘nalishda “yuz” va yuzni saqlash faoliyatining tahlili nutqiy strategiya va taktikalarning ijtimoiy-psixologik asoslarini ochib berishga xizmat qiladi. Xususan, xushmuomalalik, bilvositalik, yumshatish, muvozanatni saqlash kabi vositalar orqali yuzni himoyalash mexanizmlarini aniqlash bugungi kommunikatsiya madaniyatini tushunishda muhimdir. Shu nuqtayi nazardan, yuz tushunchasining pragmalingvistik tahlilining dolzarbligi muloqot samaradorligini oshirish, ijtimoiy ziddiyatlarni kamaytirish hamda nutq madaniyatini takomillashtirish bilan belgilanadi.

Mavzuga oid adabiyotlar tahlili

Muloqot jarayonida muhim bo‘lgan yuz (face) tushunchasi kundalik muloqotda odamlarga tushunarli bo‘lsa-da, uni ilmiy jihatdan aniq va yagona ta’rif bilan izohlash murakkab hisoblanadi. Ushbu tushunchaga birinchi bo‘lib tizimli yondashuvni E.Gofman taklif etgan. Uning ta’kidlashicha, “face” – bu shaxsning muloqot jarayonida namoyon bo‘ladigan xatti-harakatlari asosida jamiyat oldida egallaydigan ijobiy ijtimoiy mavqeyidir. Ya’ni, “face” insonning suhbat davomida o‘z obro‘sini saqlashga bo‘lgan intilishini ifodalaydi (Goffman, 1917).

O‘zbek tilshunosligida A. Shomahmudova, H. Turdiyeva tadqiqotlarida yuz – “face” “hurmat” termini bilan tadqiq etilgan. H. Turdiyeva Braun va Levinson nazariyasiga asoslanib, ular negativ o‘z-o‘zini hurmat qilish ehtiyoji (negative self – respect needs) deganda bosim o‘tkazmaslikka bo‘lgan ehtiyojdir, pozitiv o‘z-o‘zini hurmat qilish ehtiyoji (positive self-respect needs) deganda ma’qullashga bo‘lgan ehtiyoj nazarda tutiladi deya izohlaydi. A. Shomahmudova esa “Ijobiy” hurmat suhbatdoshning ijobiy qiyofasini mustahkamlashga xizmat qiladi, ya’ni so‘zlovchi suhbatdoshiga bo‘lgan samimiyligini e’tirof etgan holda, u bilan hamfikr ekanligini ifodalaydi.

Samimiyat, iltifot ko‘rsatish, ijtimoiy guruh ichidagi vaziyatni hisobga olgan holda konstruktiv muhit yaratish va nizolardan qochish kabi jihatlarni “ijobiy” hurmat namunalari sifatida tavsiflash mumkin. “Salbiy” hurmat esa shaxs avtonomiyasini, ya’ni adresatning shaxsiy makoni va chegaralarining

daxlsizligini saqlash zaruratiga urg'u beradi. Nutqiy muloqotda ijtimoiy masofa va noqulaylik mavjudligiga ishora qiladigan, og'ir-bosiqlik, vazminlik, rasmiyatchilik va xushmuomalalik ifodalari "salbiy" hurmat namunalaridandir" deb izohlaydi.

Ko'pincha salbiy yuz terminini tushunishda chalkashliklar bor. Salbiy yuz – bu erkinlik tushunchasi. Ijobiy yuz – bu o'z-o'zini qadrlash, ma'qullash va yoqtirish tushunchasini ifodalaydi. Salbiy yuz tushunchasini tushunish biroz qiyinroq. Braun va Levinson salbiy yuzni shaxsning o'zining asosiy huquq va erkinliklariga *boshqalar tomonidan to'sqinlik qilmaslik istagi* sifatida belgilaydi.

Metodologiya

Mazkur maqola nazariy tadqiqot xarakteriga ega bo'lib, unda muloqot jarayonida "yuz" va "yuzni saqlash faoliyati" hodisalari pragmalingvistik yondashuv asosida konseptual tahlil qilindi. Tadqiqotning metodologik asosini ilmiy manbalarni tahlil qilish, qiyosiy-nazariy sharh, interpretativ hamda deskriptiv metodlar tashkil etadi. Ishda Erving Goffmanning "yuz" konsepsiyasi, Brown va Levinsonning xushmuomalalik nazariyasi, shuningdek nutq aktlari nazariyasi doirasidagi qarashlar umumlashtirilib, ularning o'zaro bog'liqligi va pragmatik talqini ochib berildi. Tadqiqot empirik materialga emas, balki mavjud lingvistik va pragmatik nazariyalarni tizimlashtirish, izohlash hamda mualliflik konseptual xulosalarini shakllantirishga yo'naltirildi.

Tahlil va natijalar

Muloqotda kommunikatorlar duch keladigan tahdidlar ijtimoiy yuzga tahdid soluvchi xatti-harakatlar (FTA – Face threatening act) deb ataladi, Ijtimoiy tahdidni keltirib chiqaruvchi aktlar kommunikatorlarning ijobiy va salbiy yuz ifodalariga tahdid soladigan, odatiy va kundalik muloqotda ko'zga tashlanadigan verbal va noverbal kommunikativ aktlardir. Bunday aktlarga, masalan, so'rov qilish, kechirim so'rash, iltimos bildirish, maslahat berish, tanqid kiritish, taklif qilish kabi nutqiy aktlar misol bo'la oladi.

Ijobiy yuzga tahdid lar (FTA)	Salbiy yuzga tahdid lar (FTA)
tanqid va haqoratlar	buyruq va talablar
e'tiborsizlik	taqiqlash
raqobat, o'zini ustun qo'yish	biror harakatn bajarishga majburlash
kamsitish, masxara qilish	tanbeh, uyaltirish
Kelishmovchiliklar	maslahat, ko'rsatma berish
Beparvolik	ogohlantirishlar
sukut saqlash	taklif, iltimoslar, so'roqlar

1-jadval. *Ijobiy va salbiy yuzga tahdid soluvchi nutqiy aktlar*

"Ijtimoiy yuz" konsepsiyasi shaxsning ijtimoiy muhitdagi imijini va uning ijtimoiy nufuzga ega bo'lish jarayonidagi qiymatini ifodalaydi. Boshqalarning ijtimoiy yuzini tan olish esa shaxsning ijtimoiy statusi va obro'siga hurmat ko'rsatish akti sifatida qaraladi. Ijtimoiy yuz (social face) – bu subyektning jamiyatdagi qabul qilinishi, ya'ni boshqalar tomonidan o'z ijtimoiy kontekstida qanday baholanishidir. Ijtimoiy yuzga hurmat ko'rsatish yoki uni e'tirof etish darajasi o'zaro ijtimoiy masofa yoki yaqinlik bilan chambarchas bog'liqdir.

Masalan, ijtimoiy jihatdan begona yoki uzoq turgan shaxs bilan kommunikativ o'zaro ta'sirda uning ijtimoiy yuzini tan olmaslik, ya'ni yetarli darajada hurmat ko'rsatmaslik yoki e'tiborsiz munosabatda bo'lish norma sifatida qabul qilinishi mumkin. Aksincha, ijtimoiy jihatdan yaqin bo'lgan do'st yoki tanish bilan o'zaro munosabatda esa "yuz" ni tan olish,

yaqinlik, hamjihatlik va hurmatning aniq, sezilarli tarzda namoyon bo'lishini kuzatamiz.

"Yuz"ni saqlash, himoyalash yoki unga zarar yetkazish jarayoni ilmiy adabiyotlarda *yuzni saqlash faoliyati* (facework) atamasi bilan yuritiladi. Ushbu tushuncha Braun va Levinson tomonidan ishlab chiqilgan xushmuomalalik nazariyasining asosiy tarkibiy qismi hisoblanadi. Mazkur nazariyaga ko'ra, "yuz" ikki turga bo'linadi: salbiy yuz va ijobiy yuz. Salbiy yuz shaxsning mustaqil bo'lish, ya'ni o'z harakatlariga boshqalarning aralashmasligini istashini anglatadi. Ijobiy yuz esa insonning jamiyat tomonidan tan olinishi, hurmat qilinishi va ma'qullanishiga bo'lgan ehtiyojini bildiradi (Brown, Levinson, 1987). Mazkur nazariya keyingi yillarda bir qator olimlar tomonidan tanqidiy jihatdan qayta ko'rib chiqilgan. Xususan, Y. Matsumoto va Y. Gu o'z tadqiqotlarida Braun va Levinson yondashuvida "yuz" tushunchasi asosan individual nuqtayi nazardan talqin qilinganini, uning ijtimoiy va madaniy jihatlari yetarli darajada yoritilmaganini ta'kidlaydilar. Shuningdek, ushbu nazariyada shaxsiy erkinlik va avtonomiya masalasi haddan tashqari markazga chiqarilgani qayd etiladi (Matsumoto, 1988).

Braun va Levinson tomonidan ishlab chiqilgan xushmuomalalik nazariyasi asosan yuzga tahdidni kamaytirishga qaratilgan nutqiy xatti-harakatlarni tushuntirishga yo'naltirilgan bo'lib, unda "facework" – *yuzni saqlash faoliyati* tushunchasi markaziy o'rin tutadi. Biroq mazkur yondashuv muloqot jarayonida yuz bilan bog'liq barcha hodisalarni to'liq qamrab ola olmagani sababli, Loxer va Vats ***munosabatlar faoliyati*** ("relational work") tushunchasini ilgari suradilar. Ularning fikricha, munosabatlar faoliyati ijtimoiy amaliyotda ishtirok etayotgan shaxslar o'rtasidagi munosabatlarni shakllantirish, saqlash, qayta tiklash va o'zgartirishga qaratilgan nutqiy hamda ijtimoiy faoliyatni o'z ichiga oladi (Brown, Lewinson, 1987; Locher, Watts, 2008).

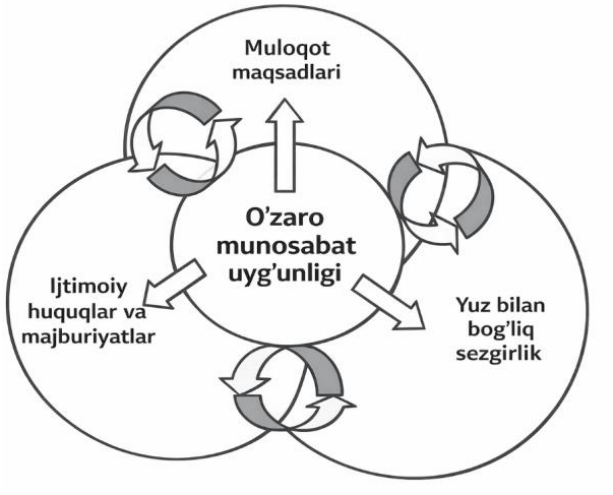
Yuzni saqlash faoliyati tushunchasi asosan yuzni yumshatishga qaratilgan xatti-harakatlar bilan bog'liq bo'lsa, *munosabatlar faoliyati* yondashuvi mazmun jihatidan ancha kengroqdir. U nafaqat yuzni saqlash va mustahkamlashga qaratilgan nutqiy harakatlarni, balki yuzga zarar yetkazuvchi, tajovuzkor yoki yuzni shubha ostiga qo'yuvchi xulq-atvor turlarini ham qamrab oladi. Shu jihatdan munosabatlar faoliyati muloqotdagi xushmuomalalik va hurmatsizlik hodisalarini bir butun tizim sifatida tahlil qilish imkonini beradi (Locher, 2012). Loxer munosabatlar faoliyatiga doir tadqiqotlarining umumiy maqsadini odamlar til vositasida munosabatlarga qanday ta'sir ko'rsatishini chuqurroq tushunish, ushbu jarayonning madaniy va vaziyatga bog'liq kontekstda qanday amalga oshishini anglash hamda uning ijtimoiy va kognitiv jarayonlar bilan o'zaro aloqadorligini aniqlashdan iborat deb belgilaydi (Locher, 2012; Gu, 1998).

R. Vats xushmuomalalik masalasini madaniy kontekst bilan uzviy bog'liq holda tahlil qiladi. U Grays tomonidan ilgari surilgan hamkorlik prinsipini baholar ekan, ushbu qoida va me'yorlar asosan g'arb madaniyatiga xos ekanini ta'kidlaydi. Olimning fikricha, bu prinsiplarning barcha madaniyatlarda bir xil darajada amal qilishi shart emas. Demak, muloqot jarayonida "yuz" va xushmuomalalik hodisalari madaniy muhitga bog'liq holda turlicha namoyon bo'ladi (Watts, 2003)

Braun va Levinson nazariyasiga bildirilgan tanqidlar, shuningdek, muloqot jarayonida shaxslararo omillarning muhimligini hisobga olgan holda, Spencer-Oatey "yuz" (face) tushunchasiga yangicha nazariy yondashuvni taklif etadi. U o'z tadqiqotlarida "yuz" (face) va "xushmuomalalik" (politeness) atamalariga nisbatan mazmun jihatidan kengroq bo'lgan "rapport" (o'zaro munosabat uyg'unligi) terminidan foydalanishni ma'qul deb biladi. Chunki "rapport" tushunchasi muloqot jarayonida ishtirokchilar o'rtasida shakllanadigan umumiy munosabat holatini yanada to'liqroq ifodalash imkonini beradi (Spencer-Oatey, 2008).

Gofman qarashlariga tayangan holda, Spenser-Otey yuz (face)ni shaxsiy,

munosabatga doir va ijtimoiy qadriyatlar bilan bog‘liq hodisa sifatida talqin qiladi. Bu tushuncha insonning o‘z qadr-qimmati, sha’ni, obro‘-e’tibori, ijtimoiy nufuzi va layoqati haqidagi tasavvurlarini o‘z ichiga oladi. Ushbu yondashuvda “negative” (salbiy yuz, ya’ni shaxsning erkin va mustaqil bo‘lish istagi) masalasi ikkinchi planga surilib, asosiy e’tibor ijtimoiy baholash va munosabatlarning sifatiga qaratiladi.’



1-sxema.

Shu bilan birga, muallif tanqidlarga javoban *ijtimoiy huquqlar va majburiyatlar* (sociality rights and obligations) tushunchasini ilgari suradi. Bu tushuncha ijtimoiy huquqlar bilan bog‘liq bo‘lib, muloqot jarayonida ishtirokchilarning adolat, o‘zaro hurmat, e’tibor hamda xatti-harakatlarning vaziyatga mosligi – *xulq-atvorning maqbulligi* (behavioural appropriateness) haqidagi kutilmalarini ifodalaydi. Natijada, muloqotdagi munosabatlar nafaqat shaxsiy obro‘ masalasi, balki ijtimoiy me’yorlar va kognitiv jarayonlar bilan ham uzviy bog‘liq holda talqin qilinadi (Spencer-Oatey, 2008).

O‘zaro munosabat uyg‘unligining asoslari

Spenser-Otey tomonidan ilgari surilgan *o‘zaro munosabat uyg‘unligi* (rapport) tushunchasi muloqot jarayonida ishtirokchilar o‘rtasidagi munosabatlarning qanday shakllanishi va boshqarilishini izohlashga xizmat qiladi. Uning ta’kidlashicha, *o‘zaro munosabat uyg‘unligi* uchta o‘zaro bog‘liq asosiy omilga tayangan holda vujudga keladi: muloqot maqsadlari, yuz bilan bog‘liq sezgirlik hamda ijtimoiy huquqlar va majburiyatlar.

Birinchi omil – muloqot maqsadlari (interactional goals) – suhbat ishtirokchilarining muloqotdan ko‘zlagan niyatlari va kutishlarini anglatadi. Ushbu maqsadlar mos kelgan taqdirda, muloqot samarali kechadi va ijobiy munosabat shakllanadi. Aksincha, maqsadlar o‘rtasidagi ziddiyat rapportga salbiy ta’sir ko‘rsatishi mumkin.

Ikkinchi omil – yuz bilan bog‘liq sezgirlik (face sensitivities) – shaxsning o‘z obro‘si, qadr-qimmati va ijtimoiy baholanishiga bo‘lgan munosabatini ifodalaydi. Bu jihat muloqot jarayonida insonning o‘zini qanday tutishi, tanqidni qanday qabul qilishi va boshqalarga qanday munosabatda bo‘lishida muhim rol o‘ynaydi. Aynan ushbu sezgirlik muloqotda hurmat yoki ziddiyat paydo bo‘lishiga sabab bo‘lishi mumkin.

Uchinchi omil – ijtimoiy huquqlar va majburiyatlar (sociality rights and obligations) – muloqot ishtirokchilarining adolat, e’tibor, o‘zaro hurmat hamda xatti-harakatlarning vaziyatga mosligi borasidagi kutishlarini bildiradi. Bu omil jamiyat tomonidan belgilangan me’yorlar asosida shakllanadi va

muloqotda qaysi xatti-harakat maqbul yoki nomaqbul ekanini belgilaydi.

"Yuz" (face) tushunchasining ikki o'zaro bog'liq jihatini yanada alohida ajratib ko'rsatiladi: sifatga oid yuz (quality face) va ijtimoiy identifikatsion yuz (social identity face) (Spencer-Oatey, 2008). Sifatga oid yuz shaxsning o'zini bilimli, malakali, qobiliyatli yoki jozibador deb baholashiga taalluqli bo'lsa, ijtimoiy identifikatsion yuz insonning jamiyatdagi o'rni, ijtimoiy roli va muayyan guruhga mansubligi bilan bog'liqdir. Ushbu ikki jihat muloqot jarayonida bir-birini to'ldirib, shaxslararo munosabatlarning barqaror yoki ziddiyatli kechishiga ta'sir qiladi.

Shunday qilib, *o'zaro munosabat uyg'unligi* ni tushunish uchun faqat yuzni saqlash yoki xushmuomalalik bilan cheklanib qolmasdan, muloqot maqsadlari, ijtimoiy me'yorlar va shaxsiy baholash omillarini bir butun tizim sifatida ko'rib chiqish zarur bo'ladi.

Spenser-Otey tomonidan ilgari surilgan modelga ko'ra, *o'zaro munosabat uyg'unligini boshqarish* ikki asosiy yo'nalishda amalga oshiriladi: *yuzni boshqarish* va *ijtimoiy huquqlarni boshqarish*. Yuzni boshqarish shaxsning muloqotdagi obro'si va qadr-qimmatini saqlash bilan bog'liq. Bu jarayonda inson o'zini qanchalik bilimli, malakali va munosib shaxs sifatida ko'rsatishi muhim hisoblanadi. Bundan tashqari, shaxsning jamiyatdagi o'rni, ijtimoiy roli va guruhga mansubligi ham yuz bilan bog'liq muhim omil sanaladi. Ijtimoiy huquqlarni boshqarish esa muloqot ishtirokchilarining bir-biriga nisbatan adolatli munosabat kutishi, hurmat ko'rsatish hamda vaziyatga mos xatti-harakatlarni saqlash bilan bog'liq. Bu jarayonda insonning majburlanmaslik, teng munosabat ko'rish va boshqalar bilan ma'lum darajada yaqin aloqada bo'lish huquqlari muhim ahamiyatga ega.

Shunday qilib, *o'zaro munosabat uyg'unligi* muloqotda faqat xushmuomalalik bilan emas, balki shaxsiy obro', ijtimoiy mavqe va huquqiy kutilmalar bilan ham uzviy bog'liqdir. Ushbu yondashuv muloqot jarayonidagi munosabatlarni yanada chuqur va kengroq tushuntirish imkonini beradi.

Spenser-Oatey fikricha, *ijtimoiy huquqlar* ikki asosiy jihatdan iborat bo'ladi: *tenglik huquqlari* va *munosabat huquqlari*. Tenglik huquqlari har bir inson adolatli munosabat ko'rishga haqli ekaniga asoslanadi. Ya'ni, odamdan foydalanilmasligi, u majburlanmasligi va zarar ko'rmasligi kerak. Bu huquq ikki jihatni o'z ichiga oladi: birinchisi, muloqotda foyda va xarajatlar o'zaro muvozanatda bo'lishi lozimligi; ikkinchisi esa shaxsning mustaqilligi, ya'ni boshqalarning uni qanchalik darajada boshqarishi yoki majburlashi masalasi (Spencer-Oatey, 2008).

Munosabat huquqlari esa odamlarning boshqalar bilan qanchalik yaqin yoki masofali muloqot qilish huquqi bilan bog'liq. Inson muloqotda na butunlay e'tiborsiz qolishi, na haddan tashqari bosim ostida bo'lishi kerak. Shu bilan birga, aloqa huquqlari his-tuyg'ular, qiziqishlar va tashvishlarni qay darajada o'zaro baham ko'rish bilan ham bog'liq bo'ladi. Bu holat ijtimoiy me'yorlar yoki shaxsiy xohishlarga qarab o'zgaradi. Qisqacha aytganda, tenglik huquqlari ko'proq shaxsiy mustaqillik va individualizm bilan bog'liq bo'lsa, munosabat huquqlari jamoaviylik va o'zaro bog'liqlikni ifodalaydi.

Xulosa

Bundan ma'lum bo'ladiki, Spenser-Otey modelida munosabatlar uyg'unligiga ta'sir qiluvchi omillar ichida muloqot maqsadlari alohida o'rin tutadi, chunki har bir kommunikativ harakat ortida ishtirokchilarning aniq niyati, kutilmasi va natijaga yo'naltirilgan rejalari mavjud bo'ladi. Muloqot jarayonida ushbu maqsadlarning mos kelishi yoki zid kelishi o'zaro tushunish darajasini belgilaydi: maqsadlar o'zaro muvofiqlashganda hamkorlik muhiti mustahkamlanadi, aks holda esa norozilik, bezovtalik va kommunikativ tanglik yuzaga keladi. Ayniqsa, kutilgan natija amalga oshmagan vaziyatlarda shaxs o'z obro'siga putur yetganini his qilishi mumkin, bu esa yuzni saqlash ehtiyojining kuchayishiga olib keladi. Shu nuqtayi nazardan, muloqot maqsadlarini

ochiq yoki bilvosita ifodalash, ularni kontekstga mos ravishda muvozanatlashtirish hamda muloyimlik strategiyalaridan o'rinli foydalanish ijtimoiy-psixologik barqarorlikni ta'minlashda muhim ahamiyat kasb etadi. Maqsadlar uyg'unligi kommunikativ muvaffaqiyatni kuchaytirsa, ularning buzilishi yuzga tahdidni faollashtiradi va himoya mexanizmlarini ishga soladi. Demak, samarali muloqotni tashkil etishda ishtirokchilarning maqsadlari, kutilmalari va yuzni saqlash faoliyati o'rtasidagi o'zaro bog'liqlikni hisobga olish zarur bo'lib, bu yondashuv pragmatik tahlilning nazariy va amaliy ahamiyatini yanada oshiradi.

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Selected methods of expressing ironic meaning in discourse

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Annotation *The article examines various means of expressing negative subjective attitude in the Uzbek language, including irony, sarcasm, mockery, ridicule, insinuation, and other expressive devices. Particular attention is given to such phenomena as piching, qochirim, sarcastic laughter, derision, teasing, hinting, and indirect remarks, with emphasis on their semantic and pragmatic characteristics and their functions in discourse. The study highlights the different degrees of manifestation of negative subjective attitude in irony, ranging from mild and implicit to intense and explicit forms. It is argued that irony arises from the contradiction between form and content and serves to produce a comic or evaluative effect. The paper also discusses how attitudes toward sarcasm may be conveyed through irony and analyzes their interrelation as pragmatic mechanisms of constructing ironic meaning.*

Keywords *Irony, sarcasm, mockery, insinuation, subjective attitude, negative attitude*

Diskursda ironik mazmun ifodalashning ayrim usullari

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Annotatsiya *Maqolada o'zbek tilida salbiy subyektiv munosabatni ifodalash vositalari sifatida kinoya, kesatiq, piching, qochirim, kulgi–zaharxandalik, istehzo, masxara, mazax, ermak, shama, ilmoq, uchuruq va luqma kabi birliklar tahlil qilinadi. Ularning semantik-pragmatik xususiyatlari, nutq jarayonidagi funksional vazifalari hamda diskursda baholovchi mazmunni yuzaga chiqarish mexanizmlari yoritiladi. Ayniqsa, salbiy subyektiv munosabatning ironiyada turli darajada – kuchli, o'rtacha va yuzaki shakllarda namoyon bo'lishi asoslab beriladi. Kinoyaning shakl va mazmun o'rtasidagi zidlik asosida yuzaga kelishi, komik effekt hosil qilishi va bilvosita baho ifodalashi ko'rsatib o'tiladi. Shuningdek, kesatiqqa nisbatan munosabatning kinoya orqali ifodalanishi ham tahlil qilinadi. Tadqiqot natijasida mazkur vositalar salbiy munosabatni ifodalashning yagona semantik-pragmatik tizimini tashkil etishi aniqlanadi.*

Kalit so'zlar *Kinoya, kesatiq, piching, qochirim, kulgi-zaharxandalik, istehzo, masxara, mazax, ermak, shama, ilmoq, uchuruq, luqma, ironiya, subyektiv munosabat, salbiy munosabat*

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The Lingua Spectrum
Cogito, ergo sum

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Некоторые способы выражения иронического смысла в дискурсе

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Аннотация *В статье анализируются способы выражения отрицательного субъективного отношения в узбекском языке, включая иронию, сарказм, насмешку, колкость, ехидство, издёвку, подтекст, намёк и другие экспрессивные средства. Рассматриваются такие явления, как пичинг, қочирим, захархандалик, масхара, мазах, эрмак, шама, илмоқ, учуруқ и луқма, раскрывается их семантико-прагматическая специфика и функциональная роль в дискурсе. Особое внимание уделяется степени проявления отрицательного субъективного отношения в иронии – от поверхностной до интенсивной формы. Показано, что ирония возникает на основе противоречия между формой и содержанием высказывания и служит средством создания комического или оценочного эффекта. Также освещается выражение отношения к сарказму посредством иронии и их взаимосвязь как прагматических механизмов формирования иронического смысла.*

Ключевые слова *Ирония, сарказм, насмешка, намёк, субъективное отношение, отрицательное отношение*

Kirish

Zamonaviy tilshunoslikda diskurs tushunchasi matndan kengroq hodisa sifatida talqin etiladi. Diskurs – bu nutq jarayoni, ijtimoiy kontekst, kommunikativ maqsad va ishtirokchilar munosabatlarining o'zaro bog'liq tizimidir. Ironiya ana shu tizim doirasida yashirin ma'no yaratishning samarali mexanizmi sifatida namoyon bo'ladi.Ironiya nutqda aytilayotgan ma'no bilan nazarda tutilgan ma'no o'rtasidagi nomutanosiblikka asoslanadi. Bu nomutanosiblik semantik va pragmatik omillar uyg'unligida yuzaga keladi.

O'zbek tilida ironik mazmun ifodalash usullari salbiy munosabatning qay darajada yuzaga chiqishiga qarab, xilma-xil ko'rinishlarga ega bo'ladi. Ironik mazmun ifodalash usullaridan biri qochirimdir. Qochirim tegishli shaxsga "qizim, senga aytaman, kelinim, sen eshit" qabilida ta'sir ko'rsatish uchun qo'llanadi. A.Abdullayev "Qochirim ham mohiyati, e'tibori bilan (ekpressivlik ifodalashi) kesatish bilan bir qatorda yotadi. Lekin bu ular tamoman farqlanmaydi degan gap emas. Qochirimda so'zlovchi o'z fikrini to'g'ridan-to'g'ri tegishli shaxsga aytmay, boshqa shaxsga gapiradi. Lekin unda "gap o'z egasini topadi" degan maqsad ko'zda tutilgan bo'ladi" (Abdullayev, 1987), deb ta'kidlaydi.

Adabiyotlar tahlili va Metodologiya

O'zbek tilining izohli lug'atida qochirimning birinchi ma'nosi biror kimsa, narsa, voqeaga ishora qilib aytilgan ramzli gap, shama. Ikkinchi ma'nosi esa istehzo, piching, kinoya, kesatiq (O'TIL, 1981; 605) deb ta'rif berilgan. Darhaqiqat, qochirim ironiyaning boshqa usullaridan o'zining suhbatdoshiga gapirilgan maqsadi uchinchi bir shaxsga tegishli ekanligi bilan farqlanadi. Masalan quyidagi matnda:

"...rais qarindosh-urug'lariga tomorqa uchun hosildor yerlarni in'om qilayapti, begona kolxozchilarga esa, sho'rxok yerlar ajratilmoqda. Hurmatli redaksiya, yaxshi yer olish uchun raisning cho'tir qiziga uylansam, qalay bo'larkin?" ("Guliston" j.).

Misolimizda hozirgi kunda uchrab turadigan ayrim o'z manfaatini ko'zlab ish qiladigan raislarga shama qilingan. Quyidagi misolda ham shuni kuzatish mumkin.

"Begonalarning kirishi qat'iyan man etiladi" (qamoqxonadagi yozuvdan, "Guliston" j.).

Piching ham kuchli mantiqiy munozarada qo'llanuvchi ironik vositalardan biri hisoblanadi. O'zbek tilining izohli lug'atida unga "Birovning shaxsiga tegish, g'ashini keltirish, masxaralash uchun aytilgan ilmoqli gapdir" (O'TIL, 1981; 589), deb ta'rif beriladi.

Buni quyidagi nutq parchasi misolida izohlashga harakat qilamiz:

... Usta olim keluvchini xush omadi qilar ekan:

– Siz ham kelar ekansiz-a, usta Farfi, – deb piching otib qo'ydi. (A. Qodiriy).

Yana bir misol: Ikromjon unga piching qildi:

– Shu soqi-sumbat bilan uch yarimta deb maqtanib o'tiribsanmi! Mana bu bola to'rt yarim sotixni bajarib qo'ydi. (S. Ahmad).

Misolimizning har ikkalasi ham suhbatdoshning g'ashiga tegish uchun teskari ma'noda qo'llangan ironik vositalar hisoblanadi.

Inson biror narsadan, voqeadan, holatdan quvongan paytda kuladi. Hatto xalq orasida "Kuling, umiringiz uzoq bo'ladi" degan ibora ham qo'llanadi. Ana shu xursandchilik, vaqtichoqlikni ifodalovchi vositalar teskari ma'noda qo'llanganda esa masxaralash mazmuni anglashiladi.

O'zbek tilining izohli lug'atida "kulgi"ning ikkinchi ma'nosi mazax yoki kalaka qilinadigan narsa, masxara (O'TIL, 1981; 404), deb izoh beriladi. Bu o'rinda *"U o'z qiliqlari bilan odamlarga "kulgi" bo'ldi"* misolini aytish kifoya.

Natija va Muhokama

Darhaqiqat, inson biror qiziqarli holatni ko'rganda, astoydil, chin ko'ngildan kuladi. Agar biror kimsaning qilgan ishidan qoniqish hosil qilmasa, vaziyatdan qutulish uchun kinoyali kulishga majbur bo'ladi.

Demak, bu holat ham ironik mazmun ifodalash usullaridan biridir.

Misollar tahliliga o'tamiz:

... Bu o'rinsiz ishdan Oftob oyim achchig'landi:

– Manim holim senga kulgilimi, qizim? (A. Qodiriy).

Yana bir misol:

– Ahmoqingiz bir oz esini yiqqan ko'rinadir, – dedi O'zbek oyim, – haytovur uch oydan beri Marg'ilonni esdan chiqarib qo'ydi.

Hoji kuldi:

– Issiq-sovug'ing kor qilgandir ...

– Bilmadim, har nechuk suv quygandek bo'ldi-qoldi. Ilohi em tushgan bo'lsin

Hoji kulib:

– Ilohi em tushsin! – dedi.

O'zbek oyim erining istehzosiga tushunib qoldi va labi-labiga tegmay, bobbillay ketdi:

– Yakkash kulish, yakkash kulgi! Undan ko'ra o'g'il-qiz o'stirishga uquvim yo'q, deb ayting!

Hoji tag'in kuldi:

– Ha, uquvim yo'q, oyimcha! ... (A. Qodiriy).

Mazkur nutq parchasida kulgi orqali masxaralash, kalaka qilish mazmuni ifoda etilgan. Ya'ni Hoji, xotinining qiliqlarini masxaralab, uning ustidan istehzoli kulgan. Bundan tashqari, O'zbek tilida "kulgi"ga sinonim sifatida qo'llanuvchi "zaharxandalik" deb nomlanuvchi leksema ham bor. Mazkur leksema yuqorida tahlil qilingan misolimizdagi kulgili holatdan ma'lum ma'noda farqlanadi. Zaharxandalik (achchiq kulgi) so'zlashuv nutqida ko'p uchraydigan holatlardan biri hisoblanadi. U achchiq kulgi, piching, istehzo (O'TIL, 1981; 303) dir. Tojik tili lug'atida "zaharxanda" – achchiq kulgi, g'azablanayotgan odamning kulgisi (FZT, 1969; 447), deb ta'rif beriladi.

Buni quyidagi misollar orqali ko‘rish mumkin:

Nihoyat o‘g‘liga yengillik berish niyatida Hoji tilga kirdi:

– Xafa bo‘lma, o‘g‘lim!

– Sizlarga o‘xshab, – dedi istehzolanib, – quvonaymi?

Hoji o‘g‘lining qanday fikrda va nima uchun tersayganini bildi.

– Yanglishasan, o‘g‘lim!

– Rajabbeknikidagi majlisda, – dedi zaharxanda bilan, – bu yirtqichlikning rejachisi kim edi?!.. (A. Qodiriy).

Misolimizda so‘zlovchi o‘zining asl maqsadini achchiq kulgi – zaharxandalik bilan ifoda etgan. O‘z tushunchasida otasini aybdor deb o‘ylagan qahramonimiz *“Siz”* leksemasi yordamida zaharxandalik usulidan foydalangan.

Tahlildan shu narsa ravshan bo‘ladiki, dastlab gina qilish ma’nosidagi kulgi suhbat davomida zaharxandalikka aylangan.

O‘zbek tilida ironik mazmun ifodalash usullaridan yana biri istehzodir. Istehzo arabcha so‘z bo‘lib, kimsaning ustidan kulish, masxaralash degan ma’noni anglatadi:

O‘zbek oyim Otabekning Marg‘ilonga serqatnovligining sababini Hasanalidan so‘raganida, shunday javob berdi:

– O‘g‘lingizning har zamon Marg‘ilonga oshiqmog‘i... Undan keyin katta kelinigiz o‘g‘lingizning ko‘z ochib ko‘rgani!

– Ko‘z ochib ko‘rgani? – dedi O‘zbek oyim va istehzolanib kuldi, – Zaynab o‘sha Marg‘ilonlikcha bo‘lmabdi, degin... (A. Qodiriy).

Bu yerda qahramonning noroziligi chuqur istehzo bilan ifoda qilingan.

Ironik mazmun ifodalash usullaridan yana biri masxaralash hisoblanadi. U ham arabcha so‘z bo‘lib, mazax, ermak, kulgi degan ma’nolarni anglatadi:

– Ha, pochchamni xafa qilganimiz sizga yoqmadimi?

– Yaxshi emas-da, birovni shunaqa qilish.

– Obbo, – dedi Asrora uni masxara qilib. (S. Ahmad).

Ushbu nutq parchasida suhbatdoshni mensimaslik, unga past nazar bilan qarash munosabati masxaralash yordamida yuzaga chiqarilgan.

Ermak ham masxaralashning bir ko‘rinishi bo‘lib, birovning ustidan kulish, mazax bo‘lgan odam yoki narsa ma’nosini bildiradi. Bu usul, asosan, so‘zlashuv nutqida ko‘p uchraydi. Masalan:

Nizomning shunday dovdirab kelishlaridan birida Asrora yo‘lini to‘sib:

– Sen o‘lgur nima qilib xira pashshadek battan ketolmay qolding? – dedi.

Adolat degan qiz unga ko‘zini qisib, ma’noli iljayib qo‘ydi:

– Hoy opa, unaqa demang, Nizom pochchamiz-ku.

– Hali shunaqami? Unday bo‘lsa, hu anavi bog‘dan shaftoli o‘g‘irlab kelsang, pochcha qilamiz.

Adolat uni jo‘rttaga ermak qildi:

– Pochchaning yuraklari sal quyonchasigaroq. (S. Ahmad).

Nutq parchasidagi *“Pochchaning yuraklari sal quyonchasigaroq”* iborasidan *“hech narsani uddalay olmaydigan”, “qo‘rqoq”* ma’nolari anglashiladi.

Masxaralash bilan yondosh qo‘llanuvchi hodisalardan yana biri mazaxdir. O‘z-o‘zidan ko‘rinib turibdiki, mazax ham arabcha so‘z bo‘lib, birovning ustidan kulish ma’nolarini anglatishga xizmat qiladi:

Kuloyans non chaynashdan to‘xtab, yuzimga taajjub bilan tikilib qoldi, keyin qah-qah otib kulib yubordi:

– Iye, qachondan beri, bunaqa Hazil ko‘tarmaydigan tegma nozik bo‘lib qolding. Zavoddan ketib yana o‘sha intellegentligingga boribsanda, qadrdon?

– Intellegent bo‘lsam nima qipti?..

– Bu akademigimiz otpuskaga chiqqandan beri ja aynib, injiqlashib qolibdilar!

– Menga qara, Kuloyans? – dedim, – akademik deb bir mazax qilasan, intellegent deb bir kulasan... (O. Yoqubov).

Bu misolda oddiy zavoddagi ishchining ustidan kulish, mazaxlash uchun *“akademik”,*

"intelligent" leksemalarining teskari ma'nolaridan foydalanilgan.

Uchuruq – birovga shama yuzasidan aytilgan gap, so'z, ibora; qochirim (O'TIL, 1983; 287) ifodalash usulidir:

O'tirsang-chi, hoy, olifta!

Bu misolda *"yigit"* so'zi o'rnida *"olifta"* so'zining qo'llanishi bilan salbiy-subyektiv munosabat aks ettirilgan.

O'zbek tilida ironik mazmun ifodalashning yondosh usullaridan yana biri ilmoqdir. Ilmoqning asl ma'nosi daraxt butog'idan yasalgan xonaki asbob, ilgakdir. Uning ko'chma ma'nosi esa, gapning zamiridagi kinoya, shama, g'arazdir (O'TIL, 1981; 23).

Brigada a'zolaridan biri "kolxozni bu xilda radiolashtirish qimmatga tushmaydimi?" degan gapni o'rtaga tashladi.

Shunda orqada o'tirgan yosh, sho'x tovush:

— Tashvish tortmang, hammasi oriyat, sizlar ketgandan keyin, egalari olib ketadi, – dedi.

Bu nutqiy birlikda yuzaga chiqqan ilmoq usuli orqali ayrim rahbarlarimizning *"xo'jako'rsin uchun"* qiladigan ishlari qattiq tanqid ostiga olingan.

Ilmoq leksemasi bilan bir ma'noda qo'llanuvchi so'zlardan yana biri shamadir. "Shama" so'zining asl ma'nosi damlab ichilgan choyning idish tagida cho'kib qolgan qismini bildiradi. O'zbek tilining izohli lug'atida uning ma'nosiga quyidagicha ta'rif beriladi: "Shama pardali qilib aytilgan tanqidiy mulohaza, piching, kinoyadir" (O'TIL, 1981; 395). Masalan:

... "Nima uchun ... xotin-xalajga bir ko'z bilan qaraladi-yu, erkaklarga boshqa ko'z bilan qaraladi?" – deb so'radi ...

Qayerdandir chiqqan ovoz uning tovushini bosib ketdi:

– Suv boshidan loy, egachi, idorani ko'rmaysizmi, qilichday-qilichday yigitlar rohati badan ko'ylak kiyib, cho't qoqib o'tirishibdi. (A. Qahhor).

Misolimizdagi *"suv boshidan loy"* frazeologik iborasiga diqqatimizni jalb qilmoqchi bo'lsak, unda rahbar xodimlarga piching qilinib, bu orqali tog'ni urib tolqon qiladigan yigitlarga shama qilingan va ularning idorada cho't qoqib o'tirishi tanqid qilinib qoralangan. Ko'rinadiki, shama ham salbiy munosabat ifodalash usullaridan biri bo'lib, nutqda juda keng qo'llaniladi.

Demak, o'zbek tilida ironik mazmun ifodalashning asosiy usullari sifatida quyidagilarni belgilash mumkin: kinoya, kesatiq, piching, qochirim, kulgi-zaharxandalik, istehzo, masxara, mazax, ermak, shama, ilmoq, uchuruq, luqma.

Bundan tashqari, arab tilidan kirgan *"tajohili orifona", "ta'riz"* leksemalari ham teskari ma'no ifodalash usullarining nomlari bo'lib, ta'riz pichingga, tajohili orifona esa, qochirimga sinonim sifatida qo'llanadi.

Xulosa

Xulosa qilib shuni aytish mumkinki, o'zbek tilida salbiy subyektiv munosabatni ifodalash usullari xilma-xil bo'lib, ularning eng ta'sirchan va uslubiy jihatdan murakkab shakllaridan biri ironiya hisoblanadi. Ironiya orqali salbiy munosabat ochiq tanqid shaklida emas, balki yashirin, ko'chma va implikativ mazmun orqali ifoda etiladi. Shu jihatdan ironiya salbiy bahoning estetik va intellektual qayta ishlangan ko'rinishi sifatida namoyon bo'ladi.

Salbiy subyektiv munosabat ironiyada turli darajada namoyon bo'ladi. Birinchidan, meyordan ortiq (kuchli) ironiya holatida zidlik, keskin ifodalanadi va antifrazis mexanizmi orqali ochiq-oydin masxara yoki tanqid yuzaga keladi. Bunday holatda ironik mazmun tez anglashiladi va ta'sir kuchli bo'ladi.

Ikkinchidan, o'rtacha darajadagi ironiyada salbiy munosabat yumshatilgan shaklda ifoda etiladi. Bu holatda kontekstual qayta talqin va implikatura asosiy rol o'ynaydi. Mazkur turdagi ironiya ijtimoiy muloqotda konfliktni yumshatish, tanqidni muloyim shaklda bildirish vazifasini bajaradi.

Uchinchidan, yuzaki (shunchaki) ironiyada salbiy munosabat kuchli emas, balki yengil kinoya yoki hazil tarzida namoyon

bo‘ladi. Bu ko‘proq kommunikativ yaqinlikni ifoda etish, nutqqa ekspressivlik bag‘ishlash maqsadida qo‘llanadi.

Demak, ironiyani faqat stilistik vosita sifatida emas, balki salbiy subyektiv munosabatni ifodalashning semantik-pragmatik modeli sifatida o‘rganish maqsadga muvofiqdir. Bu esa uni bir butun lingvistik hodisa sifatida kompleks tahlil qilishni taqozo etadi.

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The rendering of similes in the translation of the novel "Otkan kunlar"

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Annotation *This article analyzes the rendering of similes and figurative comparisons in Abdulla Qodiriy's Bygone Days (O'tkan kunlar) from linguistic-pragmatic and translation-theoretical perspectives. E.A. Nida's theory of formal and dynamic equivalence serves as the main methodological framework. Nida emphasizes that translation should aim at the "closest natural equivalent," which is particularly significant when transferring nationally marked imagery, irony, colloquial comparisons, and emotional impact in literary texts. Based on representative examples from O'tkan kunlar, the study demonstrates how similes may be rendered through literal translation, pragmatic adaptation, explicitation, and functional equivalence. The findings show that although formal equivalence may preserve national color in some cases, dynamic equivalence is often more effective in reproducing pragmatic force, including irony, ridicule, evaluation, and dialogic liveliness. The study concludes that in translating similes from O'tkan kunlar, priority should be given not merely to lexical matching but to the recreation of artistic, aesthetic, and pragmatic function in the target language. In addition, the study clearly demonstrates the practical importance of the linguopragmatic approach in preserving cultural units and recreating the stylistic expressiveness of the original in literary translation.*

Keywords *Simile, translation, equivalence, dynamic equivalence, formal equivalence, linguopragmatics, Bygone Days, Abdulla Qodiriy*

O'tkan kunlar romanida o'xshatishlarning tarjimada berilishi

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Annotatsiya *Mazkur maqolada Abdulla Qodiriyning O'tkan kunlar romanidagi o'xshatish va obrazli qiyoslashlarning ingliz tiliga tarjimada berilishi lingvopragmatik va tarjimashunoslik nuqtayi nazaridan tahlil qilinadi. Tadqiqotda E.A. Nidaning formal va dinamik ekvivalentlik nazariyasi asosiy metodologik tayanch sifatida olindi. Nida tarjimada "eng yaqin tabiiy ekvivalent"ni topish zarurligini ta'kidlaydi; bu ayniqsa badiiy matndagi milliy obrazlar, kinoya, xalqona o'xshatishlar va emotsional ta'sirni boshqa tilga ko'chirishda muhimdir. Maqolada O'tkan kunlardan olingan reprezentativ misollar asosida o'xshatishlarning so'zma-so'z tarjima, pragmatik moslashtirish, izohlovchi kengaytirish va funksional ekvivalent vositasida berilish usullari ko'rsatildi. Natijalar shuni ko'rsatadiki, formal ekvivalentlik ayrim hollarda milliy koloritni saqlasa-da, dinamik ekvivalentlik ko'proq pragmatik ta'sirni, ya'ni istehzo, masxara, baholash va dialogik jonlilikni saqlash imkonini beradi. Tadqiqot xulosasiga ko'ra, O'tkan kunlardagi o'xshatishlarni tarjima qilishda til birliklarining lug'aviy muvofiqligidan ko'ra, ularning badiiy-estetik va pragmatik funksiyasini qayta yaratish ustuvor hisoblanadi. Shuningdek, tadqiqot badiiy tarjimada madaniy*

birliklarni saqlash va asliyatdagi uslubiy ta'sirchanlikni qayta yaratishda lingvopragmatik yondashuv muhimligini amaliy jihatdan ham yaqqol tarzda ko'rsatadi.

Kalit so'zlar *O'xshatish, tarjima, ekvivalentlik, dinamik ekvivalentlik, formal ekvivalentlik, lingvopragmatika, O'tkan kunlar, Abdulla Qodiriy*

Передача сравнений в переводе романа «Минувшие дни»

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Аннотация *В данной статье с лингвопрагматической и переводоведческой точек зрения анализируется передача сравнений и образных сопоставлений из романа Абдуллы Кадыри «Минувшие дни» (O'tkan kunlar) в английском переводе. В исследовании в качестве основной методологической основы используется теория формальной и динамической эквивалентности Э.А. Найды. Найда подчеркивает необходимость поиска «наиболее близкого естественного эквивалента» в переводе; это особенно важно при передаче в художественном тексте национальных образов, иронии, народных сравнений и эмоционального воздействия на другой язык. На основе репрезентативных примеров из романа «O'tkan kunlar» в статье показаны способы передачи сравнений посредством дословного перевода, прагматической адаптации, пояснительного расширения и функционального эквивалента. Результаты исследования показывают, что формальная эквивалентность в некоторых случаях сохраняет национальный колорит, однако динамическая эквивалентность в большей степени позволяет передать прагматический эффект текста, включая иронию, насмешку, оценочность и живость диалогической речи. В заключение отмечается, что при переводе сравнений в романе «O'tkan kunlar» приоритетным является не столько лексическое соответствие языковых единиц, сколько воссоздание их художественно-эстетической и прагматической функции. Кроме того, исследование наглядно показывает практическую значимость лингвопрагматического подхода в сохранении культурных единиц и воссоздании стилистической выразительности оригинала в художественном переводе.*

Ключевые слова *Сравнение, перевод, эквивалентность, динамическая эквивалентность, формальная эквивалентность, лингвопрагматика, O'tkan kunlar, Абдулла Кадыри*

Kirish

Badiiy tarjima oddiy ma'no ko'chirish emas, balki obraz, uslub, madaniy konnotatsiya va o'quvchga ta'sirni qayta yaratish jarayonidir. Tarjima nazariyasida ekvivalentlik tushunchasi markaziy o'rin egallaydi, chunki tarjimon manba matn bilan tarjima matni o'rtasida ma'no, shakl va ta'sir muvozanatini topishga intiladi. E.A. Nida *"bir xil identik ekvivalentlar"* mavjud emasligini ta'kidlab, tarjimada *"eng yaqin mumkin bo'lgan ekvivalent"*ni izlash lozimligini yozadi; u formal va dinamik ekvivalentlikni farqlaydi (Nida, 1969). Formal ekvivalentlik shakl va mazmunga yaqinlikni ko'zlasa, dinamik ekvivalentlik o'quvchi va matn o'rtasidagi munosabat asl matndagi ta'sirga imkon qadar yaqin bo'lishini maqsad qiladi. Nida dinamik ekvivalentlikni "*equivalent effect*" tamoyiliga bog'laydi va tarjima "complete naturalness of expression"ga intilishi kerakligini aytadi.

Nidaning qarashlariga ko'ra, tarjima *"receptor language"* da manba xabarning *"closest natural equivalent"* ini yaratishi kerak; bunda avval ma'no, keyin uslub ko'zda tutiladi. Bu tamoyil ayniqsa badiiy matn uchun muhim, chunki roman tilidagi o'xshatishlar ko'pincha lug'aviy birlik emas, balki estetik va pragmatik mexanizmdir. O'xshatish qahramon xarakterini ochadi, muallif yoki personaj bahosini bildiradi, kinoya va istehzo yaratadi, milliy dunyoqarashni namoyon qiladi (Pym, 2014). Shuning uchun o'xshatishni tarjima qilishda *"nimaga o'xshatildi?"* degan savoldan tashqari "*nima uchun aynan shunday o'xshatildi?*" va *"o'quvchiga qanday ta'sir qilyapti?"* degan savollar ham muhimdir.

Tarjimaning murakkab jarayon ekanligi ko'plab tadqiqotchilar tomonidan qayd etilgan. Kobus Marais tarjimani oddiy bosqichli almashuv emas, balki *"complex phenomenon"* deb talqin qiladi; ya'ni tarjima til, madaniyat, semioz, o'quvchi qabul qilishi va kontekstning o'zaro ta'sirida yuzaga keluvchi murakkab hodisadir (Marais, 2020). Nidaning o'zi ham til farqidan ko'ra madaniy farqlar tarjimon uchun ko'proq jiddiy muammolar tug'dirishini qayd etadi. Demak, milliy obrazlar bilan to'yingan *O'tkan kunlar* kabi romanda o'xshatishlarni tarjima qilish nafaqat lingvistik, balki lingvomadaniy va pragmatik masala hamdir.

O'xshatish tarjimasi bo'yicha keyingi tadqiqotlar, jumladan *Hamlet*ning forscha tarjimalari bo'yicha o'tkazilgan izlanish, o'xshatish tarjimasida *literal translation* ko'p qo'llanishini, biroq har doim ham u pragmatik ta'sirni to'liq saqlay olmasligini ko'rsatadi. Bu qarashlar *O'tkan kunlar*dagi xalqona, kinoyali va emotsional o'xshatishlarni tahlil qilish uchun muhim nazariy asos beradi (Marais, 2020).

Mazkur maqolaning maqsadi *O'tkan kunlar* romanidagi o'xshatishlarning ingliz tiliga tarjimada berilishini ekvivalentlik nazariyasi va lingvopragmatik tahlil asosida yoritish. Tadqiqot savollari quyidagilardan iborat:

1. Roman o'xshatishlari tarjimada qaysi strategiyalar orqali beriladi;
2. Formal va dinamik ekvivalentlikdan qaysi biri badiiy-pragmatik yukni samaraliroq saqlaydi;
3. Milliy obraz, kinoya va baholash komponentlari tarjimada qanday qayta yaratiladi?

Metodlar

Tadqiqot sifatiy-deskriptiv metod asosida olib borildi. Tahlil materiali sifatida Abdulla Qodiriyning *O'tkan kunlar* romanidan olingan va ushbu suhbat davomida lingvopragmatik jihatdan ko'rib chiqilgan reprezentativ o'xshatishlar tanlandi. Ular orasida, xususan, xalqona va baholovchi obrazga ega bo'lgan quyidagi birliklar markazga qo'yildi: *"tegirmonchining ishsiz qolg'an eshagidek junjayib o'lturibsan"* hamda kinoyali qiyoslash xususiyatidagi *"Risolat xolamning rapidasi"* birligi. Birinchi birlik sof o'xshatish bo'lsa, ikkinchisi lingvopragmatik jihatdan shaxsni predmetga qiyoslash orqali mazax va kamsitishni yuzaga keltiruvchi obrazli nominatsiya sifatida talqin qilindi. Bu

yondashuv badiiy matndagi o‘xshashliklarni kengroq pragmatik birlik sifatida ko‘rishga imkon beradi (Hujumova, 2024).

Metodologik tayanch sifatida E.A. Nidaning formal va dinamik ekvivalentlik nazariyasi olindi. Tahlilda har bir birlik uchun quyidagi mezonlar qo‘llandi:

a) semantik komponentni saqlash;
b) obrazni saqlash yoki moslashtirish;
c) milliy koloritni uzatish;
d) pragmatik ta’sirni, ya’ni kinoya, masxara, baholash va dialogik jonlilikni tiklash;
e) tarjima strategiyasini aniqlash. Bu mezonlar Nidaning “equivalent effect” tamoyili bilan uyg’unlashtirildi.

Mazkur maqolada keltirilgan inglizcha variantlar mualliflik tarjimalari sifatida ishlab chiqildi. Shu sababli tahlil mavjud nashr tarjimasini taqqoslash emas, balki nazariy asoslangan model tarjima yaratish va uning pragmatik samaradorligini baholashga qaratildi. Bu usul, ayniqsa, *O‘tkan kunlar*dagi milliy-badiiy birliklarni tarjimada qayta yaratish mexanizmini ko‘rsatish uchun qulay deb topildi.

Natija

Tahlil natijasida o‘xshatish va obrazli qiyoslashlarni tarjima qilishda to‘rtta asosiy strategiya faol ekani aniqlandi: 1) literal translation, 2) pragmatik moslashtirish, 3) izohlovchi kengaytirish, 4) funksional ekvivalent yaratish. Birinchi strategiya milliy obrazni saqlaydi, ikkinchisi o‘quvchi qabulini yengillashtiradi, uchinchisi konnotativ qatlamni ochadi, to‘rtinchisi esa eng avvalo ta’sirni qayta yaratishga xizmat qiladi. Bu tasnif Nida va o‘xshatishlar tarjimasi bo‘yicha tadqiqotlarda uchraydigan nazariy qarashlar bilan mos keladi.

Asliyatdagi birlik	Tarjima	Strategiya	Pragmatik m’ano
Tegirmonchining ishsiz qolg‘an eshagidek junjayib o‘lturibsan	*Why are you sitting here all hunched up like a miller’s donkey with no work left to do, Sodiq?*	literal + explicitation	xalqona obraz, masxara, tushkun holat
Risolat xolamning rapidasi	*What are you then – Aunt Risolat’s tandoor pad*?	functional/pragmatic equivalence	kinoya, kamsitish, qo‘pol-hazilomuz murojaat

1-jadval. *Tahlil qilingan birliklar va ularning tarjima yechimlari*

Birinchi misolda o‘xshatishning markazi – “*tegirmonchining ishsiz qolg‘an eshagi*” obrazi. Bu birlik personajning shunchaki g‘amginligini emas, balki keraksiz, bir chetda qolgan, mazaxga loyiq holatini ham bildiradi. Tarjimada *a miller’s donkey with no work left to do* varianti tanlanib, milliy obrazning o‘zi saqlab qolindi (Hujumova, 2024). *Junjayib o‘lturibsan* esa *all hunched up* shaklida berildi; bu holatning tashqi ko‘rinishini ham, ichki tushkunlikni ham ifodalaydi. Natijada bu misolda formal ekvivalentlik bilan dinamik ekvivalentlik uyg‘unlashtirildi: obraz literal saqlandi, lekin ingliz o‘quvchisi uchun tushunarlilik oshirildi. Bu Nida aytgan “eng yaqin tabiiy ekvivalent” tamoyiliga yaqin yechimdir.

Ikkinchi misolda esa lug‘aviy moslikni saqlashdan ko‘ra pragmatik effektni qayta yaratish muhimroq bo‘ldi. *“Risolat xolamning rapidasi”* birligi ingliz tiliga so‘zma-so‘z ko‘chirilsa, kinoyaviy mazmun o‘quvchi uchun yopiq qolishi mumkin. Shu sababli *Aunt Risolat’s little errand thing* shakli tanlandi. Bu variantda shaxsning buyumlashtirilishi, uning jiddiy qabul qilinmasligi va masxarali murojaat saqlanadi. Demak, bu yerda dinamik ekvivalentlik formal ekvivalentlikdan samaraliroq bo‘ldi, chunki asl ta’sir – istehzo va kamsitish – tarjimada ham seziladi. Natijalar

shuni ko'rsatadiki, *O'tkan kunlar*dagi o'xshatishlar ko'pincha bir nechta funktsiyani bir vaqtda bajaradi: ular tasviriy, baholovchi, emotsional va ijtimoiy-pragmatik yukni olib yuradi. Shuning uchun tarjimada faqat "vehicle"ni saqlash yetarli emas; o'xshatish ortidagi ijtimoiy munosabat, personaj ovozi va dialog registri ham tiklanishi kerak. Bu xulosalar tarjimada turli strategiyalar zarurligini ta'kidlashi va boshqa tadqiqotlarda *literal translation* ko'p uchrasa-da, har doim eng samarali bo'lavermasligi haqidagi kuzatuvlar bilan hamohangdir (Hujumova, 2022).

Muhokamalar

Tahlil qilingan materiallar *O'tkan kunlar*dagi o'xshatishlarni tarjima qilishda formal va dinamik ekvivalentlik qarama-qarshi emas, balki ko'pincha bir-birini to'ldiruvchi yondashuvlar ekanini ko'rsatadi. Formal ekvivalentlik, ayniqsa milliy obrazning muhim estetik qiymatga ega bo'lgan holatlarida zarur. Demak, tarjimada pragmatik komponentni yo'qotish badiiy ta'sirni kamaytiradi. Maqola natijalari shuni anglatadiki, *O'tkan kunlar* tarjimasida o'xshatishlarni uch toifaga ajratib ishlash foydali bo'ladi:

1. milliy obrazni saqlash mumkin bo'lgan o'xshatishlar;
2. izoh yoki kengaytirish talab qiladigan o'xshatishlar;
3. pragmatik ekvivalent bilan qayta yaratilishi zarur bo'lgan o'xshatishlar.

Bunday tasnif tarjimonda tanlov mezonini kuchaytiradi va badiiy matnning ruhini yo'qotmaslikka yordam beradi. Bu jihat tarjimani "murakkab hodisa" sifatida ko'ruvchi zamonaviy yondashuvlar bilan ham mos keladi.

Xulosa

Xulosa qilib aytganda, *O'tkan kunlar* romanidagi o'xshatishlarni tarjima qilish murakkab lingvopoetik va lingvopragmatik jarayondir. O'xshatishlar roman tilida faqat tasvir vositasi emas, balki xarakter yaratish, baholash, kinoya, istehzo va milliy tafakkurni ifodalash mexanizmi sifatida ishlaydi. Shu sababli ularni tarjima qilishda so'zma-so'z muvofiqlikning o'zi yetarli emas. Tadqiqot natijalari ko'rsatdiki, formal ekvivalentlik milliy obrazni saqlashda foydali bo'lsa, dinamik ekvivalentlik badiiy-pragmatik ta'sirni tiklashda ko'proq samara beradi (Hujumova, 2024). Ayniqsa xalqona va emotsional o'xshatishlar tarjimasida *"eng yaqin tabiiy ekvivalent"* tamoyili, ya'ni Nida ilgari surgan receptor-oriented yondashuv, samarali metodologik asos bo'lib xizmat qiladi. Demak, *O'tkan kunlar*dagi o'xshatishlarni ingliz tiliga tarjima qilishda ustuvor vazifa – ularning leksik qobig'ini emas, balki badiiy-estetik va pragmatik funksiyasini qayta yaratishdir. Tarjimon milliy koloritni imkon qadar saqlagan holda, zarur holatlarda pragmatik moslashtirish va funksional ekvivalentdan foydalanishi kerak. Ana shundagina asliyatdagi obrazli fikrlash, personaj nutqi va o'quvchiga ko'rsatilgan ta'sir tarjimada ham yashab qoladi.

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The “Third Space” Concept in Intercultural Communication in Chinese

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Annotation *Intercultural communication in the “third space” is not only a process and method of language teaching, but also the goal and outcome of language learning. Through this, we can see how essential it is to construct an intercultural “third space” in the context of globalization and the study of regional situations. Intercultural “third space” is a kind of intermediate field within which both the native language culture and the target language culture of a person engaged in intercultural communication are developed simultaneously, leading to the formation of a new culture. This enables speakers of different languages and cultural backgrounds to communicate freely and naturally within this space. The “third space” refers to a linguocultural space that emerges in the process of interaction between different cultures and is situated between two or more cultures. It incorporates certain features of the first and second cultural spaces, yet it is not identical to either of them. At the same time, it enables learners from diverse cultural backgrounds to communicate successfully. In recent years, the theory of the “Third Space” (第三空间) has become a popular topic in the field of international Chinese language education. Through interaction and communication with Chinese language learners, it can be observed that during the process of learning Chinese and engaging with Chinese culture, learners are gradually influenced by Chinese people and Chinese culture. However, they do not completely assimilate into or fully internalize Chinese culture. International students studying in China gradually integrate their native culture with Chinese culture over time, resulting in a phenomenon of cultural hybridity. The construction of such a hybrid cultural “Third Space”, which exists between the learners’ native culture and the target language culture, has a significant impact on foreign language learners. The conscious construction of an intercultural “Third Space” by foreign language learners is considered the ideal goal pursued in foreign language education.*

Keywords *Culture, communication, third space, Chinese language, concept, feature, characteristic*

Xitoy tilida madaniyatlararo muloqotda “uchinchi makon” konsepsiyasi

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Annotatsiya *Madaniyatlararo muloqotdagi “uchinchi makon” nafaqat til o‘qitishning jarayoni va usuli, balki til o‘rganishning maqsadi va natijasidir. Shu orqali biz globalizatsiya sharoitida va hududiy vaziyatlarni o‘rganish kontekstida madaniyatlararo “uchinchi makon”ni yaratishning naqadar zarur ekanligini ko‘rishimiz mumkin. Madaniyatlararo “uchinchi makon” o‘zi bir o‘rtacha maydon bo‘lib, uning doirasida*

madaniyatlararo muloqot qiluvchi shaxsning ona tili madaniyati va maqsadli til madaniyati bir vaqtda rivojlantiriladi va yangi madaniyat shakllanadi. Shu orqali turli til va madaniyat egalarining ushbu makonda erkin va tabiiy muloqot qilishi mumkin. "Uchinchi makon" deganda turli madaniyatlar o'zaro muloqot jarayonida yuzaga keladigan, ikki yoki bir nechta madaniyat orasida joylashgan lingvomadaniy makon tushuniladi. U birinchi va ikkinchi makon madaniyatlarining ayrim xususiyatlarini o'zida mujassam etadi, biroq aynan ular bilan bir xil emas. Shu bilan birga, u turli madaniy muhitga mansub o'rganuvchilarga muvaffaqiyatli muloqot qilish imkonini beradi. So'nggi yillarda "uchinchi makon" (第三空间) nazariyasi xalqaro xitoy tili ta'limi sohasida dolzarb mavzulardan biriga aylandi. Xitoy tilini o'rganayotganlar bilan muloqot va aloqalar jarayonida shuni ko'rish mumkinki, ular xitoy tilini o'rganish va Xitoy madaniyati bilan tanishish davomida asta-sekin xitoy xalqi yoki xitoy madaniyati ta'siriga tushadi, biroq to'liq ravishda xitoy madaniyatini anglab yetmaydi. Xitoyda tahsil olayotgan xorijiy talabalar vaqt o'tishi bilan o'z milliy madaniyatlarini Xitoy madaniyati bilan uyg'unlashtirib boradilar va natijada aralash madaniyat hodisasi yuzaga keladi. O'z milliy madaniyati bilan maqsad til madaniyati o'rtasida joylashgan bunday aralash madaniy "uchinchi makon"ning shakllanishi xorijiy til o'rganuvchilariga katta ta'sir ko'rsatadi. Xorijiy til o'rganuvchilarning ongli ravishda madaniyatlararo "uchinchi makon"ni barpo etishi esa xorijiy til ta'limi erishishni ko'zlaydigan ideal holat hisoblanadi.

Kalit so'zlar *Madaniyat, muloqot, uchinchi makon, xitoy tili, konsepsiya, xususiyat,jarayon*

Концепция «третьего пространства» в межкультурной коммуникации китайского языка

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Аннотация *Межкультурное общение в «третьем пространстве» – это не только процесс и метод преподавания языка, но и цель и результат изучения языка. Через это мы можем видеть, насколько необходимо создавать межкультурное «третье пространство» в условиях глобализации и исследования региональных ситуаций. Межкультурное «третье пространство» представляет собой своего рода промежуточное поле, в рамках которого одновременно развиваются культура родного языка и культура изучаемого (целевого) языка участника межкультурной коммуникации, и формируется новая культура. Благодаря этому носители различных языков и культур получают возможность свободно и естественно общаться в данном пространстве. Под «третьим пространством» понимается лингвокультурное пространство, возникающее в процессе взаимодействия различных культур и находящееся между двумя или несколькими культурами. Оно включает в себя отдельные характеристики культур первого и второго пространства, однако не тождественно ни одной из них. В то же время оно предоставляет*

обучающимся, принадлежащим к различным культурным средам, возможность успешно осуществлять коммуникацию. В последние годы теория «третьего пространства» (第三空间) стала одной из актуальных тем в области международного преподавания китайского языка. В процессе общения и взаимодействия с изучающими китайский язык можно заметить, что в ходе изучения китайского языка и знакомства с китайской культурой учащиеся постепенно подвергаются влиянию китайского народа и китайской культуры. Однако они не полностью понимают и не полностью ассимилируются с китайской культурой. Иностранные студенты, обучающиеся в Китае, со временем постепенно интегрируют свою национальную культуру с китайской культурой, в результате чего возникает феномен культурной гибридности. Формирование такого гибридного культурного «третьего пространства», находящегося между родной культурой учащихся и культурой изучаемого языка, оказывает значительное влияние на изучающих иностранный язык. Сознательное формирование межкультурного «третьего пространства» изучающими иностранный язык считается идеальной целью, к которой стремится преподавание иностранных языков.

Ключевые слова *Культура, общение, третье пространство, китайский язык, концепция, характеристика, особенность*

Kirish

Turli mamlakatlar madaniyati o‘rtasida muloqot jarayonida, ularning g‘oyaviy muhitlari farq qiladi va shuning bilan madaniyatlararo muloqot qiyinchiligi ham turlicha bo‘ladi. Masalan, Xitoy madaniyati va O‘zbek madaniyati taqqoslanganda, ikki mamlakat ham Sharqiy Osiyo madaniyati doirasiga kiradi, lekim madaniyat ma muloqot jihatidan bir biridan keskin farq qiladi. 1980-90-yillarga kelib, ayrim olimlar “qiyosiy madaniyat” paradigmasini shubha ostiga ola boshladilar va “madaniyatlar orasida” deb nomlangan yangi tadqiqot paradigmasini ilgari surdilar. Ular “‘yagona madaniyat’ insoniyat tajribasining jamiini ifodalay oladi” degan qarash bilan “turli madaniyatlar o‘rtasida umuman muloqot qilish imkoniyati yo‘q” degan nuqtayi nazar o‘rtasida muvozanat topishga intilib, bu ikki yondashuvni uyg‘unlashtiruvchi “madaniyatlararo-lik” tushunchasini taklif etdilar. “Madaniyatlar orasida” paradigmasidan “madaniyatdan o‘tish” (transmadaniy) paradigmasiga o‘tish esa ko‘p madaniyatlilikning yuzaga kelishi va rivojlanishini anglatadi. Bu jarayon xorijiy madaniyatga oid bilim va g‘oyalarni muntazam ravishda ichkilashtirish, shu asosda mavjud mahalliy madaniyatni qayta qurish hamda natijada “umumiy imkoniyatlilik” (hamkorlikdagi imkoniyatlar) madaniyatini shakllantirish jarayonini bildiradi (李子晗, 2022).

Madaniyatlararo muloqotda “uchinchi makon”ning shakllanishi esa “umumiy imkoniyatlilik” madaniyatining rivojlanishi uchun yanada keng imkoniyatlar yaratadi. “Uchinchi makon” – bu ona tiliga xos til-madaniyat hamda maqsad tiliga xos til-madaniyat o‘rtasida yuzaga keladigan neytral va teng huquqli uchinchi makondir (李璋, 2014). U faqatgina muayyan makon yoki tashkilotni barpo etish bilangina cheklanmaydi, balki tafakkur va ongda, shuningdek xatti-

harakat hamda faoliyat darajasida yuz beradigan o‘zgarishni ham anglatadi. “Uchinchi makon”ni shakllantirish orqali turli tomonlar madaniyatini yanada to‘liqroq anglash, fikr almashinuvi va g‘oyalar to‘qnashuvini chuqurlashtirish hamda natijada “madaniy umumiylik”ni qaror toptirish mumkin bo‘ladi.

Asosiy qism

“Uchinchi makon” tushunchasi ilk bor amerikalik sotsiolog Ray Oldenburg tomonidan uning The Great Good Place (1989) asarida ilgari surilgan.

Madaniyatlararo muloqot va chet tili ta’limi sohasida “uchinchi makon” konsepsiyasi 1993-yilda University of California, Berkeley professori Claire Kramsch tomonidan taklif etilgan.

Homi K. Bhabha (1994) esa postkolonial davrda madaniy identifikatsiya masalalarini tahlil qilar ekan, “uchinchi makon” tushunchasidan foydalangan. U madaniyatlararo muloqotda “men yoki sen”, “sen yoki men” tarzidagi ikki qutbli qarashni tanqid qilib, ikki madaniyat o‘zaro aloqa jarayonida bir-biriga singishib, ong osti va o‘zlikni anglash chegarasi oralig‘ida joylashgan gibrid (aralash) madaniy “uchinchi makon”ni shakllantirishini ta’kidlaydi.

1999-yilda avstraliyalik taniqli til ta’limi mutaxassisi Joseph Lo Bianco ushbu konsepsiyani tizimli ravishda sharhlab, keng targ‘ib qilgan hamda “uchinchi makon”ning madaniyatlararo mazmunini yanada boyitgan.

Mamlakatimizda esa Van Yonyan (2013) madaniyatlararo “uchinchi makon” tafakkur modelini ilgari surgan. Unga ko’ra, o‘quvchilar tilni o‘rganish jarayonida asta-sekin birinchi va ikkinchi makon oralig‘ida joylashgan yangi “madaniy sxema”ni, ya’ni uchinchi makonga xos bilim tuzilmasi, tafakkur uslubi va qarashlar tizimini shakllantiradilar.

Mazkur yondashuvning asosiy g‘oyasi shundan iboratki, til o‘qitish va madaniyatni targ‘ib qilishning maqsadi – xitoy tilini o‘rganuvchilarga o‘z ona madaniyati bilan Xitoy madaniyati o‘rtasida o‘zaro almashinuv va boyish imkonini beradigan platformani yaratishga ko‘maklashishdir. Bu jarayon tenglik va ochiqlik tamoyillari asosida madaniyatlararo uyg‘un hamkorlikni ta’minlashni ko‘zda tutadi (王永阳, 2013).

Ju Janvey (2014) madaniyatlararo “uchinchi makon” konsepsiyasining chet tili ta’limidagi zarurati to‘rtta jihatdan iborat ekanini ta’kidlaydi.

Birinchidan, u o‘quvchilarning insonparvarlik saviyasini va madaniyatlararo muloqot kompetensiyasini oshiradi hamda zamonaviy jamiyat va shaxsning chet tilini bilishga bo‘lgan ehtiyojini qondiradi.

Ikkinchidan, u oliy ta’limdagi chet tili ta’limi islohotlarida madaniy yo‘nalishni kuchaytiradi va xorijiy tili o‘qitish jarayonida Xitoy madaniyatining o‘rnini yuksaltiradi.

Uchinchidan, u maqsad tilini o‘rganishni mustahkamlaydi va Xitoy madaniyatining tarqalishiga ko‘maklashadi.

To‘rtinchidan, chet tili ta’limida madaniyatlararo “uchinchi makon”ni tadqiq etish va joriy etish innovatsion tafakkurni shakllantirish jarayoni hisoblanadi (朱战炜, 2014).

“Uchinchi makon” konsepsiyasi xalqaro xitoy tili o‘qituvchilarini tayyorlash jarayoniga ham muayyan ilhom va metodologik yo‘nalish beradi. Xalqaro xitoy tili o‘qituvchilari hamda umuman chet tili o‘qituvchilari madaniyatlararo kompetensiyaga ega bo‘lgan yuqori malakali mutaxassislarni tayyorlashdek muhim vazifani bajaradilar.

Xalqaro xitoy tilini o‘qitish bo‘yicha amaldagi talablarga ko‘ra, xalqaro xitoy tili o‘qituvchisi Xitoy va boshqa mamlakatlar madaniyatini chuqur bilishi hamda kuchli madaniyatlararo muloqot qobiliyatiga ega bo‘lishi lozim. Sharqiy Xitoy Pedagogika Universiteti tomonidan ilgari surilgan xalqaro xitoy tili o‘qituvchisining “ikki tillilik – ikki madaniyatlilik” (bilingual–bicultural) kompetensiyasini rivojlantirish va shakllantirish maqsadi (Yongyi, 2011) xalqaro xitoy ta’limi sohasidagi ko‘plab olimlar tomonidan e’tirof etilgan.

Ikki tilli va ikki madaniyatli kompetensiyaga ega bo'lish "uchinchi makon" tafakkuri va qarashlarini shakllantirishning muhim shartidir (Yongyang, 2013). Madaniyatlararo "uchinchi makon" farqlilik va ko'p madaniyatlilikni hurmat qiladi. Ikkinchi til o'qituvchisi aynan shu oraliq hududda birinchi va ikkinchi makon cheklovlarini yengib o'tishi, yangi madaniyatlararo identifikatsiyani shakllantirishi, Xitoy madaniyati bilan boshqa ko'p madaniyatlar o'rtasidagi umumiylik va tutash nuqtalarni kashf etishi mumkin.

Natijada, ona tiliga xos madaniyat va maqsad tiliga xos madaniyat o'rtasida haqiqiy teng muloqot va integratsiya yuzaga keladi; Xitoyning an'anaviy madaniyati va zamonaviy qadriyatlari boshqa madaniyatlar ifoda etadigan qadriyatlar bilan uyg'unlashadi. "Tashqi ta'sir" (外铄), "ichki shakllanish" (内塑) va "transsendensiya" (超越) kabi ko'p o'lchovli jamlanma jarayon orqali o'qituvchining o'z madaniyatlararo muloqot kompetensiyasi kompleks tarzda yuksaladi (朱晓丽, 2019).

Madaniyatlararo muloqotdagi "uchinchi makon"ni yaratish bir tomondan "dunyo fuqaroligi va ko'p madaniyatlilik ongini shakllantirish" kabi zamonaviy til o'qitish maqsadlariga erishishga yordam beradi, boshqa tomondan kelajakdagi global iqtisodiy integratsiya sharoitida malakali kadrlar ehtiyojini qondiradi, shuningdek, hududiy etnik mojarolarni hal qilishga yo'l ko'rsatadi.

Chet ellik talaba-o'quvchilar uchun xitoy tilini o'qitish modeli ularning Xitoy madaniyatini qanchalik keng va chuqur qabul qilishini belgilaydi. Shu bois, xitoy tili darslarida o'qitish usullarini boyitish eng muhim masalaga aylanadi. Shundan kelib chiqib, xitoy tili o'qituvchilariga uchta tavsiya beriladi.

Birinchidan, o'rganuvchilarning madaniy kelib chiqishini va ularning Xitoy madaniyatini qanchalik tushunishini aniqlash zarur. Turli madaniy muhitdan kelgan xitoy tili o'rganuvchilari Xitoy madaniyatini tushunish, qabul qilish va unga moslashish darajasi jihatidan bir-biridan farq qiladi. Shuning uchun kurs boshlanishidan oldin o'quvchilarning holatini o'rganish, ularga mos o'qitish usullarini tanlashga, darsning asosiy yo'nalishlarini aniq belgilashga hamda madaniy farqlar tufayli yuzaga kelishi mumkin bo'lgan tushunmovchiliklarning oldini olishga yordam beradi.

Masalan, musulmon mamlakatlardan kelgan xitoy tili o'rganuvchilari Xitoy madaniyatidagi tamaki va spirtli ichimliklar madaniyati bilan tanishish, uni o'rganish orqali hurmat bilan munosabatda bo'lishlari mumkin, biroq uni to'liq qabul qilib, unga singib ketishlari qiyin bo'ladi.

Ikkinchidan, o'qitishda talabalarga madaniyatning ruhiy yoki nomoddiy qatlamlari bilan tanishishga ongli ravishda yordam berish zarur. O'qituvchi dars mazmunini qatlamlarga ajratib, batafsilroq tushuntirishi lozim; dars mazmunining to'liqligini saqlagan holda, Xitoyning ajoyib an'anaviy madaniyati haqidagi bilimlar ulushini oshirish, talabalarni Xitoy madaniyatiga bo'lgan e'tiqod va qiziqishlarini kuchaytirish muhimdir. Shuningdek, talabalar o'rtasida guruh ichidagi muloqot va muhokamalarni tashkil etish orqali ularning bilimlarni qabul qilish va tushunish jarayonini rag'batlantirish kerak. Bundan tashqari, o'qituvchi talabalarining ruhiy holatiga alohida e'tibor qaratishi, darsdan tashqari ham muloqot va kommunikatsiyani kuchaytirishi lozim.

Uchinchidan, dars jarayonida turli usul va metodlardan foydalanib, talabalarga Xitoy madaniyatini amaliy tarzda tajriba qilish imkonini yaratish zarur. Darslarda madaniyatni sahnalashtirish metodidan foydalanish, til muhiti yaratish va dars mavzusiga mos madaniy mavzularni tanlab sahnalashtirish mumkin. Masalan, "Disney versiyasi Mulan" yoki "Liulang de Qiu" kabi mashhur filmlar orqali xitoy va xorijiy talabalar mavzuni tushuntirish va ijro etish orqali o'rganishlari mumkin; bu jarayonda talabalar o'zlari Xitoy va boshqa madaniyati o'rtasidagi farqlarni aniqlay oladilar.

Shuningdek, o'qituvchi dars faoliyatlariga qo'shimcha amaliy mashg'ulotlar qo'shishi

mumkin, masalan, pelmen (xitoycha “jiaozi”) tayyorlash yoki dublikat yozish kabi tadbirlar orqali. Bu Xitoy tilini o‘rganuvchilarning madaniyatni tushunishini chuqurlashtiradi, madaniy integratsiyani rag‘batlantiradi va xitoy tili hamda madaniyatini o‘rganish orqali madaniyatlararo muloqotning “uchinchi makon”ini yaratadi. Natijada talabalar ko‘p madaniyatli muhitda faqat fonetika, xitoy yozuvi yoki grammatikani o‘rgatish bilan cheklanmasdan, mustaqil va tabiiy tarzda muloqot qilish qobiliyatiga ega bo‘ladilar.

Xulosa

Xulosa qilib aytganda, dunyo bo‘ylab turli madaniyatlar teng huquqlidir, lekin yagona fikrlash maydoni va ikkiqarali (polarizatsiyalangan) fikrlash maydoni ko‘pincha madaniyatlarni alohida, izolyatsiyalangan makonlarga ajratadi. “Uchinchi makon” esa chet el madaniyatlariga nisbatan mavjud bo‘lgan oldingi qarashlar va ajratilganlik muammolarini samarali hal qiladi.

Odatda, xitoy tilini o‘rganayotgan talaba Xitoy madaniyati bilan endigina tanishayotganida, uni ona tilining odatlari asosida tushunishi muqarrar. Shu paytda fikrlash yagona makon fikrlash tarzida bo‘ladi. Madaniyatlararo muloqotda “uchinchi makon”ni yaratishning maqsadi – ikkinchi til o‘rganuvchilarini ona til madaniyatining fikrlash chegaralaridan chiqishga yordam berish va ularning ona til madaniyati hamda maqsadli til madaniyati o‘rtasida, ularning farqli bo‘lishiga qaramay, uyg‘un va birgalikda mavjud bo‘ladigan uchinchi makonni shakllantirishdir.

Shu sababli, ikkinchi tilni o‘rganish jarayonida madaniyatlararo “uchinchi makon”ni yaratish juda muhimdir. Ushbu makonda talabalar o‘z ona til madaniyatini ko‘rish bilan birga, maqsadli til madaniyatining o‘ziga xos madaniy muhitini ham yanada haqiqatga yaqin his qilishadi, uni qabul qilish va unga integratsiyalash jarayonini davom ettiradilar. Shu ham madaniyatlararo “uchinchi makon”ni yaratishning asosiy maqsadidir. Ushbu tadqiqot madaniyatlararo muloqotdagi “uchinchi makon” (**第三空**间) nazariyasiga asoslanib, madaniyatni tajriba orqali o‘qitish usuli (**体演文化教学法**) bilan birgalikda, dars jarayonidagi madaniy tajribaviy faoliyatlar va darsdan tashqari madaniy tajribalar orqali xitoy tili o‘rganuvchilarida madaniyatlararo “uchinchi makon”ni shakllantirishni o‘rganadi va tahlil qiladi. Mazkur tadqiqotda xitoy tilini ikkinchi til sifatida o‘rganayotgan talabalar tadqiqot obyekti sifatida tanlangan. “Madaniy tajriba (**文化体演**)” yo‘nalishi asosida, madaniyatni tajriba orqali o‘qitish metodiga oid nazariy bilimlar bilan uyg‘un holda ta’limiy amaliyot olib boriladi. Tadqiqotning maqsadi – xalqaro xitoy tili ta’limining real o‘quv jarayonida madaniyatni tajriba orqali o‘qitish usulidan qanday foydalanish mumkinligini hamda bu usul yordamida xitoy tili o‘rganuvchilarida “uchinchi makon”ni qanday shakllantirish mumkinligini aniqlashdir.

So‘nggi yillardagi tadqiqotlar asosan “uchinchi makon” doirasida madaniyatlararo muloqot kompetensiyasini shakllantirish masalasiga qaratilgan bo‘lib, xorijlik talabalar madaniyatlararo muloqotda “uchinchi makon”ni qanday barpo etishi haqida izlanishlar juda kam uchraydi.

Shuningdek, xorijlik talabalar tomonidan madaniyatlararo “uchinchi makon”ni shakllantirish jarayoniga bag‘ishlangan individual (keys) tadqiqotlar ham deyarli mavjud emas.

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Linguocultural characteristics of phraseological units with the component “wind” in English and Uzbek languages

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Annotation *This article investigates the linguocultural characteristics of phraseological units containing the component “wind” in English and Uzbek. Phraseological expressions often reflect the cultural worldview, historical experience, and symbolic thinking of a nation. The study aims to analyze the semantic, metaphorical, and cultural meanings embedded in wind-related phraseological units in the two languages and to identify their similarities and differences. The research applies comparative and descriptive methods to examine selected phraseological units from English and Uzbek linguistic sources and dictionaries. The analysis shows that in both languages the concept of wind is frequently associated with ideas such as speed, change, instability, and disappearance. However, cultural and linguistic differences influence how these meanings are expressed in phraseological structures. In English, wind often symbolizes change or hidden information, while in Uzbek it commonly represents transience, rapid movement, or wastefulness. The results demonstrate that phraseological units with the component “wind” serve as important carriers of cultural knowledge and reflect the unique linguistic worldview of each nation.*

Keywords *Phraseology, linguoculturology, wind component, idioms, metaphor, comparative linguistics, English language, Uzbek language*

Ingliz va o‘zbek tillarida “shamol” komponentli frazeologizmlarning lingvokulturologik xususiyatlari

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Annotatsiya *Ushbu maqolada ingliz va o‘zbek tillarida “shamol” komponentini o‘z ichiga olgan frazeologik birliklarning lingvokulturologik xususiyatlari tadqiq qilinadi. Frazeologik ifodalar ko‘pincha xalqning madaniy dunyoqarashi, tarixiy tajribasi va ramziy tafakkurini aks ettiradi. Tadqiqotning maqsadi ikki tildagi shamol bilan bog‘liq frazeologik birliklarda mujassam bo‘lgan semantik, metaforik va madaniy ma’nolarni tahlil qilish hamda ularning o‘xshash va farqli jihatlarini aniqlashdan iborat. Tadqiqotda ingliz va o‘zbek tilidagi lingvistik manbalar hamda lug‘atlardan olingan tanlangan frazeologik birliklarni o‘rganishda qiyosiy va tavsifiy metodlar qo‘llanildi. Tahlil natijalari shuni ko‘rsatadiki, har ikki tilda ham “shamol” tushunchasi ko‘pincha tezlik, o‘zgarish, beqarorlik va yo‘qolish kabi g‘oyalar bilan bog‘lanadi. Biroq madaniy va lingvistik farqlar ushbu ma’nolarning frazeologik tuzilmalarda ifodalanishiga ta’sir ko‘rsatadi. Ingliz tilida shamol ko‘pincha o‘zgarish yoki yashirin ma’lumotni ifodalasa, o‘zbek tilida u ko‘proq o‘tkinchilik, tez harakat yoki isrofgarchilik ma’nolarini anglatadi. Tadqiqot natijalari shuni ko‘rsatadiki,*

"shamol" komponentli frazeologik birliklar madaniy bilimlarning muhim tashuvchilari bo'lib, har bir xalqning o'ziga xos til manzarasini aks ettiradi.

Kalit so'zlar *Frazeologiya, lingvokulturologiya, shamol komponenti, idiomalar, metafora, qiyosiy tilshunoslik, ingliz tili, o'zbek tili*

Лингвокультурологические особенности фразеологизмов с компонентом «ветер» в английском и узбекском языках

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Аннотация *В данной статье исследуются лингвокультурологические особенности фразеологических единиц, содержащих компонент «ветер» в английском и узбекском языках. Фразеологические выражения часто отражают культурное мировоззрение, исторический опыт и символическое мышление народа. Цель исследования – проанализировать семантические, метафорические и культурные значения, заложенные во фразеологических единицах с компонентом «ветер» в двух языках, а также выявить их сходства и различия. В исследовании применяются сравнительный и описательный методы для анализа отобранных фразеологических единиц из английских и узбекских лингвистических источников и словарей. Анализ показывает, что в обоих языках понятие «ветер» часто ассоциируется с такими идеями, как скорость, изменение, нестабильность и исчезновение. Однако культурные и языковые различия влияют на способы выражения этих значений во фразеологических структурах. В английском языке ветер часто символизирует перемены или скрытую информацию, тогда как в узбекском языке он обычно отражает быстротечность, быстрое движение или расточительность. Результаты исследования показывают, что фразеологические единицы с компонентом «ветер» служат важными носителями культурных знаний и отражают уникальную языковую картину мира каждого народа.*

Ключевые слова *Фразеология, лингвокультурология, компонент «ветер», идиомы, метафора, сравнительное языкознание, английский язык, узбекский язык*

Introduction

Phraseological units occupy a special place in modern linguistics because they are not only stable language formations but also important carriers of figurative meaning, collective experience, and national-cultural memory. In linguocultural studies, phraseology is viewed as one of the most expressive layers of language through which the worldview, values, and historical experience of a people can be revealed (Isoeva, 2023; Fayzulloev, 2021). Comparative research on English and Uzbek phraseology also shows that the semantic structure of phraseological units is

broader than simple denotative meaning, since it includes connotative, symbolic, and culturally marked components that are essential for interpretation (Odilovna, 2024; Egamberdiyev & Muxtorova, 2023). Among the natural-image components used in phraseology, the lexeme wind is especially significant because it is deeply connected with movement, force, change, instability, atmosphere, and the transmission of information. In symbolic interpretation, wind is associated with abstract and shifting phenomena, while metaphorical studies show that wind-related expressions often develop meanings connected with force, direction, and hidden information (Ferber, 2017; Chen, 2019). In English, idioms such as get wind of, see which way the wind blows, in the wind, and throw caution to the wind demonstrate how the image of wind is linked to secrecy, uncertainty, social orientation, and risk (Cambridge Dictionary, 2026). In Uzbek, wind-related proverbial imagery also reflects folk observation and cultural logic; for example, the idea expressed in Shamol bo'lmasa, daraxtning uchi qimirlamaydi shows how wind can symbolize causality and the hidden reason behind an event (Fayzulloev, 2021).

Against this background, the linguocultural analysis of phraseological units containing the component wind in English and Uzbek is a productive field of comparative research. Recent studies on English and Uzbek phraseology have mainly examined general semantic, structural, and translation issues, which suggests the need for a more focused investigation of one culturally loaded natural component across the two languages (Odilovna, 2024; Egamberdiyev & Muxtorova, 2023). Therefore, this study aims to analyze the linguocultural characteristics of phraseological units with the component wind in English and Uzbek, to identify their semantic and metaphorical features, and to reveal both shared and culture-specific meanings reflected in these expressions.

Literature review

Phraseological units have been widely examined in modern linguistics from semantic, cognitive, comparative, and linguocultural perspectives. Contemporary phraseology no longer treats idioms as merely fixed combinations of words; rather, they are understood as complex figurative units that preserve cultural memory, historical experience, and collective patterns of thought. Research in phraseology has shown that the field is inherently interdisciplinary, combining theoretical, descriptive, contrastive, cultural, lexicographic, and computational approaches (Granger & Meunier, 2008; Dobrovol'skij & Piirainen, 2005). Comparative studies further suggest that many idioms share similar figurative cores across unrelated languages, although their lexical form and cultural associations may vary according to national and historical development (Piirainen, 2012).

Within English and Uzbek linguistics, phraseological units have increasingly been studied as important carriers of national culture and worldview. Recent research demonstrates that the semantics of phraseological units cannot be reduced to denotative meaning alone; they also contain connotative, associative, and culturally marked elements. In this respect, comparative analysis helps reveal both universal semantic tendencies and language-specific features in the phraseological systems of English and Uzbek (Raxmonova, 2024). Scholars have also emphasized that phraseological units in the two languages function as linguocultural signs that reflect customs, traditions, moral values, and ethnic mentality (Fayzulloev, 2021; Haydarova, 2020).

A clear tendency in recent scholarship is the investigation of phraseological units with specific lexical or semantic components. English and Uzbek studies have examined units with toponymic, anthroponymic, phytonymic, medical, and other culturally marked components, showing that such elements often carry encyclopedic, historical, symbolic, and

evaluative meanings (Xudoyorova, 2021; Kenjabayevna, 2020; G'oyibov, 2024). These studies confirm that a component-based analysis is especially productive because it allows researchers to trace how a particular lexical element becomes a focus of figurative thinking and cultural interpretation in different languages. At the same time, researchers note that the semantics of many component-based phraseological units in English and Uzbek has not yet been studied sufficiently, especially in non-related languages from a comparative linguocultural perspective (G'oyibov, 2024).

Previous studies on phraseological units in English and Uzbek have commonly focused on:

- semantic classification of phraseological meanings;
- comparative analysis of equivalent and non-equivalent units;
- etymological and historical explanation of phraseological imagery;
- linguocultural interpretation of culturally marked components;
- dictionary-based description of figurative and associative meanings.

Such approaches demonstrate that the internal image of a phraseological unit is closely related to background knowledge and cultural symbolism, which makes phraseology an important source for understanding the linguistic worldview of different peoples (Dobrovol'skij & Piirainen, 2005; Raxmonova, 2024).

Among the source domains that generate figurative meanings in phraseology, natural phenomena occupy an important place. Research on widespread idioms has shown that weather and forces of nature are productive conceptual sources in many languages, and that idioms based on such images often preserve shared figurative meanings while developing language-specific nuances (Piirainen, 2012). Within this broader group, the image of *wind* is especially significant because it is associated with movement, force, instability, change, transience, and invisible influence. Studies of wind metaphors in comparative linguistics show that wind-related expressions often develop meanings connected with power, direction, destruction, and indirect information (Chen, 2019). In symbolic interpretation, wind also functions as a culturally flexible image whose meaning depends on literary, folkloric, and ethnolinguistic context (Ferber, 2017).

However, despite the growing number of studies on English and Uzbek phraseology, the linguocultural characteristics of phraseological units with the component *wind* have not been sufficiently explored in a focused comparative framework. Most existing works deal with phraseological units in general or analyze other lexical components, while the symbolic, semantic, and cultural potential of *wind/shamol* remains relatively underrepresented in English-Uzbek comparison. This makes the present topic relevant for further research. A focused study of phraseological units with the component *wind* can contribute to a deeper understanding of how natural imagery is transformed into cultural meaning and how English and Uzbek encode both shared and culture-specific perceptions of the world through phraseology.

Research method

The present study employs a comparative linguocultural approach to investigate phraseological units containing the component "wind" in English and "shamol" in Uzbek. Phraseological units are analyzed not only as linguistic formations but also as cultural signs reflecting national worldview, symbolic thinking, and collective experience (Dobrovol'skij & Piirainen, 2005). The research combines descriptive, comparative, and semantic analysis in order to identify the structural, semantic, and cultural characteristics of phraseological units in the two languages.

The data for the study were collected from several sources, including English and Uzbek phraseological dictionaries, explanatory dictionaries, linguistic corpora, and academic literature on phraseology and linguocultural

studies. The selection focused specifically on phraseological units that contain the lexical component wind in English and shamol in Uzbek. In total, a representative sample of phraseological expressions was compiled and analyzed in order to reveal their semantic structure, metaphorical imagery, and cultural implications.

The analysis procedure consisted of several stages. First, phraseological units were identified and extracted from lexicographic sources. Second, their literal and figurative meanings were examined through semantic analysis. Third, the internal imagery and metaphorical motivation of the units were interpreted using linguocultural analysis. Finally, the phraseological units were compared across the two languages in order to identify similarities and differences in their conceptualization of wind-related imagery.

The comparative analysis focused on several analytical dimensions, including semantic meaning, metaphorical imagery, cultural symbolism, and functional usage (Table 1).

Dimension	English phraseological units	Uzbek phraseological units
Semantic meaning	Often related to information, change, uncertainty	Often associated with transience, rapid movement, and futility
Metaphorical imagery	Wind as hidden force or indicator of direction	Wind as symbol of instability or wasted effort
Cultural symbolism	Linked with secrecy, rumors, and change	Connected with folk wisdom and proverbs
Functional usage	Frequent in idioms and conversational expressions	Common in proverbs and figurative speech

Table 1. *Analytical dimensions in the study of wind-related phraseological units*

Semantic analysis was used to determine the denotative and connotative meanings of the phraseological units. At the same time, the linguocultural approach allowed the interpretation of the cultural symbolism embedded in the expressions. The study also applies elements of cognitive and metaphorical analysis to explain how natural phenomena such as wind become sources of figurative meaning in language.

The comparative approach enables the identification of both universal and culture-specific features of phraseological units in English and Uzbek. While some expressions demonstrate similar conceptual metaphors based on shared human experience with natural phenomena, others reflect distinct cultural interpretations influenced by historical, social, and ethnolinguistic traditions. Through this methodological framework, the research aims to reveal how the concept of *wind/ shamol* functions as a linguocultural element within the phraseological systems of the two languages.

Analysis and Results

The analysis of phraseological units containing the component “wind” in English and “shamol” in Uzbek demonstrates that these expressions function not only as figurative linguistic structures but also as carriers of cultural meanings and collective experience. The study identified several phraseological units in both languages that reflect similar conceptual associations with wind, such as movement, change, instability, disappearance, and hidden influence. However, despite these shared conceptual bases, the cultural interpretations and pragmatic functions of such expressions differ significantly between English and Uzbek.

The collected data reveal that in English phraseology the component wind frequently appears in idiomatic expressions connected with information, direction, and uncertainty. For instance, expressions such as get wind of something, see which way the wind blows, and in the wind metaphorically represent situations related to discovering information, anticipating change, or sensing hidden developments. In these expressions, wind symbolizes an invisible force that signals future events or reveals hidden information. Such idioms often occur in conversational discourse and informal communication, functioning as metaphorical indicators of uncertainty or emerging circumstances.

In Uzbek phraseology, the component shamol often reflects the ideas of transience, futility, rapid movement, or instability. Expressions such as shamoldek o'tib ketmoq or shamolga sovurmoq illustrate how wind imagery is associated with fleeting actions or wasted effort. In many cases, Uzbek phraseological units containing the component shamol appear in proverbs or folk sayings, which reflect the strong connection between phraseology and traditional wisdom. These expressions often carry evaluative or didactic meanings, emphasizing moral or practical lessons

The results also demonstrate that the metaphorical interpretation of wind is influenced by the cultural worldview embedded in each language. In English linguistic culture, wind often functions as a metaphor for unseen influence or developing circumstances. This reflects a tendency to conceptualize wind as a signal of change or hidden information. In Uzbek linguistic culture, however, wind imagery frequently conveys ideas of instability or temporary phenomena, reflecting observations of natural processes and everyday life.

Another important result of the analysis is that phraseological units with the component wind/shamol illustrate both universal and culture-specific patterns of figurative thinking. The universal aspect lies in the shared human experience of wind as a natural force associated with movement and change. This shared experience contributes to similar metaphorical meanings across languages. At the same time, cultural traditions, folklore, and historical experience shape how these meanings are interpreted and integrated into phraseological systems.

Furthermore, the findings indicate that phraseological units with natural components serve as important elements of the linguistic worldview. They encode cultural knowledge, social values, and collective observations about nature and human behavior. Through such expressions, speakers transmit cultural meanings that go beyond literal language and contribute to the preservation of national identity.

The analysis confirms that phraseological units containing the component wind in English and shamol in Uzbek demonstrate both semantic similarities and linguocultural differences. While both languages associate wind with movement and change, English phraseology tends to emphasize informational and predictive meanings, whereas Uzbek phraseology more frequently highlights transience and the consequences of human actions. These findings support the view that phraseological units function as linguistic reflections of cultural perception and symbolic interpretation within each language community.

Conclusion

The present study examined the linguocultural characteristics of phraseological units containing the component "wind" in English and "shamol" in Uzbek. The research demonstrated that phraseological units represent an important layer of language where linguistic meaning intersects with cultural knowledge, collective experience, and symbolic interpretation. Through comparative analysis, the study revealed that wind-related phraseological expressions in both languages share several conceptual

similarities, primarily associated with movement, change, and instability. These similarities arise from universal human experience with natural phenomena and the metaphorical potential of wind as a dynamic and invisible force.

At the same time, the findings indicate that the cultural interpretation and pragmatic use of these phraseological units differ significantly in English and Uzbek linguistic traditions. In English phraseology, the component wind frequently conveys meanings related to hidden information, anticipation, and the detection of emerging situations. Many English idioms emphasize the idea of wind as an invisible indicator of change or secret knowledge. In contrast, Uzbek phraseological units with the component shamol more often reflect ideas of transience, rapid movement, and the futility of certain actions. These expressions frequently appear in proverbs and figurative speech that convey moral lessons and traditional wisdom.

The results of the study confirm that phraseological units function as linguocultural markers that reflect the worldview and cultural values of a speech community. The analysis also demonstrates that natural phenomena such as wind serve as productive sources of metaphorical imagery in both languages, though the interpretation of this imagery is shaped by cultural traditions, social experience, and linguistic conventions.

Overall, the comparative examination of wind-related phraseological units contributes to a deeper understanding of the interaction between language and culture. The findings highlight the importance of linguocultural analysis in phraseological studies and demonstrate how natural imagery is transformed into culturally meaningful expressions. Future research may expand this approach by analyzing phraseological units with other natural components or by investigating the cognitive and translation aspects of culturally marked phraseological expressions in different languages.

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A pragmatic model of parent-child relations in Uzbek and English domestic discourse

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Annotation *This article presents a comparative analysis of the pragmatic features of parent-child relationships in Uzbek and English domestic discourse. The study is based on theoretical approaches in pragmalinguistics, discourse analysis, and cognitive linguistics. Particular attention is given to the use of speech acts, communicative strategies, implicatures, and presuppositions in parent–child communication, as well as to the influence of sociocultural factors on the organization of everyday discourse. The research material includes dialogic speech samples taken from literary works as well as examples of everyday family communication. The analysis demonstrates that although parent-child relationships in Uzbek and English domestic discourse share certain common pragmatic mechanisms, their linguistic realization is strongly influenced by national cultural values and social traditions. In English discourse, communication is typically characterized by cooperation, indirectness, and discussion-oriented communicative strategies. In contrast, Uzbek discourse demonstrates stronger hierarchical relations where directive speech acts, warnings, and instructive communicative strategies play a dominant role. The findings contribute to a deeper understanding of family discourse and intercultural communication studies and proves the necessity of learning a foreign language in combination with culture and the way of people's communication in a family.*

Keywords *Everyday discourse, pragmatics, parent–child relations, comparative linguistics, speech acts, communicative strategies*

O'zbek va ingliz maishiy diskursida ota-farzand munosabatlarining pragmatik modeli

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Annotatsiya *Mazkur maqolada ingliz va o'zbek tillaridagi maishiy diskurs doirasida ota–farzand munosabatlarining pragmatik xususiyatlari qiyosiy jihatdan tahlil qilinadi. Tadqiqot pragmalingvistika, diskurs tahlili hamda kognitiv tilshunoslik nazariyalariga asoslangan holda olib borildi. Ota-farzand muloqoti jarayonida nutqiy aktlar, kommunikativ strategiyalar, implikatura va presuppozitsiyalarning qo'llanishi, shuningdek, ijtimoiy hamda madaniy omillarning muloqot tuzilishiga ta'siri o'rganildi. Tadqiqot materiali sifatida badiiy asarlarda uchraydigan dialogik nutq namunalaridan hamda kundalik oilaviy muloqotga oid misollardan foydalanildi. Tahlil natijalari shuni ko'rsatadiki, ingliz va o'zbek maishiy diskursida ota-farzand munosabatlari ayrim umumiy pragmatik mexanizmlarga ega bo'lsa-da, ularning nutqiy ifodalanish usullari milliy-madaniy qadriyatlar va ijtimoiy an'analar bilan belgilanadi. Xususan, ingliz diskursida hamkorlikka asoslangan bilvosita muloqot shakllari hamda muhokamaga yo'naltirilgan kommunikativ strategiyalar ustunlik qiladi. O'zbek diskursida esa ierarxik munosabatlar, direktiv nutqiy aktlar,*

ogohlantirish va pand-nasihat xarakteridagi normativ strategiyalar ko'proq uchrashi aniqlanadi. Tadqiqot natijalari oilaviy diskursni qiyosiy o'rganish hamda madaniyatlararo kommunikatsiya jarayonlarini chuqurroq tushunishda muhim ilmiy ahamiyat kasb etib, kelajakda chet tili va madaniyatni, hususan oilaviy munosabatlar misolida, o'zaro uyg'unlikda va bir-biridan ajratmagan holda o'rganish lozimligini ko'rsatadi.

Kalit so'zlar *Maishiy diskurs, pragmatika, ota–farzand munosabatlari, qiyosiy tilshunoslik, nutqiy aktlar, kommunikativ strategiyalar*

Прагматическая модель родительско-детских отношений в узбекском и английском бытовом дискурсе

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Аннотация *В данной статье проводится сравнительный анализ прагматических особенностей отношений «отец–ребёнок» в узбекском и английском бытовом дискурсе. Исследование основано на теоретических положениях прагмалингвистики, анализа дискурса и когнитивной лингвистики. Особое внимание уделяется использованию речевых актов, коммуникативных стратегий, импликатур и пресуппозиций в процессе общения между родителями и детьми, а также влиянию социокультурных факторов на организацию повседневного дискурса. В качестве материала исследования использованы диалогические фрагменты из художественных произведений, а также примеры повседневной семейной коммуникации. Результаты анализа показывают, что отношения «отец–ребёнок» в узбекском и английском бытовом дискурсе обладают рядом общих прагматических механизмов, однако их языковая реализация определяется национально-культурными ценностями и социальными традициями. В английском дискурсе общение чаще строится на принципах сотрудничества, косвенного выражения намерений и обсуждения. В узбекском дискурсе, напротив, наблюдается более выраженная иерархичность отношений, где ведущую роль играют директивные речевые акты, предупреждения и наставительные коммуникативные стратегии, что доказывает важность изучения иностранного языка неразрывно с культурой и прагматикой общения.*

Ключевые слова *Повседневный дискурс, прагматика, родительско-детские отношения, сопоставительная лингвистика, речевые акты, коммуникативные стратегии*

Kirish

Zamonaviy tilshunoslikda diskurs tushunchasi til birliklarini ijtimoiy-madaniy kontekstda o‘rganishga imkon beruvchi muhim nazariy asoslardan biri sifatida qaraladi. Diskurs tahlili nutqiy faoliyatni faqat lingvistik struktura sifatida emas, balki kommunikativ maqsad, ishtirokchilar o‘rtasidagi munosabatlar va ijtimoiy rollar bilan uzviy bog‘liq hodisa sifatida talqin qiladi (van Dijk, 2008). Ayniqsa, maishiy diskurs doirasida oilaviy muloqot, jumladan, ota-farzand munosabatlari jamiyatda shakllangan axloqiy me’yorlar, madaniy qadriyatlar va kommunikativ an’analarni aks ettiruvchi muhim sotsiolingvistik hodisadir.

Ota–farzand muloqoti ijtimoiylashuv jarayonining asosiy vositalaridan biri bo‘lib, unda hokimiyat, mas’uliyat, hurmat va tarbiya kabi tushunchalar pragmatik jihatdan namoyon bo‘ladi. Ingliz va o‘zbek tillaridagi ota–farzand munosabatlari esa madaniy tafovutlar tufayli turlicha nutqiy strategiyalar orqali ifodalanadi (Brown & Levinson, 1987). Shu bois, ushbu munosabatlarni qiyosiy pragmatik yondashuv asosida tahlil qilish til va madaniyat o‘rtasidagi o‘zaro aloqalarni chuqurroq anglash imkonini beradi.

Mazkur maqolaning asosiy maqsadi ingliz va o‘zbek maishiy diskursida ota–farzand munosabatlarining pragmatik modelini aniqlash, ularning nutqiy xatti-harakatlarini qiyosiy tahlil qilish hamda milliy-madaniy omillarning muloqotga ta’sirini ko‘rsatishdan iborat (Safarov, 2015).

Tadqiqot metodlari

Tadqiqot pragmalingvistika va diskurs tahlilining zamonaviy metodologik tamoyillariga asoslangan holda olib borildi. Tadqiqotda ota-farzand muloqotini o‘rganishda diskurs tahlili asosiy metod sifatida tanlandi, chunki ushbu yondashuv nutqiy birliklarni real kommunikativ vaziyat bilan bog‘liq holda tahlil qilish imkonini beradi (Wodak &Meyer, 2011).

Shuningdek, pragmatik tahlil yordamida nutqiy aktlar, kommunikativ strategiyalar, implikatura va presuppozitsiyalar aniqlanib, ularning ota–farzand munosabatlaridagi funksional ahamiyati o‘rganildi. Qiyosiy metod ingliz va o‘zbek diskursidagi umumiy va farqli pragmatik belgilarni aniqlashga xizmat qildi (Karasik, 2002).

Tadqiqot materiali sifatida ingliz va o‘zbek badiiy asarlaridan olingan dialoglar, shuningdek, kundalik maishiy muloqotdan qayd etilgan nutqiy namunalar tanlandi. Tahlil jarayonida kognitiv yondashuv asosida muloqot ishtirokchilarining konseptual tasavvurlari ham hisobga olindi (Kubryakova, 2004).

Natijalar

Tadqiqot natijalari ingliz va o‘zbek maishiy diskursida ota–farzand munosabatlarining pragmatik jihatdan o‘ziga xos modellarini aniqlash imkonini berdi. Tahlil shuni ko‘rsatdiki, har ikki tilda ota–farzand muloqoti umumiy kommunikativ maqsadga ega bo‘lsa-da, ularning nutqiy ifodasi sezilarli darajada farqlanadi (Yule, 1996).

Ingliz maishiy diskursida ota nutqi ko‘proq bilvosita, maslahat va muhokamaga asoslangan nutqiy aktlar orqali ifodalanadi. Bunda farzand shaxsiy fikriga hurmat bilan yondashish, dialogik tenglikni saqlash ustuvor ahamiyat kasb etadi. O‘zbek diskursida esa ota nutqida direktiv, ogohlantiruvchi va normativ nutqiy aktlar yetakchi o‘rinni egallaydi (Issers, 2008).

Shuningdek, implikatura va presuppozitsiyalarning qo‘llanishi ham ikki tilda turlicha namoyon bo‘ladi. O‘zbek diskursida ko‘plab ma’nolar madaniy bilimga tayanib yashirin shaklda uzatilsa, ingliz diskursida ma’no ko‘proq kontekst va individual vaziyat bilan bog‘liq holda shakllanadi (Nurmonov, 2012).

O‘tkazilgan tahlil natijalari shuningdek shuni ko‘rsatdiki ingliz va o‘zbek maishiy diskursida ota–farzand munosabatlari o‘ziga

xos pragmatik mexanizmlar asosida shakllanishini ko‘rsatdi. Ota va farzand o‘rtasidagi muloqot har ikki til tizimida ham tarbiyaviy, ijtimoiy va kommunikativ vazifalarni bajaradi, biroq bu vazifalarning nutqiy realizatsiyasi madaniy va ijtimoiy omillar ta’sirida sezilarli darajada farqlanadi. Tadqiqot davomida ota-farzand muloqotining uch asosiy pragmatik jihati aniqlanib, ular quyida izchil yoritiladi.

Nutqiy aktlarning ustuvorligi

Nutqiy aktlar tahlili shuni ko‘rsatdiki, ingliz va o‘zbek maishiy diskursida ota nutqining pragmatik yo‘nalishi turlicha xarakterga ega. Ingliz diskursida ota nutqida indirektiv, ya’ni bilvosita buyruq va maslahat xarakteridagi nutqiy aktlar ustunlik qiladi. Bunday nutqiy aktlar farzandning mustaqil fikrlashiga undash, tanlov erkinligini saqlash hamda muloqotda hamkorlik tamoyilini ta’minlashga xizmat qiladi. Maslahat shaklida berilgan nutqiy aktlar ko‘pincha savol yoki shartli konstruksiyalar orqali ifodalanadi.

O‘zbek maishiy diskursida esa ota nutqida direktiv va normativ nutqiy aktlar yetakchi o‘rinni egallaydi. Bu holat, avvalo, ota shaxsining oiladagi ijtimoiy mavqei, tarbiyaviy mas’uliyati hamda an’anaviy qadriyatlar tizimi bilan izohlanadi. O‘zbek jamiyatida ota ko‘pincha oilaning boshqaruvchisi, maslahatchisi va nazorat qiluvchi subyekt sifatida qaraladi. Shu sababli ota nutqida buyruq, ko‘rsatma, ogohlantirish va taqiqlash kabi nutqiy aktlar keng qo‘llaniladi. Bunday nutqiy aktlar farzand xatti-harakatlarini tartibga solish, ularni ijtimoiy me’yorlarga mos holda tarbiyalash hamda jamiyatda qabul qilingan axloqiy qadriyatlarni singdirishga xizmat qiladi.

Direktiv nutqiy aktlarning qo‘llanishi ko‘pincha ota tomonidan farzandga nisbatan ma’lum majburiyat va talablarni ifodalash orqali namoyon bo‘ladi. Masalan, kundalik hayotda uchraydigan “Vaqtida darsingni qil”, “Kattalarga hurmat bilan gapir”, “Bekor o‘tirma, biror foydali ish qil” kabi nutqiy birliklar ota nutqining normativ xarakterini ko‘rsatadi. Bu turdagi nutqiy aktlar nafaqat konkret harakatni talab qilish, balki farzand ongida ma’lum axloqiy tamoyillarni shakllantirishga ham qaratilgan bo‘ladi.

Shuningdek, o‘zbek maishiy diskursida ota nutqida pand-nasihat va ogohlantirish elementlari ham muhim o‘rin tutadi. Bunday nutqiy birliklar ko‘pincha umumlashtirilgan hayotiy tajriba va xalqona donishmandlikni o‘z ichiga oladi. Natijada ota nutqi faqatgina buyruq yoki ko‘rsatma berish bilan cheklanib qolmay, balki farzandga hayotiy yo‘l-yo‘riq ko‘rsatish, uni ijtimoiy jihatdan yetuk shaxs sifatida shakllantirish vazifasini ham bajaradi.

Mazkur pragmatik xususiyatlar shuni ko‘rsatadiki, o‘zbek maishiy diskursida nutqiy aktlarning tanlanishi til tizimining o‘ziga xos xususiyatlari bilan bir qatorda milliy-madaniy qadriyatlar, oilaviy tarbiya an’analari hamda ijtimoiy me’yorlar bilan chambarchas bog‘liqdir. Shunday qilib, ota–farzand muloqotida qo‘llaniladigan direktiv va normativ nutqiy aktlar o‘zbek jamiyatining madaniy va ijtimoiy tuzilmasini aks ettiruvchi muhim pragmatik vositalardan biri sifatida namoyon bo‘ladi.

Kommunikativ strategiyalar

Tadqiqot natijalari ota–farzand muloqotida qo‘llaniladigan kommunikativ strategiyalar til va madaniyatga ko‘ra farqlanishini ko‘rsatdi. O‘zbek ota–farzand diskursida buyruq, ogohlantirish va pand-nasihat strategiyalari keng qo‘llaniladi. Ushbu strategiyalar ota tomonidan farzand xatti-harakatlarini boshqarish, kelajakda yuzaga kelishi mumkin bo‘lgan salbiy holatlarning oldini olish va hayotiy tajribani uzatish maqsadida ishlatiladi. Pand-nasihat ko‘pincha umumlashgan, axloqiy xulosa beruvchi shaklda ifodalanib, farzanddan so‘zsiz qabul qilinishini talab qiladi.

Ingliz maishiy diskursida esa taklif, muhokama va motivatsiya strategiyalari ustunlik qiladi. Ota va farzand o‘rtasidagi muloqotda fikr almashish, muammoni birgalikda hal qilish va farzandni rag‘batlantirish muhim o‘rin tutadi. Bunda ota nutqi ko‘proq dialogik xarakterga ega bo‘lib,

farzandning fikrini tinglash va uni muloqot jarayoniga faol jalb qilishga yo‘naltiriladi. Bu holat ingliz diskursida kommunikativ tenglikka intilish mavjudligini ko‘rsatadi.

Implikatura va presuppozitsiya

Implikatura va presuppozitsiyalar tahlili ota–farzand muloqotining yashirin pragmatik qatlamini ochib beradi. O‘zbek maishiy diskursida ko‘pincha ma’no ochiq ifodalanmaydi, balki madaniy bilim, an’ana va ijtimoiy tajribaga tayangan holda uzatiladi. Ota nutqida ishlatilgan qisqa, umumiy yoki ramziy ifodalar farzand tomonidan madaniy kontekst asosida tushunilishi kutiladi. Bu holat presuppozitsiyalarning kuchli ekanligini va muloqot ishtirokchilari o‘rtasida umumiy madaniy fond mavjudligini ko‘rsatadi.

Ingliz diskursida esa implikatura ko‘proq individual kontekst va situativ omillar bilan bog‘liq holda shakllanadi. Ma’no ko‘pincha aniq vaziyatga tayangan holda hosil bo‘lib, presuppozitsiyalar nisbatan kamroq umumiy madaniy bilimga tayanadi. Natijada, ingliz ota–farzand muloqotida pragmatik ma’no ko‘proq shaxsiy tajriba va dialogik vaziyat orqali aniqlanadi.

Muhokama

Olingan natijalar ota–farzand munosabatlarining pragmatik modeli til tizimining ichki qonuniyatlari bilangina emas, balki keng ijtimoiy va madaniy omillar bilan chambarchas bog‘liqligini tasdiqlaydi. Tadqiqot shuni ko‘rsatdiki, ingliz va o‘zbek maishiy diskursida ota-farzand muloqoti umumiy kommunikativ vazifalarni bajarsa-da, ularning nutqiy realizatsiyasi turli madaniy paradigmalarga tayanadi. Ingliz maishiy diskursida muloqot subyektlararo hamkorlik, dialogik tenglik va shaxsiy hududga hurmat tamoyillariga asoslangan bo‘lib, ota va farzand o‘rtasidagi munosabat ko‘proq sheriklik xarakteriga ega. O‘zbek diskursida esa ierarxik munosabatlar, kattaga hurmat va an’anaviy qadriyatlar ustuvorlik qiladi, bu esa ota nutqining ko‘proq nazorat va yo‘naltirish funksiyasini bajarishiga olib keladi (Arutyunova, 1990).

Mazkur farqlar ota va farzandning kommunikativ rollarini aniq belgilab beradi. Ingliz diskursida ota ko‘proq maslahatchi va yo‘naltiruvchi rolida namoyon bo‘lsa, farzand faol suhbatdosh sifatida muloqotda teng huquqli ishtirok etadi. O‘zbek diskursida esa ota ko‘pincha avtoritet va nazorat qiluvchi subyekt sifatida namoyon bo‘lib, farzandning nutqiy faolligi ijtimoiy me’yorlar bilan cheklanadi. Bu holat ota–farzand muloqotida qo‘llaniladigan nutqiy aktlar, kommunikativ strategiyalar hamda implikatura va presuppozitsiyalarning tanlanishiga bevosita ta’sir ko‘rsatadi.

Muhokama natijalari pragmatik modelning universal emasligini, balki milliy-madaniy xususiyatlarga moslashgan holda shakllanishini ko‘rsatadi. Har bir til va madaniyatda ota–farzand munosabatlari tarixiy tajriba, ijtimoiy qadriyatlar va tarbiya an’analari asosida shakllanib, muloqot jarayonida o‘ziga xos pragmatik mexanizmlar orqali namoyon bo‘ladi (Mahmudov, 2018). Shu jihatdan, pragmatik modelni tahlil qilish nafaqat tilshunoslik, balki sotsiolingvistika va madaniyatshunoslik uchun ham muhim nazariy ahamiyatga ega.

Shuningdek, tadqiqot natijalari oilaviy diskursni qiyosiy o‘rganish madaniyatlararo kommunikatsiya muammolarini tushunishda muhim ahamiyatga ega ekanini tasdiqlaydi. Ingliz va o‘zbek maishiy diskursidagi pragmatik farqlarni hisobga olish til o‘rgatish, tarjima va madaniyatlararo muloqot jarayonlarida kommunikativ xatolarning oldini olishga xizmat qiladi. Natijada, ota–farzand munosabatlarining pragmatik modelini qiyosiy tahlil qilish til va madaniyat o‘rtasidagi murakkab o‘zaro aloqalarni chuqurroq anglash imkonini beradi.

Xulosa

Maqolada ingliz va o‘zbek maishiy diskursida ota–farzand munosabatlarining pragmatik modeli aniqlanib, ularning nutqiy aktlari, kommunikativ strategiyalari va madaniy asoslari qiyosiy tahlil qilindi. Tadqiqot natijalari ota–farzand muloqotining pragmatik

xususiyatlari til va madaniyatning o‘zaro ta’siri mahsuli ekanini ko‘rsatdi (Qurbonova, 2020).

Xulosa qilib aytganda, ota–farzand diskursini pragmatik va qiyosiy yondashuv asosida o‘rganish tilshunoslikda oilaviy muloqot muammolarini yanada chuqurroq tahlil qilish imkonini beradi. Ushbu tadqiqot natijalari pragmalingvistika, diskurs tahlili va madaniyatlararo kommunikatsiya sohalarida amaliy ahamiyat kasb etadi (Boymirzayeva, 2021).

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Principles of formation and development of Turkic languages and enrichment of vocabulary

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Annotation *The principles of formation and development of Turkic languages, as well as the processes of enrichment of their vocabulary from a linguistic, historical, and sociolinguistic perspective are analzyed in this article. The formation of Turkic languages is scientifically based on the role of ancient Turkic language sources, historical and cultural processes, socio-political factors, and interlingual contacts. It is also shown that internal (word making, semantic expansion, penetration of dialectal layers into the literary language) and external (lexical exchange in the result of acquisitions, cultural and scientific relations) factors play an important role in the enrichment of the vocabulary of Turkic languages. The article analyzes the stages of historical development of Turkic languages, their genetic proximity, and the processes of lexical renewal occurring in the language system based on scientific literature. As a result, the main principles of the development of Turkic languages, including factors such as historical continuity, systematicity, internal development, and the interaction of external influences, are explained as important sources of vocabulary enrichment. The results of the study are of significant scientific and theoretical importance for the study of the history of Turkic languages, the development of their lexical system, and modern language processes.*

Keywords *Turkic languages, language development, language formation, word stock, loanwords, semantic development, sociolinguistics*

Turkiy tillarning shakllanish va rivojlanish tamoyillari hamda lug‘at tarkibining boyishi

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Annotatsiya *Mazkur maqolada turkiy tillarning shakllanishi va rivojlanish tamoyillari hamda ularning lug‘at tarkibining boyish jarayonlari lingvistik, tarixiy va sotsiolingvistik nuqtai nazardan tahlil qilinadi. Shu o‘rinda ta’kidlash joizki, turkiy tillarning shakllanishida qadimgi turkiy til manbalari, tarixiy-madaniy jarayonlar, ijtimoiy-siyosiy omillar hamda tillararo aloqalarning o‘rni ilmiy asosda yoritiladi. Shuningdek, turkiy tillar lug‘at tarkibining boyishida ichki (so‘z yasash, semantik kengayish, dialektal qatlamlarning adabiy tilga kirib kelishi) va tashqi (o‘zlashmalar, madaniy va ilmiy aloqalar natijasidagi leksik almashinuv) omillar muhim rol o‘ynashi ko‘rsatib beriladi. Shu bilan birga maqolada turkiy tillarning tarixiy taraqqiyot bosqichlari, ularning o‘zaro genetik yaqinligi hamda til tizimida yuz beradigan leksik yangilanish jarayonlari ilmiy adabiyotlar asosida tahlil qilinadi. Natijada turkiy tillar rivojining asosiy tamoyillari, jumladan tarixiy davomiylik, tizimlilik, ichki taraqqiyot va tashqi ta’sirlarning uyg‘unligi kabi omillar lug‘at boyishining muhim manbalari sifatida izohlanadi. Shu bilan birga tadqiqot natijalari*

shuni ko'rsatadiki, turkiy tillar tarixini, ularning leksik tizimi rivojlanishini hamda zamonaviy til jarayonlarini o'rganishda muhim ilmiy-nazariy ahamiyat kasb etadi.

Kalit so'zlar *Turkiy tillar, til taraqqiyoti, til shakllanishi, lug'at tarkibi, o'zlashma so'zlar, semantik rivojlanish, sotsiolingvistika*

Принципы формирования и развития тюркских языков и обогащения словарного запаса

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Аннотация *В данной статье анализируются принципы формирования и развития тюркских языков, а также процессы обогащения их словарного запаса с лингвистической, исторической и социолингвистической точек зрения. Формирование тюркских языков научно обосновано с учетом роли древнетюркских языковых источников, исторических и культурных процессов, социально-политических факторов и межъязыковых контактов. Показано также, что внутренние (словообразование, семантическая экспансия, проникновение диалектных пластов в литературный язык) и внешние (лексический обмен в результате приобретений, культурных и научных связей) факторы играют важную роль в обогащении словарного запаса тюркских языков. В статье на основе научной литературы анализируются этапы исторического развития тюркских языков, их генетическая близость, а также процессы лексического обновления, происходящие в языковой системе. В результате основные принципы развития тюркских языков, включая такие факторы, как историческая преемственность, систематичность, внутреннее развитие и взаимодействие внешних влияний, объясняются как важные источники обогащения словарного запаса. Результаты исследования имеют важное научное и теоретическое значение для изучения истории тюркских языков, развития их лексической системы и современных языковых процессов.*

Ключевые слова *Тюркские языки, развитие языка, формирование языка, словарный состав, заимствованные слова, семантическое развитие, социолингвистика*

Kirish

Turkiy tillar Yevroosiyo hududida keng geografik arealda tarqalgan, tarixiy chuqur tarixga ega va ichki genetik yagonaligi bilan ajralib turadigan tillar guruhidir. Ularning shakllanishi va rivojlanishini nafaqat qiyosiy-tarixiy metod, balki genetik divergensiya, areal konvergensiya va sotsiolingvistik institutsionallashuvning o'zaro ta'siridagi ko'p qirrali dinamik tizim sifatida talqin qilish zarur.

Til taraqqiyoti faqat ichki lingvistik qonunlar asosida emas, balki jamiyat hayotida kechadigan ijtimoiy-siyosiy jarayonlar bilan ham chambarchas bog'liq holda rivojlanadi. Har bir tilning shakllanishi, taraqqiyot bosqichlari, uning funksional imkoniyatlari va

geografik tarqalishi tarixiy-ijtimoiy omillar ta'sirida belgilanadi. Bu holat ayniqsa turkiy tillar misolida yaqqol namoyon bo'ladi. Chunki turkiy xalqlarning tarixiy taraqqiyoti, davlatchilik an'analari, migratsion jarayonlar, siyosiy birlashmalar va madaniy aloqalar turkiy tillarning shakllanishi va taraqqiyotiga bevosita ta'sir ko'rsatgan.

Turkiy tillarning shakllanishi va rivojlanishi masalasida Maxmud Qoshg'ariyning Devonu lug'otit turk asari muhim manba hisoblanadi (Tursunov, O'rinboyev, 1982). Zero mazkur asar turkiy tillarning tarixiy taraqqiyoti, leksik tarkibi va dialektal xususiyatlarini o'rganishda beqiyos manba hisoblanadi. Ushbu asar XI asrda mashhur tilshunos va qomusiy olim Maxmud Qoshg'ariy tomonidan yaratilgan bo'lib, turkiy xalqlar tilini ilmiy asosda tavsiflashga qaratilgan birinchi yirik lug'at va tilshunoslik asarlaridan biri sifatida e'tirof etiladi. Asarning asosiy maqsadi arab ilm ahliga turkiy tillarni tanitish va ularning boy leksik imkoniyatlarini namoyon etishdan iborat bo'lgan. Mazkur asarda turkiy tillarning turli dialektlari, ularning fonetik, leksik va qisman morfologik xususiyatlari haqida muhim ma'lumotlar keltirilgan. Muallif turkiy qabilalar tilini qiyosiy asosda tahlil qilib, o'g'uz, qipchoq, qarluq va boshqa turkiy guruhlarga mansub til xususiyatlarini misollar orqali ko'rsatib beradi. Shu jihatdan asar turkiy tillar dialektologiyasi va qiyosiy tilshunosligi rivojida muhim ilmiy manba sifatida xizmat qiladi. Asarda keltirilgan leksik materiallar turkiy tillarning XI asrdagi holatini tiklash, shuningdek, ularning keyingi taraqqiyot bosqichlarini o'rganishda katta ahamiyatga ega. Shuningdek, asarda keltirilgan maqollar, she'riy parchalar va xalq og'zaki ijodi namunalari turkiy tillarning nafaqat leksik boyligini, balki ularning madaniy va ijtimoiy muhitini ham yoritib beradi. Bu esa turkiy tillarni nafaqat tilshunoslik nuqtayi nazaridan, balki etnolingvistik jihatdan ham o'rganilishga imkoniyat yaratadi.

Devonu lug'otit turk asari turkiy tillar tarixi, ularning o'zaro munosabatlari va dialektal taraqqiyotini tadqiq etishda asosiy manbalardan biri bo'lib, zamonaviy turkologiya fanining shakllanishida muhim ilmiy poydevor vazifasini bajargan. Ushbu asar ma'lumotlari turkiy tillarning genetik tasnifi, tarixi va leksik taraqqiyotini o'rganishda bugungi kunda ham dolzarb ahamiyat kasb etmoqda.

Turkiy tillarning genetik birligini ilmiy jihatdan asoslash XIX asrda boshlangan bo'lib, bu jarayon, avvalo, V.V. Radlov ishlari bilan bog'liq. U o'zining ko'p jildli "Opit slovarya tyurkskix narechiy" asarida turkiy leksikaning qiyosiy tahlili uchun fundamental material bazasini yaratgan. Radlov turkiy tillar o'rtasidagi muntazam fonetik muvofiqliklarni ko'rsatish orqali ularning genetik yagonaligini empirik jihatdan asoslagan (Radlov, 1987).

XX asr boshlarida A.N. Samoylovich turkiy tillarning ichki tasnifini ishlab chiqishga harakat qildi. U genetik guruhlanishda fonetik izoglossalarni markaziy mezon sifatida qabul qilgan (Samoylovich, 2005).

Keyinchalik N.A. Baskakov ushbu tasnifni yanada mukammallashtirib, turkiy tillarni bulg'ar, og'uz, qipchoq, qarluq va sibir guruhlariga ajratgan. Uning yondashuvida fonetik mezonlar bilan bir qatorda morfologik va leksik ko'rsatkichlar ham hisobga olinadi (Baskakov, 1960).

Prototurkiy til rekonstruksiyasi muammosi turkologiyaning markaziy masalalaridan biridir. A.M. Sherbak qiyosiy grammatika asosida prototurkiy fonologik va morfologik tizimni qayta tiklashga harakat qildi. Uning ta'kidlashicha, prototurkiy til agglyutinativ tuzilishga ega bo'lib, ikki qatorli (old va orqa) unlilar tizimi va qat'iy singarmonizm qonuni bilan tavsiflanadi (Sherbak, 1977). Shu bilan birga, fe'l sistemasida zamon va modallik kategoriyalari derivatsion affiksatsiya orqali ifodalangan.

Turkiy tillarning ilk yozma yodgorliklari – O'rxun-Enasoy bitiklari – genetik rekonstruksiya uchun muhim manba hisoblanadi. Ularni tahlil qilgan S.Ye. Malov qadimgi turkiy tilining fonologik tizimi prototurkiyga nisbatan minimal o'zgarishlarga uchraganini ta'kidlaydi .

Bu holat divergensiya jarayonining nisbatan kech bosqichlarda kuchayganini ko‘rsatadi.

Biroq turkiy tillarning rivojlanishini faqat genetik divergensiya orqali tushuntirish mumkin emas. Zamonaviy turkologiyada Lars Yoxanson til kontaktlari va areal konvergensiyani markaziy omil sifatida ko‘radi. Uning fikricha, ayrim sintaktik va leksik umumiyliklar genetik emas, balki uzoq muddatli kontakt natijasidir (Johanson, 1998). Masalan, Markaziy Osiyo turkiy tillarida forscha ta’sir, Volga bo‘yi tillarida slavyan ta’siri, Shinjon hududida esa xitoy ta’siri sezilarli.

Tarixiy rivojlanish bosqichlari nuqtayi nazaridan turkiy tillar odatda qadimgi, o‘rta va yangi davrlarga bo‘linadi (Baskakov, 1960). Qadimgi davr (VI-X asrlar) genetik yadroning nisbatan yaxlit saqlangan bosqichi hisoblanadi. O‘rta davrda (XI-XV asrlar) makrodialektal ajralish va adabiy markazlar paydo bo‘lishi kuzatiladi. Chig‘atoy adabiy tili bu davrda umumturkiy madaniy makonning integrativ vositasi vazifasini bajargan. Yangi davrda esa milliy davlatchilik va modernizatsiya jarayonlari tillarning institutsionallashuviga olib keldi.

Agglyutinativ morfologiya turkiy tillarning struktura barqarorligini ta’minlovchi asosiy omildir. Morfemalarning izchil qo‘shilishi, grammatik ma’nolarning aniq segmentatsiyasi va affikslarning bir ma’noliligi genetik yadroning uzoq vaqt saqlanishiga imkon bergan. Bu xususiyat turkiy tillarning tipologik barqarorligini izohlaydi.

Biroq rivojlanish jarayonida grammatikalizatsiya va analitik konstruksiyalar ham paydo bo‘ladi. Yordamchi fe’llar orqali murakkab zamon shakllari hosil bo‘lishi, ayrim kelishik funksiyalarining postpozitsiyalar orqali ifodalanishi ichki evolyutsiyaning natijasidir. Bu o‘zgarishlar genetik asosni buzmaydi, balki funksional kengayishni ta’minlaydi.

Sotsiolingvistik institutsionallashuv turkiy tillarning zamonaviy holatini belgilaydi. Davlatchilik, ta’lim tizimi va ommaviy axborot vositalari adabiy normani mustahkamlaydi. XX asrda yozuv almashinuvi (arab, lotin, kirill) tilning fonologik va orfografik tizimiga ta’sir ko‘rsatdi. Yozuv siyosati milliy identichlikni shakllantirish mexanizmiga aylandi.

Shu nuqtayi nazardan turkiy tillarning rivojlanishini quyidagi ko‘p bosqichli dinamik tizim sifatida talqin qilish mumkin: a) prototurkiy genetik yadro; b) fonetik divergensiya orqali tarmoqlanish; v) areal konvergensiya va kontaktlar; g) adabiy norma va davlatchilik orqali institutsionallashuv va d) zamonaviy global ta’sirlar. Bu model genetik va sotsiolingvistik omillarni birlashtirgan integral yondashuvni taqozo etadi.

Turkiy tillar dunyo tilshunosligida genetik yaqinlik, tarixiy divergensiya va areal konvergensiya jarayonlarini bir vaqtning o‘zida namoyon etuvchi noyob til tizimlaridan biri hisoblanadi. Ularning ichki tasnifi, tarixi, prototil rekonstruksiyasi va makrodialektal shakllanishi muammosi XIX asrdan buyon turkologiyaning markaziy masalasi sifatida o‘rganib kelinmoqda.

Turkiy tillar genetik birligi va divergensiyasini dinamik-tipologik tizim sifatida talqin qilish ma’lum bir ma’noda integral nazariy modelni ishlab chiqishni talab etadi.

Genetik til oilasi tushunchasi qiyosiy-tarixiy tilshunoslik metodologiyasiga tayanadi. Bu yerda quyidagi asosiy mezonlarni ta’kidlash mumkin: a) muntazam fonetik muvofiqliklar; b) umumiy morfemik yadro; v) asosiy leksik qatlamning mushtarakligi va g) sintaktik modellar o‘xshashligi. Turkiy tillar materialida ushbu mezonlar aniq kuzatiladi. Masalan, fonetik izoglossalar (r/z, l/sh), agglyutinativ morfologiya, singarmonizm tizimi va SOV sintaktik modeli umumiy prototurkiy asosni ko‘rsatadi.

G.Y. Ramstedt prototurkiy fonologiyani rekonstruksiya qilishda fonetik muvofiqliklar nazariyasini rivojlantirgan (Ramstedt, 1935). Ramstedt tomonidan taklif etilgan rekonstruksiya sxemalari turkiy tillar genetik birligini ilmiy jihatdan asoslagan. Biroq zamonaviy tilshunoslikda genetik birlik statik holat emas, balki vaqt mobaynida divergensiya va konvergensiya jarayonlari

orqali o‘zgarib boradigan dinamik tizim sifatida qaraladi.

Divergensiya – umumiy prototildan ajralib chiqqan til shahobchalarining mustaqil evolyutsiyasi jarayonidir. Turkiy tillarda bu jarayon quyidagi omillar orqali amalga oshgan: a) geografik izolyatsiya; b) qavmlar migratsiyasi; v) davlatchilik shakllanishi; g) yozuv an’analarining turlicha rivojlanishi va d) areal til kontaktlari. Bu yerda muhim jihat shundaki, turkiy tillarda divergensiya faqat genetik ajralish emas, balki parallel ravishda kechgan areal yaqinlashuv bilan birga ro‘y bergan. Masalan, qarluq va qipchoq tillari o‘rtasidagi o‘zaro ta’sirlar ko‘p hollarda izoglossalarni murakkablashtirgan.

Turkiy tillarning makrodialektal shakllanishi odatda quyidagi bosqichlarga ajratiladi: a) prototurkiy davr; b) ilk turkiy (Ko‘kturk) davri; v) o‘rta turkiy davr; g) yangi turkiy davr va d) milliy tillarning rivojlanish davri. Shu bilan birga ta’kidlash lozimki, makrodialektal shakllanish jarayonini faqat fonetik yoki leksik mezonlar asosida emas, balki sotsiolingvistik institutlar (davlat, yozuv, adabiy an’ana) bilan bog‘liq holda tahlil qilish zarur.

Turkiy tillar genetik birligini ilmiy asoslashda prototurkiy fonologiya rekonstruksiyasi hal qiluvchi ahamiyatga ega. Qiyosiy-tarixiy metod asosida ish olib borgan G.Y. Ramstedt, A.N. Samoylovich va N.A. Baskakov tomonidan prototurkiy fonemalar tizimi quyidagi asosiy parametrlar orqali tiklangan (Ramstedt, 1935; Samoylovich, 2005; Baskakov, 1960):

1. **Unlilar tizimi**

Prototurkiyda singarmonizmga asoslangan ikki qatorli (oldin/orqa), ikki darajali (ochiq/yopiq) va lablangan/lablanmagan oppozitsiya mavjud bo‘lgan. Umuman, 8 ta asosiy unli fonema rekonstruksiya qilinadi: *a, ä, o, ö, u, ü, ï, i*.

Singarmonizm tizimi turkiy tillar genetik yadrosining eng barqaror elementi sifatida qaraladi. Bu tizim nafaqat fonetik, balki morfologik uyushuvni ham belgilagan. Masalan, qo‘shimchalar variantivligi *(-lar/-ler, -da/-de*) fonologik uyg‘unlik prinsipiga asoslangan.

2. **Undoshlar tizimi**

Prototurkiy undoshlar tizimida quyidagi xususiyatlar kuzatiladi:

- portlovchi: *p, b, t, d, k, g*
- sirg‘aluvchi: *s, š*
- sonor: *m, n, ŋ, l, r*
- yarim unli: *y*

R/z va l/sh izoglossalari turkiy tillarning eng muhim diaxronik markerlaridan hisoblanadi. Masalan: **tag* → *tog‘* (qarluq), *tau* (qipchoq); *az* → ayrim tillarda *az*, boshqalarida *ar*. Bu fonetik izoglossalar makrodialektal ajralishni belgilagan asosiy mezonlardan biri sifatida S.Ye. Malov va V.V. Reshetov ishlarida alohida ta’kidlangan (Malov, 1951; Reshetov, 1965).

Turkiy tillarning genetik birligi eng avvalo morfologik strukturada namoyon bo‘ladi. Prototurkiy morfologiyasi agglyutinativ tipga mansub bo‘lib, quyidagi xususiyatlarga ega: a) affiksal derivatsiya ustunligi; b) morfemalarning aniq segmentatsiyasi; v) flektiv sinkretizmning yo‘qligi; g) qat’iy qo‘shimchalar tartibi va d) prototurkiydagi asosiy grammatik kategoriyalar:

- ko‘plik: *-lar*
- kishilik qo‘shimchalari: *-m, -ŋ, -ï*
- kelishiklar: *-nï* (tushum), *-da* (o‘rin-joy), *-dïn* (chiqish).

Bu formalarning deyarli barchasining turkiy tillarda saqlanib qolgani genetik barqarorlikni ko‘rsatadi. A.K. Borovkov morfologik tizimning divergensiyaga nisbatan barqarorligini alohida qayd etgan (Borovkov, 1936). Prototurkiy sintaksisi SOV (Subject-Object-Verb – ot-to‘ldiruvchi-fe’l) modeliga asoslangan. Bu xususiyat zamonaviy turkiy tillarda ham ustunlik qiladi. Uning asosiy belgilari sifatida atributiv pozitsiyada aniqlovchi aniqlanmishdan oldin kelishi, yordamchi fe’l konstruksiyalari keng qo‘llanilishi va postpozitsiyalarning ustunligini ta’kidlash mumkin. Umuman olganda, sintaktik barqarorlik til divergensiyasida eng sekin

o‘zgaruvchi qatlam hisoblanadi. Shu sababli sintaktik model genetik yadroni belgilashda muhim rol o‘ynaydi.

Turkiy tillar tarixi davomida fors, arab, mog‘ul, rus va boshqa tillar bilan doimiy kontaktda bo‘lgan. Bu holat genetik divergensiya bilan parallel ravishda konvergensiya jarayonlarini yuzaga keltirgan. Masalan, leksik qatlamda forsiy-arabiy ta‘sir, sintaktik kalkalar, terminologik o‘zlashmalar kabi jihatlarni ta‘kidlashimiz mumkin. Areal konvergensiya genetik tasnifni murakkablashtirgan holda, tillarning tashqi qatlamini boyitgan.

Turkiy tillar taraqqiyotini uch qavatli model orqali izohlash mumkin:

1. Genetik yadro (fonologiya + morfologiya)
2. Areal qatlam (kontakt va o‘zlashmalar)
3. Institutsional superstruktura (davlat, yozuv, adabiyot, ta‘lim siyosati)

Institutsional superstruktura til evolyutsiyasini tezlashtiruvchi yoki sekinlashtiruvchi omil sifatida harakat qiladi. Masalan, markazlashgan davlatchilik sharoitida adabiy standart barqarorlashadi va divergensiya sekinlashadi.

Umuman olganda, turkiy tillar genetik birligi fonologik va morfologik yadro orqali ilmiy asoslangan. Divergensiya bosqichli va ko‘p omilli jarayondir. Areal kontaktlar genetik tasnifni murakkablashtirgan, lekin uni bekor qilmagan. Mana shular asosida turkiy tillarning shakllanishi va rivojlanishini murakkab jarayon sifatida qarash mumkin.

Zamonaviy tilshunoslikda til taraqqiyotini tushuntirishda sotsiolingvistik yondashuv muhim ahamiyatga ega. Bu yondashuvga ko‘ra, til jamiyatdagi ijtimoiy munosabatlar, siyosiy tuzumlar va madaniy jarayonlar ta‘sirida o‘zgaradi (Labov, 2001). Turkiy tillar tarixini o‘rganishda ham ana shu omillarni hisobga olish muhim ahamiyat kasb etadi.

Turkiy tillarning shakllanishida ilk siyosiy birlashmalarning paydo bo‘lishi muhim rol o‘ynagan. Milodiy VI-VIII asrlarda Markaziy Osiyo va Oltoy mintaqasida tashkil topgan Turk xoqonligi turkiy xalqlarning siyosiy va madaniy birlashuvida muhim bosqich bo‘lgan. Bu davlat doirasida turkiy qabilalar o‘rtasida siyosiy va iqtisodiy aloqalar mustahkamlanib, umumiy madaniy makon shakllana boshlagan.

Aynan shu davrga oid O‘rxun-Yenisey yodgorliklari turkiy tilning ilk yozma namunasi sifatida alohida ahamiyatga ega. Kultegin, Bilge xoqon va Tonyukuk yodgorliklarida aks etgan til umumturkiy xususiyatlarga ega bo‘lib, u turkiy xalqlar o‘rtasida muayyan darajadagi til birligini ko‘rsatadi (Talât, 1968). Bu yodgorliklarda davlatchilik, siyosiy hokimiyat, harbiy tashkilot va ijtimoiy munosabatlarga oid terminologiyaning shakllangani ko‘rinadi. Masalan, *yel, budun, qag‘an, tegin* kabi atamalar siyosiy-ijtimoiy tizim bilan bog‘liq bo‘lib, ular turkiy xalqlarning siyosiy tashkiloti va davlatchilik madaniyatini aks ettiradi. Shu tariqa, ilk turkiy davlatchilik tilning standartlashuvi va muayyan umumturkiy adabiy an’ananing shakllanishiga turtki bo‘lgan.

Turkiy tillarning taraqqiyotiga ta‘sir ko‘rsatgan muhim omillardan biri turkiy xalqlarning keng ko‘lamli migratsiya jarayonlaridir. Tarixiy manbalarga ko‘ra, turkiy qabilalar VI-XIII asrlar davomida Markaziy Osiyodan Yevrosiyoning keng hududlariga tarqalgan. Bu jarayon tillarning dialektal bo‘linishiga va yangi til guruhlarining shakllanishiga olib kelgan (Kuldashev, 2025). Masalan, g‘arbga ko‘chgan og‘uz qabilalari keyinchalik turk, ozarbayjon va turkman tillarining shakllanishiga asos bo‘lgan. Qipchoq qabilalari esa qozoq, qoraqalpoq, nog‘ay va tatar tillarining shakllanishiga ta’sir ko‘rsatgan (Baskakov, 1969).

Migratsiya jarayonida turkiy xalqlar boshqa etnik guruhlar bilan muloqotga kirishgan. Bu holat tillarda leksik va fonetik o‘zgarishlarni keltirib chiqargan. Masalan, Eron va arab madaniyati ta’sirida turkiy tillarga ko‘plab arab-fors so‘zlari kirib kelgan. Bu holat ayniqsa o‘rta asrlar adabiy tillarida yaqqol namoyon bo‘ladi. Shuningdek, slavyan xalqlari bilan aloqa natijasida ba’zi turkiy tillarda

slavyan tillariga xos leksik elementlar paydo bo‘lgan. Demak, migratsion jarayonlar turkiy tillarning geografik tarqalishi va dialektal diversifikatsiyasida muhim rol o‘ynagan.

Turkiy tillar taraqqiyotida islom sivilizatsiyasining ta’siri alohida ahamiyatga ega. IX-X asrlarda turkiy xalqlarning islomni qabul qilishi nafaqat diniy hayotga, balki madaniyat va til taraqqiyotiga ham katta ta’sir ko‘rsatgan. slom madaniyati ta’sirida turkiy xalqlar arab alifbosini qabul qildi va shu asosda yozma adabiyot shakllana boshladi. Bu jarayon turkiy tillarning yozma shaklda mustahkamlanishiga olib keldi. XI asrda yaratilgan “Devonu lug‘otit turk” asari turkiy tillarning o‘sha davrdagi holati haqida muhim ma’lumot beradi. Ushbu asarda turkiy qabilalarning til xususiyatlari, leksikasi va dialektlari haqida ma’lumotlar keltirilgan (Koshg‘ariy, 1963).

Islom madaniyati ta’sirida turkiy tillarga arab va fors tillaridan ko‘plab ilmiy, diniy va madaniy terminlar kirib kelgan. Masalan: ilm, kitob, madrasa, adolat, davlat kabi so‘zlar bu davrda faol qo‘llanila boshlagan. Bu jarayon turkiy tillarning leksik tarkibini boyitish bilan birga, adabiy uslubning shakllanishiga ham ta’sir ko‘rsatgan.

Turkiy tillarning rivojlanishida davlatchilik institutlari muhim omil hisoblanadi. Turkiy xalqlar tarixida Qoraxoniylar, Saljuqiylar, Temuriylar va Usmoniylar davlatlari madaniy va til taraqqiyotida muhim rol o‘ynagan. Qoraxoniylar davrida turkiy tilda yozilgan ilk adabiy asarlar paydo bo‘lgan. Masalan, Yusuf Xos Hojib Qutadg‘u Bilig asari turkiy adabiy tilning rivojlanishida muhim bosqich hisoblanadi (Yusuf Xos Hojib, 2019). Bu asarda davlat boshqaruvi, siyosiy axloq va jamiyat hayotiga oid tushunchalar turkiy tilda bayon qilingan. Bu holat turkiy tilning siyosiy va falsafiy fikrni ifoda etish imkoniyatlarini kengaytirgan.

Temuriylar davrida esa turkiy adabiy tilning yangi bosqichi – chig‘atoy adabiy tili shakllangan. Bu til XV-XVI asrlarda Markaziy Osiyo va qo‘shni mintaqalarda adabiy va ilmiy til sifatida qo‘llanilgan. Alisher Navoiy asarlari bu tilning imkoniyatlarini yuksak darajada namoyon etgan. U turkiy tilning fors tilidan kam emasligini ilmiy asosda ko‘rsatgan. Bu davrda davlat himoyasi va madaniy siyosat turkiy tillarning rivojlanishida hal qiluvchi ahamiyatga ega bo‘lgan.

XIX-XX asrlarda turkiy xalqlar yashagan hududlarda siyosiy vaziyat tubdan o‘zgargan. Rossiya imperiyasi va keyinchalik Sovet Ittifoqi davrida til siyosati turkiy tillarning rivojlanishiga sezilarli ta’sir ko‘rsatgan. Sobiq sovet davrida turkiy tillar uchun yangi alifbodan foydalanish siyosati amalga oshirilgan. 1920-yillarda arab alifbosi o‘rniga lotin alifbosi joriy qilingan, keyinchalik esa kirill alifbosiga o‘tilgan (Tursunov, O‘rinboyev, 1982). Bu jarayon tillarning yozma an’anasiga muayyan ta’sir ko‘rsatgan. Bir tomondan, savodxonlik darajasi oshgan bo‘lsa, ikkinchi tomondan, tarixiy adabiy meros bilan uzilish yuzaga kelgan. Sobiq sovet davrida har bir turkiy respublika uchun alohida milliy adabiy til shakllantirish siyosati amalga oshirilgan. Bu holat turkiy tillarning mustaqil standart tillar sifatida shakllanishiga olib kelgan.

XXI asrda globalizatsiya va axborot texnologiyalari turkiy tillarning rivojlanishida yangi bosqichni boshlab berdi. Mustaqil turkiy davlatlarda milliy tillarni rivojlantirishga qaratilgan davlat siyosati amalga oshirilmoqda. Masalan, O‘zbekistonda o‘zbek tili davlat tili sifatida rivojlantirilmoqda va uning xalqaro nufuzini oshirishga qaratilgan dasturlar amalga oshirilmoqda. Shu bilan birga, turkiy davlatlar o‘rtasidagi madaniy hamkorlik turkiy tillar o‘rtasidagi aloqalarni mustahkamlamoqda. Turkiy davlatlar tashkiloti doirasida amalga oshirilayotgan loyihalar umumturkiy madaniy makonni rivojlantirishga xizmat qilmoqda. Internet va raqamli texnologiyalar esa turkiy tillarning global axborot maydonida faol qo‘llanilishini ta’minlamoqda.

Xulosa

Turkiy tillarning shakllanishi va rivojlanishi ko‘p asrlik tarixiy jarayon bo‘lib, u turli ijtimoiy-siyosiy omillar ta’sirida kechgan.

Qadimgi turkiy davlatchilik, migratsiya jarayonlari, islom sivilizatsiyasi, davlatchilik an'analari, kolonial siyosat va zamonaviy globalizatsiya turkiy tillarning taraqqiyotiga sezilarli ta'sir ko'rsatgan. Bu omillar natijasida turkiy tillar keng geografik hududda tarqalgan, turli dialekt va til guruhlariga ajralgan va mustaqil adabiy tillar sifatida shakllangan. Shu sababli turkiy tillar tarixini o'rganishda faqat lingvistik omillar bilan cheklanib qolmasdan, tarixiy, ijtimoiy va siyosiy jarayonlarni ham hisobga olish zarur.

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Linguistic Features of Phraseological Units with a Floristic Component

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Annotation *This article investigates the linguistic features of phraseological units with a floristic component through an analytical approach. The study examines the semantic composition, structural organization, idiomatic nature, connotative meanings, and pragmatic potential of phraseological units containing plant names. It also clarifies the place of floristic phraseologisms within the lexical-semantic system of language, their role in shaping figurative thought, and their connection with national-cultural views and the conceptualization of the world. The article substantiates, through examples, such characteristics of these units as polysemy, variation, stylistic markedness, expressiveness, and communicative-functional significance. Particular attention is given to their role in representing cultural memory, national stereotypes, associative models of perceiving nature, and value-semantic dominants fixed in linguistic consciousness. The findings demonstrate that floristic phraseologisms constitute a layer of the phraseological stock of language, enrich its figurative and expressive resources, and reflect collective thought, value orientations, and cultural-historical experience. Thus, their relevance for contemporary phraseology, linguoculturology, semasiology, and the theory of linguistic imagery is established.*

Keywords *Floristic component, phraseological unit, linguistic feature, semantic feature, idiomaticity, connotative meaning, imagery, linguoculturology*

Floristik komponentli frazeologizmlarning lisoniy xususiyatlari

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Annotatsiya *Mazkur maqolada floristik komponentli frazeologik birliklarning lisoniy, ya'ni lisoniy xususiyatlari kompleks, tizimli hamda tavsifiy-tahliliy yondashuv asosida o'rganiladi. Tadqiqot davomida o'simlik nomlari ishtirok etgan frazeologik birliklarning semantik tarkibi, strukturaviy modeli, idiomatik tabiati, konnotativ mazmuni va pragmatik imkoniyatlari izchil ravishda tahlil qilinadi. Shu bilan bir qatorda, floristik komponentli frazeologik birliklarning tilning leksik hamda semantik tizimidagi o'rni, badiiy-obrazli tafakkurni shakllantirishdagi roli, xalqning milliy va madaniy dunyoqarashi hamda borliq haqidagi konseptual tasavvurlari bilan uzviy aloqasi ochib beriladi. Maqolada mazkur birliklarning ko'p ma'nolilik, variantdoshlik, uslubiy xoslanish, ekspressivlik, baholovchanlik va kommunikativ hamda funksional xususiyatlari ishonchli misollar vositasida asoslanadi. Shu bilan birga, tadqiqot natijalari floristik komponentli frazeologik birliklar tilning obrazli ifoda imkoniyatlarini kengaytiruvchi, xalq tafakkuri, qadriyatlari va madaniy tajribasini aks ettiruvchi muhim frazeologik qatlamlardan biri ekanligini ko'rish mumkin.*

Shuning bilan bir qatorda, ularning lingvokulturologik, semasiologik va pragmalingvistik jihatdan o'rganilishi frazeologik tizimning ichki imkoniyatlarini chuqurroq anglashga, nazariy umumlashmalarni yanada boyitishga hamda amaliy tadqiqotlar ko'lamini kengaytirishga yanayam xizmat qilishi ilmiy asosda dalillanadi va isbotlanadi.

Kalit so'zlar *Floristik komponent, frazeologizm, lisoniy xususiyat, semantik xususiyat, idiomatiklik, konnotativ ma'no, obrazlilik, lingvokulturologiya*

Языковые особенности фразеологизмов с флористическим компонентом

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Аннотация *В данной статье на основе комплексного подхода исследуются лингвистические особенности фразеологизмов с флористическим компонентом. В ходе исследования последовательно анализируются семантический состав, структурная организация, идиоматическая природа, коннотативные значения и прагматический потенциал фразеологических единиц, включающих наименования растений. Наряду с этим освещается место флористических фразеологизмов в лексико-семантической системе языка, их роль в формировании художественно-образного мышления, а также их органическая связь с национально-культурными представлениями народа и концептуализацией мира. В статье на конкретных примерах обосновываются такие признаки данных единиц, как многозначность, вариантность, стилистическая маркированность, экспрессивность и коммуникативно-функциональная значимость. Особое внимание уделяется их участию в репрезентации культурной памяти, национальных стереотипов, ассоциативных моделей восприятия природы, а также в актуализации ценностно-смысловых доминант, закрепленных в языковом сознании носителей, в межкультурной коммуникации и в современных исследованиях. В результате исследования научно доказывается, что флористические фразеологизмы представляют собой важный слой фразеологического фонда языка, обогащающий его образно-выразительные средства и отражающий народное мышление, систему ценностей и культурно-исторический опыт. Тем самым подтверждается их значимость для современной фразеологии, лингвокультурологии, семасиологии и общей теории языковой образности.*

Ключевые слова *Флористический компонент, фразеологизм, языковая особенность, семантическая особенность, идиоматичность, коннотативное значение, образность, лингвокультурология*

Kirish

Hozirgi vaqtda tilshunoslik fanining tez rivojlanishi tilning fikrlash faoliyatiga nisbatan faol, shakllantiruvchi roliga bo'lgan qiziqishni keltirib chiqarmoqda; til ongining xalq madaniyatiga bog'liqligi aniq ko'rsatildi. "Mentalitet tushunchasi bizning ilmiy paradigmamizga nisbatan yaqinda kirib kelgan, shuning uchun u hali aniq ta'rifga ega emas va noaniqlik bilan tavsiflanadi. Tor ma'noda mentalitet barqaror aql tarzida tushuniladi, ... bu esa uni dunyoqarash tushunchasiga yaqinlashtiradi (Dmitryuk, 2009).

Obyektiv mavjud bo'lgan dunyo manzarasi tilda, birinchi navbatda, so'zlar yordamida aks ettiriladi. Aynan so'zlar, odatda, insonning moddiy dunyosi bilan bevosita bog'liq deb hisoblanadi. Til dunyo manzarasini yaratishda aynan predmetli-ma'noli leksik birliklar alohida rol o'ynaydi. Bunday leksik birliklarga flora dunyosining ko'plab nomlari – fitonimlar va floronimlar kiradi. Ushbu atamalar zamonaviy tadqiqotlarda o'simlik dunyosiga oid haqiqatlarni ifodalash uchun sinonim va o'zaro almashinuvchan bo'lib, masalan, O.P. Ryabko "Ingliz tilidagi murakkab tuzilmali floronimlar: kognitiv-freymlash va nomlanish motivatsion interpretatsiyasi" (2003) kabi ishlarda ko'p qo'llaniladi. G'afurova "Tojik, nemis va rus tillaridagi zoonimlar va fitonimlar bilan bog'liq frazeologik birliklarni qiyosiy tahlili (fitomorf leksikasi)" (2007) nomli tadqiqot olib bordi. Biroq, ushbu dissertatsion tadqiqotda bu tushunchalar biroz farqlangan. Daraxtlar, butalar, o'simliklar, gullar, sabzavotlar, mevalar va boshqa madaniy o'simliklarning nomlari, ularning turkum, tur va nav nomlari, o'simlik shaklini ifodalovchi tushunchalar (maysa, butalar, daraxt, gul va boshqalar), o'simlikning tarkibiy qismi (po'stloq, shox, ildiz, barg va hokazolar) floronimlar yoki til birliklari (leksik yoki frazeologik) fitonimlar bilan bog'liq hisoblanadi. Masalan, banan fitonimi frazeologik floronim banan oilasi tarkibiga kiradi yoki uning komponenti hisoblanadi. Ingliz tilida fitonim komponentiga ega bo'lgan ko'plab frazeologizmlar o'simlik ramziyatining ta'siri natijasida paydo bo'lgan. Bu masala O.V. Xudentsovaning "Floristik komponentga ega bo'lgan frazeologik birliklarning xususiyatlari" nomli dissertatsiyasida ko'rib chiqilgan. Muallif shunday qayd etadi: "...Flora vakillari ma'lum bir mamlakatda o'simliklarga nisbat berilgan xususiyatlar haqida muayyan madaniy ma'lumotni o'zida mujassam etgan maxsus semiotik belgilar sifatida namoyon bo'ladi" (Khudentsova, 2008; Ryabko, 2003). Shunday qilib, fitonimlar mifologik, diniy, tarixiy-etnografik va madaniy kontekstlarda o'simliklarning rolini tadqiq qilishda foydalaniladigan muhim madaniy tushunchalar ekanligini ta'kidlash mumkin (Khudentsova, 2008; Ryabko, 2003). Bundan tashqari, o'simlik ramziyati adabiyotda keng qo'llaniladi, chunki u yorqin badiiy vosita hisoblanadi.

Tilshunoslik adabiyotida turli tillarning floristik leksikasini tahlil qilishga bag'ishlangan ko'plab ishlar mavjud (Merkulova V.A., Ryabko O.P., Abregov A.N., Kopocheva V.V., Konovalova N.I., Panasenko N.I., Pocheptsova L.D. va boshqalar). Floronimlar tilning leksik-semantik tizimida faoliyat yuritadi, bu yerda ular nafaqat nominativ, balki pragmatik, baholash, ekspressiv va boshqa funksiyalarni ham bajaradi, til sohiblari tomonidan boshqa so'zlar qatori ishlatiladi.

Floristik komponentli frazeologizmlar tilning frazeologik qatlamida alohida o'rin tutadi. Bunday birliklar tarkibida o'simlik nomlari, ularning qismlari yoki o'simlik dunyosiga oid boshqa leksemalar ishtirok etib, ko'pincha ko'chma, obrazli va baholovchi ma'nolarni yuzaga chiqaradi. Shu jihatdan ular nafaqat nominativ, balki ekspressiv, konnotativ va kommunikativ vazifalarni ham bajaradi (Khudentsova, 2008).

Floristik komponentli frazeologizmlarning eng muhim lisoniy xususiyatlaridan biri ularning semantik

murakkabligidir. Bunday birliklarning ma'nosi, odatda, tarkibiy qismlar ma'nosining oddiy yig'indisidan iborat bo'lmaydi. Frazeologizm tarkibidagi o'simlik nomi ko'pincha ramziy yoki metaforik ma'no kasb etadi. Masalan, gul, lola, atirgul, tikan, barg, ildiz, meva kabi komponentlar orqali go'zallik, noziklik, mashaqqat, ildizlilik, natija yoki o'sish kabi tushunchalar ifodalanadi. Demak, floristik frazeologizmlarda o'simlik nomi faqat denotativ birlik emas, balki obraz hosil qiluvchi semantik tayanch vazifasini bajaradi (Khudentsova, 2008; Ryabko, 2003).

Mazkur birliklarning yana bir muhim belgisi idiomatiklikdir. Idiomatiklik natijasida frazeologizmning umumiy ma'nosi uning tarkibidagi so'zlarning lug'aviy ma'nosidan to'liq anglashilmaydi. Masalan, ingliz tilidagi to nip something in the bud iborasida bud komponenti bevosita "g'uncha" ma'nosini anglatsa-da, butun birlik "biror hodisani boshlanishidayoq to'xtatmoq" ma'nosida qo'llanadi. Shunga o'xshash holda, o'zbek tilidagi floristik birliklar ham ko'pincha ko'chma ma'noda qo'llanib, nutqda obrazlilik va ta'sirchanlikni kuchaytiradi (Khudentsova, 2008).

Floristik frazeologizmlar uchun konnotativlik ham xosdir. Ular ko'pincha ijobiy yoki salbiy baho, hissiy-ekspressiv munosabat, estetik yoki axloqiy tasavvurlarni ifodalaydi. Masalan, gul obrazi ko'proq go'zallik, nafosat, yoshlik va poklik bilan bog'lansa, tikan obrazi qiyinchilik, og'riq yoki murakkablikni anglatishi mumkin. Shu bois bunday frazeologizmlarda semantik qatlam bilan birga kuchli konnotativ qatlam ham mavjud bo'ladi (Khudentsova, 2008; Gafarova, 2007).

Floristik komponentli frazeologizmlarning strukturaviy turg'unligi ularning muhim lisoniy belgisidir. Frazeologik birlik sifatida ular tarkibiy qismlarining erkin almashinuviga har doim ham yo'l qo'ymaydi. Ularning turg'un shaklda qo'llanishi mazkur birliklarning tayyor holda nutqqa kirishini ta'minlaydi. Biroq ayrim hollarda bunday birliklarda variantdoshlik ham kuzatiladi. Variantlar fonetik, leksik yoki grammatik ko'rinishda bo'lishi mumkin. Bu holat frazeologik tizim ichidagi harakatchanlikni ko'rsatsa-da, asosiy obraz va ma'no yadrosi saqlanib qoladi (Khudentsova, 2008).

Ushbu frazeologizmlarda morfologik va sintaktik xususiyatlar ham alohida e'tiborga loyiq. Floristik komponent ot, sifat yoki boshqa turkumdagi birlik sifatida frazeologik model tarkibida kelishi mumkin. Shu asosda bunday birliklar otli, sifatli, fe'lli yoki predikativ tipdagi frazeologik modellarni hosil qiladi. Ayrim birliklarda floristik komponent predmet obrazini bersa, boshqalarida belgi, holat yoki harakatning metaforik ifodachisi vazifasini bajaradi. Shunday qilib, floristik frazeologizmlar tilning morfologik va sintaktik imkoniyatlari bilan uzviy bog'liq ravishda shakllanadi (Ryabko, 2003; Khudentsova, 2008).

Floristik frazeologizmlarning polisemantikligi ham ularning lisoniy tabiatini belgilovchi omillardan biridir. Ayrim birliklar turli kontekstlarda turlicha ma'no kasb etishi mumkin. Bu esa ularning nutqiy qo'llanish doirasini kengaytiradi. Shu bilan birga, ma'no ko'chishi ko'pincha metafora, metonimiya, ramziylashuv va assotsiativ tafakkur asosida yuzaga keladi. Natijada bir xil floristik komponent turli frazeologik birliklarda turlicha semantik yuklama bilan namoyon bo'ladi (Ryabko, 2003; Gafarova, 2007).

Floristik komponentli frazeologizmlar pragmatik jihatdan ham faoldir. Ular nutqda baholash, ta'sir etish, kinoya, tasalli, ogohlantirish, maqtov yoki tanqid kabi kommunikativ maqsadlarni amalga oshirishda qo'llanadi. Shu sababli bunday birliklarning ma'nosi faqat lug'aviy-semantik tahlil bilan emas, balki nutqiy vaziyat, uslubiy muhit va kommunikativ niyat bilan ham belgilanadi (Khudentsova, 2008).

Bunday frazeologik birliklarda milliy-madaniy belgilanganlik ham mavjud, biroq bu jihat ularning lisoniy tabiatidan tashqarida emas, balki aynan ma'no va konnotatsiya tizimi orqali namoyon bo'ladi. O'simlik nomining qaysi xalq tafakkurida qanday baholanishi yoki

qanday obraz bilan bog‘lanishi frazeologik ma‘noning shakllanishiga ta‘sir ko‘rsatadi. Shu bois floristik frazeologizmlar lisoniy va lingvokulturologik qatlam kesishgan nuqtada joylashadi. Mentalitet va dunyoqarashga doir yondashuvlar ham aynan shu bog‘liqlikni izohlashga xizmat qiladi (Dmitryuk, 2009, 265; Gafarova, 2007).

Demak, floristik komponentli frazeologizmlar semantik yaxlitlik, idiomatiklik, strukturaviy turg‘unlik, konnotativlik, variantdoshlik, polisemantik imkoniyat va pragmatik faollik kabi xususiyatlari bilan ajralib turadi. Ular tilning obrazli ifoda vositalaridan biri sifatida nafaqat frazeologik tizimni boyitadi, balki xalqning tabiatga, hayotga va estetik qadriyatlarga munosabatini ham bilvosita aks ettiradi (Khudentsova, 2008; Ryabko, 2003; Gafarova, 2007).

Floristik komponentli frazeologizmlarning lisoniy xususiyatlari quyidagi asosiy jihatlarda namoyon bo‘ladi:

- *Semantik xususiyatlar:* Semantik jihatdan floristik frazeologizmlar o‘simliklar bilan bog‘liq bo‘lgan metaforik ma‘no, simvolizm va konnotatsiya ma‘nolarini ifodalashi mumkin. Ko‘pincha o‘simliklar odamlarning xarakterlari, vaziyatlar yoki hayotiy tajribalar bilan bog‘lanib, metaforik ma‘noga ega bo‘ladi. Masalan, “o‘simlik kabi o‘smoq” deganda, insonning yuksalishi yoki rivojlanishi nazarda tutiladi. Ayrim o‘simliklar milliy va madaniy simvol bo‘lib, ular orqali turli xil hissiy holatlar yoki ahloqiy saboqlar ifodalanadi. Masalan, “lola” o‘zbek madaniyatida muhabbat va go‘zallik timsoli sifatida ishlatilishi mumkin. Iboralarning ko‘p qismi ijobiy yoki salbiy hissiy rangga ega bo‘ladi, masalan, “atirgulning tikanlari” – go‘zal narsalarning qiyin tomonlarini ifodalashi mumkin. Shu jihatlar orqali frazeologik birliklar tilning go‘zalligini va ifodaviy imkoniyatlarini boyitadi. Floristik frazeologizmlar bu jarayonda muhim rol o‘ynaydi, ayniqsa madaniyatlararo farqlar va tilning boyliklarini o‘rganishda yordam beradi.
- *Madaniy o‘ziga xoslik:* Floristik frazeologiyada madaniy o‘ziga xoslik – bu iboralarning muayyan madaniyat bilan bog‘liq bo‘lgan o‘ziga xos ma'no va ifodaviy ranglarini tushunishni anglatadi. O‘simliklarga oid frazeologik birliklar har bir xalqning madaniyati, urf-odatlari va dunyoqarashiga ko‘ra turlicha talqin qilinadi. Floristik frazeologiyaning madaniy o‘ziga xosliklari milliy o‘ziga xoslik, madaniy simvolizm, mifolofik va diniy o‘ziga xoslik, geografik xususiyatlar va madaniyatlararo farqlar orqali tushuntiriladi. Har bir millat yoki xalqning tabiatga bo‘lgan munosabati, o‘simliklardan foydalanish tarixi, xalq dostonlari va afsonalaridagi o‘simliklar obrazlari o‘sha millatning tilida o‘z aksini topadi. Masalan, O‘zbek xalqida “lola” o‘ziga xos ramz bo‘lib, u sevgi va sadoqat bilan bog‘lanadi. “Lola kabi ochilmoq” iborasi chiroyli va nozik narsalarga taalluqli bo‘lishi mumkin. Yapon madaniyatida esa sakura (gilos gullari) go‘zallik va hayotning o‘tkinchiligi bilan bog‘liq. Yapon frazeologiyasida bu o‘simliklar yengil o‘tuvchi narsalar yoki qisqa, ammo go‘zal hodisalarni ifodalaydi. Ba'zi o‘simliklar ma‘lum bir madaniyat uchun ramziy ma‘noga ega. Madaniy simvollar milliy qahramonlar, urf-odatlar, diniy qarashlar yoki xalq dostonlari orqali shakllanadi. Masalan, g‘arb madaniyatida zaytun daraxti tinchlik va do‘stlik ramzi, Islom va yahudiy madaniyatida bodom daraxti umid va tiklanish ramzi, Sharqiy Osiyo mamlakatlarida, xususan, Xitoy va Yaponiyada bambuk qat‘iylik va moslashuvchanlik ramzi, Hind va Buddist madaniyatlarida lotus ruhiy poklik va qayta tug‘ilish ramzi, Koreya va Xitoy madaniyatlarida qarag‘ay doimiylik va mangu yashash ramzi, Yevropa madaniyatida limon qiyinchilik va sabr

ramzi hisoblanadi. Ko'p madaniyatlardagi o'simliklar miflar, afsonalar va diniy e'tiqodlar bilan bog'liq. Bu o'simliklar orqali bildiriladigan frazeologik birliklar alohida madaniy yoki diniy o'ziga xoslikka ega bo'ladi. Masalan, Markaziy Osiyo madaniyatida tog'da o'sadigan "archa" daraxti poklik, kuch va doimiylikning ramzi sifatida qabul qilinadi. O'zbek va qozoq tillarida bu daraxt bilan bog'liq iboralar xalqning tabiatga ehtiromini ko'rsatadi. Muayyan o'simliklar ma'lum bir mintaqaga xos bo'lgani uchun, ular bilan bog'liq iboralar faqat o'sha hududda yashaydigan xalq tomonidan ishlatiladi. Masalan, o'zbek tilida "Xurmo kabi sabrli bo'lmoq" iborasi xurmoning uzoq vaqt davomida pishishi bilan bog'liq sabr va chidamlilik ma'nosini beradi. Shimoliy mamlakatlarda esa qor bilan bog'liq o'simliklarga asoslangan iboralar sovuq va bardoshli hayot sharoitlarini aks ettiradi. Turli madaniyatlardagi o'simliklar bir xil nomga ega bo'lsa ham, turli xil ramziy ma'no kasb etishi mumkin. Bu iboralarni tarjima qilayotganda yoki tildan tilga o'girganda qiyinchiliklar yuzaga kelishi mumkin. Masalan, "Lily – Nilufargul" g'arbiy madaniyatda sof sevgi va poklikni ifodalasa, Sharqiy madaniyatlarda bu baxt va farovonlik ramzi bo'lishi mumkin. Floristik frazeologiyaning madaniy o'ziga xosliklarini o'rganish madaniyatlararo farqlarni tushunishga va bir xalqning tilidagi go'zallik va ramzlar tizimini aniqlashga yordam beradi.

- *Lingvistik struktura:* Frazeologizmlarda o'simlik nomlari qo'llanilishi odatda ularning an'anaviy iboralarda joylashuvidan kelib chiqadi. Bu struktura frazeologik birliklarning turg'unligini ta'minlaydi va ularning konnotativ ma'nolarini kuchaytiradi. Osonroq qilib aytganda, o'simliklar bilan bog'liq iboralar qanday tuzilishini va ularning qanday ma'noga ega ekanligini tushuntiradi. Asosan, bu frazeologizmlar tilning qaysi qismiga tegishli ekanini va qanday ishlatilishini ko'rsatadi. Leksik, morfologik, sintaktik qanday tuzilishga ega ekanligini ko'rsatib beradi.
- *Pragmatik funksiyalar:* o'simliklarga oid iboralar gapiruvchi va tinglovchi o'rtasidagi muloqotda qanday ma'nolarni ifodalashiga bog'liqdir. Ya'ni, bu iboralar faqat ma'noni emas, balki qanday his-tuyg'u, maslahat yoki munosabatni yetkazadi, degan savolga javob beradi. Pragmatik funksiya kontekstga qarab o'zgarishi mumkin va iboralar bilan qanday maqsad ko'zlanganini aniqlaydi. Floristik frazeologiyalar tasalli berish yoki umid bildirishda ("Qishda barg to'kkan daraxt ham bahorda ko'karadi" – bu ibora qiyin paytlardan keyin yaxshiroq vaqt kelishini eslatadi. Bu bilan insonni ruhlantirish va sabr qilish kerakligini aytish mumkin), nozik munosabat bildirishda ("Guldek nozik" – bu ibora biror kimsaning qanchalik ehtiyotkor yoki nozik ekanligini bildiradi. Bu ma'noda, insonning yumshoqligini va ehtiyotkorligini ta'kidlaydi), ogohlantirishda ("Tikanli daraxtning mevasi shirin bo'ladi" – bu ibora qiyinchiliklar bilan kelgan narsalar qadrli bo'lishini bildiradi. U orqali inson ogohlantirilmoqda – yaxshi natija uchun sabr va mehnat kerak bo'ladi), salbiy baholashda ("O'simlikdek odam" – bu ibora ba'zida insonning faolsiz yoki passiv bo'lganini ifodalash uchun ishlatiladi. Ya'ni, inson faqat yashaydi, lekin faoliyat yoki hatti-harakat ko'rsatmaydi), yutuqni ifodalashda ("Meva bergan daraxt" – bu ibora kimningdir mehnati yoki ishi natija berganini, muvaffaqiyatga erishganini ifodalaydi), yengillik va zavqni ifodalashda ("Gul ochmoq" – bu ibora insonning quvonchli bo'lishini, yaxshiliklar va yaxshi yangiliklar kela boshlaganini bildiradi), mehr yoki muhabbatni bildirishda ("Lola kabi" – bu

ibora kimningdir go‘zalligini yoki nozikligiga muhabbat bilan qarashni bildiradi. Lola muhabbat va noziklik timsoli sifatida ishlatiladi), holatni ta‘riflashda (“Yaproqlari to‘kilgan daraxtdek” – bu ibora kimnidir charchagan, ruhiy holati og‘ir yoki zaif bo‘lganligini ifodalash uchun ishlatiladi) va boshqa holatlarda ishlatilishi mumkin.

- *Morfologik o‘zgaruvchanlik:* Floristik frazeologizmlar ba‘zan morfologik jihatdan o‘zgarishi mumkin. Masalan, o‘simlik nomlariga qo‘shimchalar qo‘shilishi yoki ularning turli shakllarda qo‘llanilishi frazeologizmlarning strukturaviy turg‘unligini saqlagan holda ularning ma‘nosini kengaytirishi yoki chuqurlashtirishi mumkin.
- *Sinonimlar va variantlar:* Ba‘zi floristik frazeologizmlar bir-biriga o‘xshash sinonimlar yoki variantlarga ega bo‘lishi mumkin. Masalan, ingliz tilidagi “to nip something in the bud” frazasi o‘zbek tilidagi “ildizida kesmoq” bilan sinonimlik kasb etadi. *Lola kabi so‘lmoq, gul kabi so‘lmoq va g‘unchasi ochilmay so‘lmoq* iboralari ham sinonimlik kasb etadi.
- *Ko‘p ma‘nolilik (polisemantik):* Floristik komponentli frazeologizmlar ko‘p ma‘noli bo‘lishi mumkin. Ularning ma‘nolari kontekstga qarab turlicha tushunilishi mumkin. Masalan, “yaproqdek titramoq” iborasi bir nechta ma‘noga ega bo‘lishi mumkin. To‘g‘ri ma‘noda shamolda titrayotgan yaproq kabi tebranayotgan narsani bildiradi. Masalan, daraxtning barglari titramoqda. Obrazli ma‘noda biror kimsaning qo‘rqib yoki hayajonlanib, titrayotganini ifodalaydi. Masalan, “u yaproqdek titrayapti” – insonning hayajon yoki qo‘rquvdan titrayotgan holati haqida gapiriladi. Yurakdagi hayajon insonning ichki his-tuyg‘ulari bilan bog‘liq bo‘lib, katta hayajon, noaniqlik yoki qo‘rquvni ifodalaydi. “Tikanli gul” iborasi ko‘p ma‘noga ega bo‘lishi mumkin. To‘g‘ri ma‘noda haqiqiy gulning tikanlari borligini bildiradi. Masalan, “atirgulning tikanlari bor”. Obrazli ma‘noda go‘zallik bilan birga keladigan qiyinchiliklarni ifodalaydi. Masalan, “uning go‘zalligi tikanli gulga o‘xshaydi” deganda inson go‘zal, lekin xarakteri murakkab ekani aytiladi. Qiyin munosabatlarda muhabbat yoki yaqin munosabatlarda bo‘lgan qiyinchiliklarni ifodalaydi. Masalan, “ularning munosabatlari tikanli gulga o‘xshaydi” deganda qiyin, lekin kuchli bog‘liqlik nazarda tutiladi. “Gul ochilmoq” frazasi o‘zbek tilida bevosita gulning ochilishi yoki biror narsaning rivojlanishi, muvaffaqiyatga erishishi ma‘nosini anglatishi mumkin.
- *Dialektal farqlar:* Ba‘zi frazeologik birliklar turli dialektlarda yoki hududiy lahjalarda turlicha ifodalanishi mumkin. O‘zbek tilida, masalan, bir mintaqada keng tarqalgan floristik frazeologizm boshqa hududlarda boshqacha shaklda yoki umuman boshqacha ma‘noda ishlatilishi mumkin.
- *Fonetik o‘ziga xoslik:* Floristik frazeologiyada fonetik o‘ziga xoslik iboralarning ovoz, talaffuz, va tovush ohangiga asoslangan xususiyatlarini anglatadi. Bu jihatlar frazeologik birliklarning talaffuzi, ohangi va tovush uyg‘unligi bilan bog‘liq bo‘lib, iboralarni eshitishda ularni esda qolarli va obrazli qiladi. Fonetik o‘ziga xoslik, ayniqsa, adabiy asarlarda, she‘riyatda va kundalik suhbatlarda sezilarli darajada namoyon bo‘ladi. Floristik frazeologiyada fonetik o‘ziga xoslik elementlariga misol qilib alliteratsiya (bir xil undosh tovushlarning bir ibora ichida yoki gap boshida takrorlanishi. Floristik frazeologiyada alliteratsiya tovush uyg‘unligini hosil qilib, iboraning esda qolarli bo‘lishiga yordam beradi: gul g‘unchasi, gul gulgun), assonans (unli tovushlarning takrorlanishi bilan hosil bo‘ladi. Unli tovushlarning takrorlanishi iboralarga

melodik, quloqqa yoqimli ohang beradi: lola ochar, so‘ng so‘nar), onomatopoeiya (ba’zi iboralar o‘simliklar yoki tabiatdagi tovushlarga taqlid qilishi mumkin. Bu jarayon tovushning ifodali tarzda berilishida yordam beradi: barglar shivirlashi); ritm va ritmika (talaffuz qilinishda yoki yozilishda ma’lum bir ritm hosil qilinishi mumkin. Bu iboralarning esda qolarli va ritmik bo‘lishiga yordam beradi: gul ochildi, barglar to‘kildi), ohang va intonatsiya (iboralarning emotsional mazmunini oshiradi: lola kabi go‘zal, tikanli go‘zal), fonosemantika (Tovushlarning ma’no bilan bog‘liqligi: qaltiroq yaproqdek)ni aytish mumkin. Shu tariqa, fonetik jihatlar frazeologizmlarning nafaqat ma’nosini, balki ularning estetik va emotsional ta’sirini ham oshiradi.

- *Etimologik asosi:* Floristik frazeologiyaning etimologik asosi – bu o‘simliklarga asoslangan iboralar va ularning kelib chiqishi, tarixiy shakllanish jarayoni bilan bog‘liqdir. Har bir frazeologik birlikning o‘ziga xos etimologiyasi bor, bu ularning dastlab qanday ma’noda ishlatilganini va keyinchalik qanday obrazli yoki ko‘chma ma’nolarni kasb etganini o‘rganadi. Floristik frazeologiyaning etimologik asoslari odatda madaniyat, urf-odatlar, tabiat bilan bog‘liq tasavvurlar va o‘simliklarning kundalik hayotda tutgan o‘rniga asoslanadi. Bu iboralar vaqt o‘tishi bilan ramziy ma’nolarni olgan va ko‘chma ma’noda ishlatila boshlagan. Masalan, ingliz tilidagi “daisy chain” frazeologizmi aslida qadimiy odatlarga borib taqaladi va o‘sha davrdagi e’tiqod va urf-odatlarni aks ettiradi.
- *Idiomatiklik:* Floristik frazeologiyada idiomatiklik – bu o‘simliklarga asoslangan frazeologik iboralarning ko‘chma va obrazli ma’noga ega bo‘lishini anglatadi. Idiomatik iboralar so‘zma-so‘z tarjima qilinsa yoki to‘g‘ridan-to‘g‘ri tushunilsa, asl ma’nosi aniq bo‘lmaydi, chunki ular doimiy, majoziy ma’nolar bilan ishlatiladi. Floristik frazeologik birliklar o‘simliklar va tabiatdagi kuzatuvlarga asoslanadi, ammo ular ko‘pincha odamlar hayoti va holatlarini obrazli tarzda ifodalash uchun ishlatiladi. Masalan, “to let the grass grow under one’s feet” degan inglizcha frazani oddiygina “o‘tning oyoq ostida o‘sishiga yo‘l qo‘ymaslik” deb tushunib bo‘lmaydi; bu “vaqtni behuda o‘tkazmaslik”ni anglatadi. “Daraxt meva bermaydi, faqat g‘uncha qiladi” iborasi odatda insonning harakatlari samarali bo‘lmayotganini, u faqat boshlang‘ich qadamlarni qo‘yganini bildiradi. Masalan, “Uning ishlari daraxtning faqat g‘unchasi kabi – hali natija yo‘q” deyish orqali ishning boshlanishi bo‘lsa-da, muvaffaqiyat hali kelmaganini ifodalaydi.
- *Registr xususiyatlari:* Floristik frazeologiyada registr xususiyatlari deganda, iboralarning til uslubi va qo‘llanish konteksti tushuniladi. Registr, asosan, iboralarning qaysi vaziyatlarda va qanday tilda ishlatilishini belgilaydi: rasmiy yoki norasmiy, adabiy yoki og‘zaki nutqda. Floristik frazeologiya tilning turli registrlarida ishlatilishi mumkin, chunki o‘simliklarga asoslangan iboralar ko‘pincha poetik, adabiy, yoki kundalik nutqda qo‘llaniladi. Floristik frazeologiyaning registr xususiyatlari iboralar qaysi uslub va kontekstda ishlatilishini belgilaydi. Bu iboralar poetik, norasmiy, rasmiy, adabiy va jargonga yaqin registrlarda turli xil shakllarda qo‘llanilishi mumkin. Registrga qarab, iboralarning emotsional va obrazli ta’siri, shuningdek, ular ishlatiladigan vaziyatlar ham o‘zgaradi. Shu orqali floristik frazeologiya tilning boyligini va ifodaviy imkoniyatlarini yanada kengaytiradi.
- Konnotativ ma’no: Floristik frazeologizmlar ko‘pincha o‘zlarida kuchli konnotatsiyalarni, ya’ni asosiy leksik ma’nodan tashqari qo‘shimcha hissiy yoki

madaniy ma'nolarni o‘z ichiga oladi. Masalan, “gullarga ko‘milmoq” iborasi nafaqat gullarga to‘lib-toshish, balki baxtiyorlik yoki sharaflashni ham anglatishi mumkin.

- *Konnotatsion kengayish:* Ba’zi frazeologizmlar o‘zlarining boshlang‘ich ma’nosidan tashqari kengroq ma’noda ishlatilishi mumkin. Masalan, “chechakdek ochilmoq” ifodasi avval gulning ochilishi bilan bog‘liq bo‘lgan bo‘lsa, keyinchalik bu ma’no insonning hayoti yoki sog‘ligi yaxshilanishi, go‘zalligi oshishi kabi kengroq ma’nolarda ishlatilishi mumkin.
- *Intertekstual bog‘liqlik:* Floristik frazeologizmlar ko‘pincha madaniy yoki adabiy matnlarda uchraydi va ularning ma’nosi ushbu matnlar orqali yanada chuqurlashishi mumkin. Masalan, Shekspir asarlarida ishlatilgan floristik iboralar boshqa adabiy asarlar yoki kundalik nutq kontekstlarida ham qabul qilinib, yangi ma’nolarni hosil qilishi mumkin.
- *Mintaqaviy va ijtimoiy differensiallik:* Floristik komponentli frazeologizmlar turli mintaqalar yoki ijtimoiy guruhlar orasida farq qilishi mumkin. Masalan, qishloq joylarida keng tarqalgan o‘simliklar bilan bog‘liq iboralar shahar aholisiga noma’lum bo‘lishi yoki aksincha, shahar tilida ishlatiladigan floristik frazeologizmlar qishloqda kamroq ishlatilishi mumkin.
- *Ko‘chma mazmunning evolyutsiyasi:* Floristik frazeologizmlarning ko‘chma ma’nolari vaqt o‘tishi bilan o‘zgarishi mumkin. Masalan, bir davrda ishlatilgan ibora boshqa davrda yangicha tushunilishi yoki eski ma’nosini yo‘qotishi mumkin.
- *Visual obrazlilik:* vizual obrazlilik (tasviriy ifodalar) o‘simliklar bilan bog‘liq so‘zlar va iboralar orqali inson hayoti, his-tuyg‘ulari yoki turli jarayonlarni obrazli, ko‘z oldiga keltiradigan tarzda ifodalashni anglatadi. Floristik frazeologizmlar odatda kuchli vizual obrazlarni hosil qiladi. Vizual obrazlilikning xususiyatlariga metaforalar, konstrast va qarama – qarshilik, personifikatsiya, simvolizmlarni aytishimiz mumkin. Masalan, *gulday toza* – Insonning yoki narsaning juda toza, pok holatida ekanligini bildiradi. Vizual obraz: “Gulday toza” iborasida gulning yaproqlari yoki gulning o‘zi qanchalik nafis va toza ekanini tasavvur qilish mumkin. Bu tozalik va poklik ramzi bo‘lib, insonning ichki va tashqi pokligini ko‘z oldimizga keltiradi. *Gulzor bo‘lmoq* – Hayotda yaxshi, farovon, go‘zal bir davr yoki joy bo‘lishini bildiradi. Vizual obraz: Bu iborada ko‘z oldiga katta, rang-barang gulzor keladi. Gulzor – farovonlik va go‘zallik ramzi sifatida xizmat qiladi, odam yoki joyning rivojlanish va go‘zallikning eng yuqori nuqtasini ko‘rsatadi. *Gul bo‘lib ochilmoq* – Biror hodisaning yoki imkoniyatning to‘liq ochilib, eng yaxshi bosqichga kirishini bildiradi. Vizual obraz: Bu ibora g‘unchaning ochilib, gulga aylanishini ko‘z oldiga keltiradi. Bu esa inson yoki hodisaning to‘liq rivojlanish jarayonini jonlantiradi. *Guldan yomon bo‘lmoq* – Ko‘rinishda chiroyli bo‘lishi, ammo aslida yomon xulqli bo‘lish. Vizual obraz: Bu yerda gulning go‘zalligi bilan insonning tashqi ko‘rinishi qiyoslanadi, ammo ichki xulq-atvori go‘zallikka mos emas. Tashqi go‘zallik bilan ichki yomonlikning kontrasti ko‘z oldida gavdalanadi. *Guldek to‘rt tomonga bo‘lish* – Har tarafdan muvaffaqiyatli yoki farovon holatda bo‘lish. Vizual obraz: Bu ibora gulning to‘rt tomonga tarqalgan barglari kabi, hayotda ham har tarafdan yaxshi bo‘lishni tasvirlaydi. *A bed of roses* – Juda qulay va muammosiz hayot yoki vaziyatni bildiradi. Vizual obraz: Bu ibora gul to‘shagini tasvirlab, hayotning eng qulay, muammosiz va lazzatli davrlarini ko‘z

oldimizga keltiradi. Atirgullar bilan qoplangan joy juda qulay va yoqimli deb tasavvur qilinadi. *To sow the seeds* – Biror ishning boshlanishiga sabab bo'lish yoki kelajakda natija beradigan biror ishni boshlash. Vizual obraz: Bu iborada urug' ekish jarayonini tasavvur qilish mumkin. Ekilgan urug'lar kelajakda rivojlanib, yangi hayotni keltirib chiqaradi. Bu obrazli ibora kelajakda mevasini beradigan harakatni tasvirlaydi. *To prune the dead wood* – Biror ish yoki holatda samarasiz yoki foydasiz qismlardan xalos bo'lish. Vizual obraz: Daraxtning qurigan shoxlarini kesib, sog'lom qismlarni saqlab qolish jarayoni ko'z oldimizga keladi. Bu ibora ortiqcha, samarasiz qismlardan voz kechishni tasvirlaydi. *To bloom where you are planted* – Qaysi joyda bo'lishidan qat'i nazar, o'sha joyda muvaffaqiyatga erishish yoki imkoniyatlarni qo'ldan kelgancha ishlatish. Vizual obraz: Gul qayerga ekilgan bo'lsa, o'sha joyda gullab-yashnashini tasavvur qilish mumkin. Bu obraz hayotda sharoit qanday bo'lishidan qat'i nazar, o'sha joyda muvaffaqiyatga erishishni ifodalaydi. *Pushing up daisies* – Vafot etish, yer ostida yotib gullarga "oziq" bo'lish. Vizual obraz: Bu iborada yer ostida yotgan odam va yer ustida gullab turgan margaritka gullarining tasviri ko'z oldiga keladi. Bu tasvir o'lim bilan bog'liq, ammo yumshoqroq, metaforik ifodani yaratadi. O'zbekcha frazeologiyalar ko'proq hayotning eng yaxshi davrlarini, tozaligi va pokligini, shuningdek, tashqi go'zallikni ifodalovchi obrazlarni yaratadi. Ko'pincha gullar go'zallik va hayotiy barqarorlik ramzi sifatida ishlatiladi. Inglizcha frazeologiyalar esa turli rivojlanish jarayonlari, hayotning yaxshi va yomon tomonlari hamda o'tish jarayonlarini ko'z oldiga keltiradi. Floristik birliklar o'sish, qiyinchiliklarni yengish, va o'lim kabi murakkab jarayonlarni ham tasvirlaydi. Bu iboralar vizual obrazlilik orqali o'quvchi yoki tinglovchining ko'z oldida jonli tasvirlar hosil qiladi, bu esa frazeologizmning ta'sirchanligini oshiradi.

- *Leksik kollokatsiya:* Floristik frazeologizmlar o'zaro yoki boshqa so'zlar bilan ma'lum kollokatsion bog'lanishlarga ega bo'lishi mumkin. Bunday birikmalarda bir so'z boshqa bir so'z bilan ma'lum bir kontekstda doimiy bog'lanadi, va bu bog'lanish o'sha tildagi madaniy, estetik va hissiy mazmunlarni ifodalaydi. Masalan, "qora atirgul" iborasi odatda o'lim yoki sirli go'zallik bilan bog'lanadi va bu ma'nolar boshqa iboralar bilan kollokatsiyada mustahkamlanadi. *Gul-chechakdek bo'lish* – Odamning yoki narsaning juda go'zal, baquvvat va rivojlangan holatini bildiradi: "gul-chechakdek" + "bo'lish" – "gul-chechakdek" go'zallik va rivojlanishning oliy darajasini ifodalaydi. *Gul yuzli* – Go'zal yuzli, ko'rkam odamga nisbatan ishlatiladi: "gul" + "yuzli" – "Gul" go'zallik ramzi sifatida inson yuzining nafisligini ko'rsatadi. *Gul ochmoq* – Hayotda yangi imkoniyatlar ochilishi, biror ishning boshlanishi yoki kimgadir ilhom kelishi: "gul" + "ochmoq" – o'simlikning gullashi orqali rivojlanish jarayoni metaforik tarzda ishlatiladi. *Gul bog' bo'lish* – Juda ko'p go'zal narsalar yoki muvaffaqiyatlar bir joyda to'planishi: "gul" + "bog' bo'lish" – Gul va bog' birgalikda ko'plab muvaffaqiyatlar yoki go'zalliklar yig'indisini bildiradi. *Guldek chiroyli* – Go'zallikni ifodalash uchun ishlatiladigan kuchli ta'rif: "guldek" + "chiroyli" – "Guldek" so'zi bilan bog'langan kollokatsiya inson yoki narsaning go'zalligini ifodalaydi. *To nip something in the bud* – Biror narsani yoki hodisani boshlanishidan to'xtatib qo'yish, rivojlanishiga yo'l qo'ymaslik: "nip" + "in the bud" – "Bud" (g'uncha) hali to'liq gullamagan, shuning uchun uni "nip" qilish boshlanishidan to'xtatish ma'nosini

anglatadi. *Wallflower* – Biror yig‘ilish yoki ijtimoiy tadbirda e‘tibordan chetda qoladigan, ko‘zga ko‘rinmaydigan odam: “wall” + “flower” – “Wallflower” tasviri e‘tiborsiz, introvert odamni ifodalash uchun ishlatiladi. *To wither on the vine* – Biror ish yoki loyihaning rivojlanmay qolishi, yo‘q bo‘lib ketishi: “wither” + “on the vine” – “Wither” so‘zi o‘simlikning qurishi ma‘nosini beradi, va loyihaning rivojlanmay qolishini tasvirlaydi. *Rose-tinted glasses* – Haqiqatni optimistik va to‘qimalar bilan ko‘rish, atrofdagi muammolarni sezmaslik: “rose-tinted” + “glasses” – “Rose” bu yerda haqiqatni idealizatsiya qilgan holda, bo‘rttirib ko‘rish ramzi. *To go to seed* – Biror narsa yoki kishining avvalgi yaxshi holatdan yomonlashishi yoki qarishi: “go” + “to seed” – “Seed” (urug‘) bu yerda rivojlanish jarayonining yakuniy bosqichiga o‘tishni ifodalaydi, ya'ni biror narsa qarib, ko‘rkamligidan ayriladi. O‘zbek tilidagi kollokatsiyalarda “gul” so‘zi bilan bog‘liq iboralar ko‘proq go‘zallik, yoshlik, va hayotning yuksak bosqichlarini ifodalash uchun ishlatiladi.

Ingliz tilida esa floristik komponentlar ko‘proq rivojlanish, qarish, yoki hodisalarning boshlanishi va yakunini ifodalaydi. “Bud,” “vine,” “seed” kabi o‘simlik jarayonlari bilan bog‘liq kollokatsiyalar rivojlanish va o‘tish jarayonlarini tasvirlashda ishlatiladi.

Floristik frazeologiyaning lisoniy xususiyatlari o‘simliklar bilan bog‘liq bo‘lgan frazeologik iboralar qanday shakllanganini, ma‘nosini, grammatik tuzilmasini va tilning turli darajalarida qanday ishlatilishini ko‘rsatadi. Ushbu iboralar til boyligini, ifodaviyligini oshiradi va tilshunoslik nuqtai nazaridan muhim ahamiyatga ega.

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Contrastive Analysis of Metaphorical Expressions in English and Uzbek Proverbs

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Annotation *This article examines metaphorical expressions in English and Uzbek proverbs from a contrastive linguistic perspective. The study treats proverbs as culturally marked units that preserve collective experience in compact figurative form. Drawing on the conceptual theory of metaphor and on paremiological research, the article analyzes representative English and Uzbek proverbs in order to identify their dominant source domains, semantic functions, and cultural implications. The analysis shows that both languages use concrete imagery to express abstract meanings such as time, labor, wisdom, status, gratitude, and human conduct. At the same time, the preferred metaphorical domains are not fully identical. English proverbs more often foreground time, personal initiative, planning, and pragmatic action, whereas Uzbek proverbs more frequently highlight labor, hospitality, reciprocity, and social harmony. The findings suggest that metaphor in proverbs reflects both shared cognitive patterns and culture-specific value systems. The article argues that contrastive proverb study is useful not only for linguistics, but also for translation, intercultural communication, and language teaching.*

Keywords *Proverb, metaphor, contrastive analysis, conceptual metaphor, paremiology, English, Uzbek, culture, figurative language*

Ingliz va o‘zbek maqollaridagi metaforik ifodalarning qiyosiy tahlili

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Annotatsiya *Mazkur maqolada ingliz va o‘zbek maqollaridagi metaforik ifodalar qiyosiy tilshunoslik nuqtayi nazaridan tadqiq etiladi. Tadqiqot maqollarni jamoaviy tajribani ixcham va obrazli shaklda saqlovchi, madaniy jihatdan belgilangan birliklar sifatida talqin qiladi. Konseptual metafora nazariyasi hamda paremiologik tadqiqotlarga tayangan holda, maqolada ingliz va o‘zbek tillaridan tanlab olingan maqollar tahlil qilinib, ulardagi ustun manba sohalari, semantik funksiyalar va madaniy mazmun aniqlanadi. Tahlil natijalari shuni ko‘rsatadiki, har ikki tilda ham aniq obrazlar orqali vaqt, mehnat, donolik, maqom, minnatdorlik va insoniy xulq-atvor kabi mavhum ma’nolar ifodalanadi. Shu bilan birga, afzal ko‘riladigan metaforik sohalar to‘liq bir xil emas. Ingliz maqollarida ko‘proq vaqt, shaxsiy tashabbus, rejalashtirish va*

pragmatik harakat ustuvor bo'lsa, o'zbek maqollarida mehnat, mehmondo'stlik, o'zaro javobgarlik va ijtimoiy hamjihatlik tez-tez ta'kidlanadi. Natijalar maqollardagi metafora ham umumiy kognitiv andozalarni, ham madaniyatga xos qadriyatlar tizimini aks ettirishini ko'rsatadi. Maqolada qiyosiy maqol tadqiqi nafaqat tilshunoslik, balki tarjima, madaniyatlararo muloqot va til o'qitish uchun ham muhim ekanligi asoslab beriladi.

Kalit so'zlar *Maqol, metafora, qiyosiy tahlil, konseptual metafora, paremiologiya, ingliz tili, o'zbek tili, madaniyat, obrazli til*

Сопоставительный анализ метафорических выражений в английских и узбекских пословицах

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Аннотация *В данной статье рассматриваются метафорические выражения в английских и узбекских пословицах с точки зрения сопоставительной лингвистики. Пословицы трактуются как культурно маркированные единицы, сохраняющие коллективный опыт в компактной образной форме. Опираясь на концептуальную теорию метафоры и исследования в области паремиологии, статья анализирует репрезентативные английские и узбекские пословицы с целью выявления их доминирующих сфер-источников, семантических функций и культурных импликаций. Анализ показывает, что в обоих языках конкретная образность используется для выражения абстрактных значений, таких как время, труд, мудрость, статус, благодарность и человеческое поведение. В то же время предпочтительные метафорические сферы не являются полностью идентичными. В английских пословицах чаще акцентируются время, личная инициатива, планирование и прагматическое действие, тогда как в узбекских пословицах чаще подчеркиваются труд, гостеприимство, взаимность и социальная гармония. Полученные результаты свидетельствуют о том, что метафора в пословицах отражает как общие когнитивные модели, так и культурно-специфические системы ценностей. В статье утверждается, что сопоставительное изучение пословиц имеет значение не только для лингвистики, но и для перевода, межкультурной коммуникации и преподавания языков.*

Ключевые слова *Пословица, метафора, сопоставительный анализ, концептуальная метафора, паремиология, английский язык, узбекский язык, культура, образный язык*

Introduction

Proverbs occupy an important place in the linguistic and cultural life of a community. They are short, memorable expressions that transmit practical wisdom, social norms, and collective evaluations from one generation to another. Because proverbs condense meaning into a fixed and recognizable form, they are especially valuable for linguistic and cultural analysis. Mieder (2004) defines a proverb as a brief, generally known saying that expresses a traditional truth, piece of advice, or observation. This definition is useful because it emphasizes both stability of form and social circulation.

Metaphor is one of the main mechanisms that gives proverbs their semantic density. Proverbs rarely communicate ideas in a direct descriptive way. Instead, they rely on familiar images, such as animals, food, work, travel, weather, and objects, in order to express abstract judgments about human behavior. Richards (1936) showed that metaphor should not be reduced to a decorative figure of speech only; rather, meaning emerges through the interaction of different conceptual elements. Later, Lakoff and Johnson (1980) argued that metaphor is fundamental to human thought itself, since people often understand abstract domains through more concrete experience. This theoretical perspective is particularly relevant for proverb analysis.

A contrastive study of English and Uzbek proverbs is methodologically productive because the two languages belong to different language families and developed in different historical and cultural environments. English is a Germanic language, while Uzbek belongs to the Turkic language family. As a result, the metaphorical choices found in their proverbs may reveal both universal human experiences and culture-specific patterns of value. The purpose of this article is to identify metaphorical expressions in representative English and Uzbek proverbs, compare their conceptual organization, and interpret the similarities and differences from a cultural perspective.

Literature review

Research on proverbs usually develops at the intersection of folklore, linguistics, cultural studies, and translation. Paremiological scholarship has consistently shown that proverbs are not random sayings, but structured units of communal knowledge with stable semantic and pragmatic functions (Mieder, 2004). In comparative studies, proverbs are often used to investigate cultural models, axiological systems, and linguistic worldviews.

In metaphor studies, conceptual metaphor theory remains one of the most influential frameworks. Lakoff and Johnson (1980) demonstrated that everyday thinking is organized through mappings such as TIME IS MONEY, LIFE IS A JOURNEY, and ARGUMENT IS WAR. Kövecses (2010) further developed this approach and showed that metaphorical structure is both embodied and culturally variable. This point is important for proverb analysis because proverbs often lexicalize conventional conceptual metaphors that are already active in a speech community.

For English paremiology, dictionaries and reference works show that common proverb domains include time, money, work, weather, animals, and risk (Speake, 2015). These domains often align with values such as efficiency, foresight, moderation, and individual responsibility. Uzbek proverb studies and dictionaries, by contrast, frequently reveal the prominence of labor, kinship, hospitality, agriculture, honor, and moral reciprocity (Mirzayev & Musoqulov, 2005; Shomaqsudov & Shorahmedov, 2001). Therefore, a contrastive analysis of English and Uzbek proverb metaphors can show how similar human concerns are verbalized through different cultural images.

Methodology

This article uses a qualitative contrastive method. The analysis is based on representative proverbs selected from standard English and Uzbek proverb sources (Speake, 2015; Mirzayev & Musoqulov, 2005; Shomaqsudov & Shorahmedov, 2001). The goal is not to build a large statistical corpus, but to examine clear examples that illustrate recurrent metaphorical patterns in both languages.

Each proverb was analyzed according to three criteria: (1) source domain, that is, the concrete image used in the proverb; (2) target meaning, that is, the abstract lesson or judgment expressed by the proverb; and (3) cultural function, that is, the social value reinforced by the metaphor. Literal English translations of Uzbek examples are provided only for explanation. The interpretation follows the general principles of conceptual metaphor theory, while remaining attentive to proverb-specific semantic compression and cultural context.

Analysis and Discussion

Metaphorical expressions in English proverbs frequently present abstract life experience through the domains of economy, animals, weather, and everyday action. A clear example is the proverb "Time is money." In this expression, time is conceptualized as an economic resource that can be spent, saved, wasted, or invested. The proverb reflects a pragmatic orientation toward productivity and efficiency, and it illustrates the broader conceptual metaphor TIME IS A VALUABLE RESOURCE (Lakoff & Johnson, 1980; Speake, 2015).

Another well-known example is "Don't count your chickens before they hatch." The source domain here is farming and animal breeding, but the target meaning concerns human planning and uncertainty. The proverb warns against premature confidence and teaches caution in relation to future results. Although the image is rural, the moral lesson is strongly cognitive and practical: not every expected outcome becomes reality.

The proverb "Eagles do not catch flies" uses animal hierarchy to comment on status and behavior. The eagle symbolizes strength, dignity, and elevated position, whereas the fly symbolizes something trivial or unworthy of serious attention. The metaphor suggests that significant people should not concern themselves with petty matters. In this case, the proverb encodes a social evaluation through a compact image from the natural world.

English also includes proverbs such as "Every cloud has a silver lining," where weather imagery conveys hope in adverse circumstances. The cloud represents difficulty, while the silver lining represents hidden possibility or eventual improvement. Thus, English proverbs often use vivid but accessible visual scenes to formulate advice about emotional control, prudence, and action.

Uzbek proverbs also depend heavily on metaphor, but the dominant source domains often differ. One of the best-known examples is "Mehnatning tagi rohat" ("The end of labor is comfort"). Here labor is represented as the path or foundation that leads to ease and well-being. The proverb expresses a culturally strong belief in patience, endurance, and the moral value of work. The metaphor links effort with deserved reward and presents labor not only as an economic necessity, but also as an ethical principle.

Another important Uzbek proverb is "Bir kun tuz ichgan joyingga qirq kun salom ber" ("If you have eaten salt in a place for one day, greet that place for forty days"). The source domain is food, especially salt, which in Uzbek cultural tradition carries meanings of hospitality, loyalty, and moral obligation. The target meaning is gratitude and lasting social responsibility. The proverb encodes the idea that receiving food creates an ethical bond. This metaphorical pattern is less individualistic than many English examples because it emphasizes reciprocity within a social network.

A further example is "Daraxt mevasi bilan, odam mehnati bilan" ("A tree is known by its fruit, a person by his labor"). The proverb compares a human being to a fruit-bearing tree and evaluates human worth through visible productive results. Nature imagery and labor imagery work together here. The proverb suggests that a person's value is recognized not through speech alone, but through useful action and contribution.

These examples demonstrate both commonality and divergence. In both English and Uzbek, metaphors in proverbs transform concrete experience into social wisdom. Both traditions use animals, nature, and everyday material life to speak about abstract issues such as character, success, caution, and moral judgment. This similarity supports the view that metaphor in proverb usage is grounded in shared cognitive processes.

However, the contrastive analysis also shows meaningful differences. English proverb metaphors more often foreground time management, self-regulation, personal initiative, and practical foresight. Uzbek proverb metaphors, while also pragmatic, more frequently emphasize labor, communal ethics, gratitude, hospitality, and social interconnectedness. These tendencies should not be interpreted as absolute oppositions, but they do indicate different emphases in cultural worldview. In other words, both languages encode wisdom metaphorically, yet they privilege different symbolic centers.

Conclusion

The contrastive analysis of English and Uzbek proverbs shows that metaphor is a central mechanism through which proverbial meaning is organized. In both languages, abstract lessons are expressed through concrete and culturally familiar domains, including work, food, animals, weather, and nature. This confirms that proverb interpretation is closely connected with embodied and socially shared experience.

At the same time, the analysis reveals that metaphorical preferences are shaped by cultural context. English proverbs more frequently highlight time, caution, individual decision-making, and practical action. Uzbek proverbs more clearly foreground labor, hospitality, moral reciprocity, and collective harmony. These differences do not eliminate the universal side of proverb wisdom, but they do show that cultures select and stabilize different metaphorical images in order to express what they consider socially significant.

Therefore, the study of proverb metaphors is valuable for contrastive linguistics, intercultural communication, translation studies, and language teaching. A deeper corpus-based investigation could expand the present observations by examining larger proverb collections and more specific conceptual domains across both languages.

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Linguopragmatic functions of periphrases in mass media discourse in English and Uzbek: a comparative analysis

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Annotation *This article presents a comparative linguopragmatic analysis of periphrases used in English and Uzbek mass media (MM) discourse. The study examines periphrasis not only as a stylistic device but also as a pragmatic tool: how it performs various communicative functions in media texts, influences audience perception, and relates to cultural context. The research methodology includes critical discourse analysis, comparative analysis, and a linguopragmatic approach. The material is based on a corpus compiled from online publications and newspaper articles in English and Uzbek from 2020–2025. The findings indicate that periphrases perform the following main functions in media texts: evaluative (evaluation), euphemistic (mitigation), expressive (enhancing imagery), and informative (conveying cultural-historical meaning). In English media discourse, periphrases more often serve political correctness, irony, and individual evaluation, whereas in Uzbek texts they are oriented toward preserving national cultural values, respect, collective identity, and ethical norms. These differences confirm the mutual influence of language and culture. The results help identify similarities and differences in the use of periphrasis in English and Uzbek media discourse and contribute to the fields of comparative linguistics and intercultural communication.*

Keywords *Periphrasis, linguopragmatics, mass media discourse, media linguistics, comparative analysis, euphemism, evaluation, cultural adaptation*

Ingliz va o‘zbek tillarida ommaviy axborot vositalarida perifrazalarning lingvopragmatik funksiyalari: qiyosiy tahlil

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Annotatsiya *Mazkur maqolada ingliz va o‘zbek tillaridagi ommaviy axborot vositalari (OAV) diskursida qo‘llaniladigan perifrazalarning lingvopragmatik xususiyatlari qiyosiy jihatdan tahlil qilinadi. Tadqiqotda perifraza nafaqat stilistik, balki pragmatik vosita sifatida OAV matnlarida qanday kommunikativ vazifalarni bajarishi, auditoriya ongiga qanday ta’sir ko‘rsatishi va madaniy kontekst bilan qanday bog‘liqligi o‘rganildi. Tadqiqot metodologiyasi sifatida tanqidiy diskurs tahlili, qiyosiy tahlil va lingvopragmatik yondashuv qo‘llanildi. Material sifatida 2020–2025 yillardagi ingliz va o‘zbek tilidagi internet nashrlari va gazeta maqolalaridan tuzilgan korpus ishlatildi. Natijalar shuni ko‘rsatadiki, perifrazalar OAV matnlarida quyidagi asosiy funksiyalarni bajaradi: baholovchi (evaluation), evfemistik (yumshatish), ekspressiv (obrazlilikni kuchaytirish) va informativ (madaniy-tarixiy ma’no yetkazish). Ingliz tilidagi media diskursida perifrazalar ko‘proq siyosiy to‘g‘rilash, ironiya va individual baholashga xizmat qilsa, o‘zbek tilidagi matnlarda ular milliy madaniy qadriyatlar,*

hurmat, jamoaviy identifikatsiya va axloqiy normalarni saqlashga yo'naltirilgan. Ushbu farqlar til va madaniyatning o'zaro ta'sirini tasdiqlaydi. Tadqiqot natijalari ingliz va o'zbek media diskursida perifraza qo'llanishining o'xshash va farqli jihatlarini aniqlashga, shuningdek, qiyosiy tilshunoslik va madaniyatlararo kommunikatsiya sohasiga hissa qo'shishga xizmat qiladi.

Kalit so'zlar *Perifraza, lingvopragmatika, OAV diskursi, media tilshunosligi, qiyosiy tahlil, evfemizm, baholash, madaniy moslashuv*

Лингвопрагматические функции перифраз в медиадискурсе английского и узбекского языков: сравнительный анализ

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Аннотация *В данной статье проводится сравнительный лингвопрагматический анализ перифраз, используемых в медиадискурсе английского и узбекского языков. Исследование рассматривает перифразу не только как стилистическое средство, но и как прагматический инструмент: какие коммуникативные функции она выполняет в медиатекстах, как влияет на восприятие аудитории и как связана с культурным контекстом. Методология исследования включает критический анализ дискурса, сравнительный анализ и лингвопрагматический подход. Материалом послужил корпус, составленный из интернет-изданий и газетных статей на английском и узбекском языках за период 2020–2025 годов. Результаты показывают, что перифразы выполняют в медиатекстах следующие основные функции: оценочную (evaluation), эвфемистическую (смягчение), экспрессивную (усиление образности) и информативную (передача культурно-исторического смысла). В английском медиадискурсе перифразы чаще служат политической корректности, иронии и индивидуальной оценке, тогда как в узбекских текстах они ориентированы на сохранение национальных культурных ценностей, уважения, коллективной идентичности и этических норм. Эти различия подтверждают взаимовлияние языка и культуры. Результаты исследования способствуют выявлению сходств и различий в использовании перифраз в английском и узбекском медиадискурсе, а также вносят вклад в области сравнительного языкознания и межкультурной коммуникации.*

Ключевые слова *Перифраза, лингвопрагматика, медиадискурс, медиалингвистика, сравнительный анализ, эвфемизм, оценка, культурная адаптация*

Kirish

Globallashuv jarayonida ommaviy axborot vositalari tilining ta'sir doirasi kengayib, u jamiyatda axborotni yetkazish bilan bir qatorda muayyan ideologik va pragmatik funksiyalarni ham bajaradi. Media matnlarida

stilistik vositalardan foydalanish axborotning ta'sirchanligini oshirishga xizmat qiladi. Shunday vositalardan biri perifraza bo'lib, u ma'lum bir predmet yoki hodisani bevosita nomlamasdan, tasviriy ifoda orqali ifodalashni anglatadi (Qo'ng'urov, 1983). Perifraza nafaqat obrazlilikni ta'minlaydi, balki matnning ekspressivligini va auditoriyaga ta'sirini kuchaytiradi.

Tilshunoslikda perifraza ko'pincha stilistik va semantik hodisa sifatida talqin qilinadi. Ayrim tadqiqotchilar uni obrazlilik va ekspressivlikni kuchaytiruvchi vosita sifatida ko'rsatadilar (Shamsiddinov, 1993). Shu bilan birga, o'zbek tilida shaxs nomlarini perifraza orqali ifodalash stilistik vosita sifatida o'rganilgan bo'lib, u madaniy va lingvistik xususiyatlarni aks ettiradi (Abdullayeva, 2024). Ingliz tilida esa jurnalistik matnlarda perifrazalarning lingva-madaniy tahlili madaniy kontekst bilan bog'liqligini ta'kidlaydi (Kobilova & Burieva, 2023).

Media diskursida perifraza nafaqat stilistik, balki pragmatik vazifani ham bajaradi. Xususan, u auditoriya ongiga ma'lum baholash yoki munosabatni yetkazish uchun qo'llaniladi (Fairclough, 1995). Perifrazalar baholash (evaluation) mexanizmi sifatida ishlaydi, media matnlarida salbiy yoki noqulay mavzularni yumshatish, eufemistik ifoda yaratish yoki ideologik ta'sirni kuchaytirishga xizmat qiladi (Bednarek, 2006; Onyshchenko, 2010). Bulakh (2017) ta'kidlaganidek, media matnlarining arxitektonikasida perifraza kommunikativ va stilistik strategiyalarning muhim qismi bo'lib, u matnning pragmatik potensialini oshiradi.

Ingliz tilshunosligida media diskursining pragmatik xususiyatlari keng o'rganilgan bo'lib, unda til vositalari orqali ideologik ma'no yaratish masalasi muhim o'rin tutadi (Bednarek, 2006; Wodak & Meyer, 2009). Siyosiy nutqda perifrazalar baholash va yumshatish vositasi sifatida ishlatiladi (Beard, 2000). Metafora va perifraza o'rtasidagi bog'lanish esa tilning kognitiv asoslarini ochib beradi (Lakoff & Johnson, 1980). O'zbek tilshunosligida ham perifrazalar stilistik vosita sifatida o'rganilgan bo'lsa-da (masalan, shaxs nomlari yoki hodisalarni ifodalashda), ularning OAV diskursidagi lingvopragmatik funksiyalari yetarlicha qiyosiy tahlil qilinmagan. So'nggi tadqiqotlarda ingliz jurnalistik nutqida perifrazalarning lingvopragmatik xususiyatlari (Vafoyeva, 2025) va media tilining frazeologiya bilan o'zaro ta'siri (Isakova, 2025) masalalari ko'rib chiqilgan bo'lsa-da, ingliz va o'zbek tillaridagi to'g'ridan-to'g'ri qiyosiy lingvopragmatik tahlil kam uchraydi.

Perifrazalar media matnlarida baholash, eufemizm va madaniy moslashuv funksiyalarini bajaradi. Masalan, noqulay mavzularni (o'lim, kasallik, siyosiy mojarolar) yumshatishda perifraza pragmatik strategiya sifatida ishlatiladi (Polovina, 2023; Bulakh, 2017). Ingliz va o'zbek media diskursida bu vosita madaniy farqlarni aks ettiradi: ingliz tilida ko'proq individual va global mavzular, o'zbek tilida esa jamoaviy va an'anaviy qadriyatlar ustunlik qiladi (qiyosiy tahlillar asosida).

Shu sababli mazkur tadqiqotning maqsadi ingliz va o'zbek OAV matnlarida qo'llaniladigan perifrazalarning lingvopragmatik funksiyalarini qiyosiy jihatdan tahlil qilishdan iborat. Tadqiqot orqali perifrazalarning baholash, eufemistik yumshatish, ideologik ta'sir va madaniy moslashuvdagi rolini aniqlash, shuningdek, ikki til o'rtasidagi o'xshashlik va farqlarni ochib berish ko'zda tutilgan. Bu esa media tilining pragmatik mexanizmlarini chuqurroq tushunishga va qiyosiy tilshunoslikka hissa qo'shishga yordam beradi (Yule, 2020).

Metodlar

Tadqiqotda lingvistik tahlilning bir nechta metodlari qo'llanildi. Ushbu metodlar media diskursidagi perifrazalarning semantik, stilistik va pragmatik xususiyatlarini chuqur va tizimli o'rganishga imkon beradi. Tadqiqotning asosiy yondashuvi qiyosiy va korpusga asoslangan tahlilga tayangan bo'lib, ingliz va o'zbek tillaridagi media matnlaridagi perifrazalarni qiyosiy jihatdan solishtirishni ta'minlaydi.

Diskurs tahlili metodi

OAV matnlarida perifrazalarning kontekstual ma'nosini aniqlash uchun diskurs tahlili qo'llanildi (Fairclough, 1995). Bu metod matnning ichki munosabatlari (semantik va grammatik aloqalar), shuningdek, matnning ishlab chiqarilishi, iste'mol qilinishi va ijtimoiy kontekst bilan bog'liqligini o'rganishga asoslangan. Faircloughning tanqidiy diskurs tahlili (CDA) yondashuvi doirasida perifrazalar baholash (evaluation), ideologik ma'no yaratish va ijtimoiy munosabatlarni shakllantirish vositasi sifatida tahlil qilindi. Masalan, media matnlarida perifrazalarning auditoriyaga ta'sirini baholashda matnning pragmatik potensiali va ijtimoiy amaliyotlar bilan bog'liqligi ko'rib chiqildi (Wodak & Meyer, 2009).

Qiyosiy tahlil metodi

Ingliz va o'zbek tilidagi perifrazalarning strukturaviy, semantik va pragmatik xususiyatlarini taqqoslash orqali umumiy va farqli jihatlar aniqlanadi. Bu metod ikki til o'rtasidagi madaniy va lingvistik farqlarni ochib berishga xizmat qiladi. Qiyosiy tahlil korpus materiallaridan olingan misollar asosida amalga oshirildi: ingliz media diskursida ko'proq eufemistik va baholash funksiyasiga ega perifrazalar (masalan, siyosiy mojarolarni yumshatishda), o'zbek matnlarida esa madaniy va an'anaviy qadriyatlar bilan bog'liq perifrazalar ustunlik qiladi (Kobilova & Burieva, 2023; Abdullayeva, 2024). Qiyosiy yondashuvda semantik maydonlar, grammatik shakllar va pragmatik effektlar bo'yicha taqqoslash jadval va statistik ko'rsatkichlar orqali namoyon etildi.

Lingvopragmatik tahlil

Perifrazalarning kommunikativ maqsad, auditoriyaga ta'sir qilish darajasi va nutqiy aktlardagi roli o'rganildi (Yule, 2020). Bu metodda perifrazalar politeness strategiyalari (yuzni saqlash), eufemizm va baholash vositasi sifatida ko'rib chiqildi. Pragmatik tahlil Brown va Levinsonning yuz nazariyasi (face theory) va speech act nazariyasi asosida olib borildi, shuningdek, media kontekstida perifrazalarning yumshatish (mitigation), kuchaytirish yoki ideologik ta'sir funksiyalari aniqlandi (Bednarek, 2006; Onyshchenko, 2010). Ingliz va o'zbek tillarida perifrazalarning pragmatik ekvivalenti va madaniy moslashuvi qiyosiy jihatdan baholandi.

Tadqiqot materiali va tanlov usuli

Tadqiqot materiali sifatida ingliz va o'zbek tilidagi internet nashrlari (BBC News, The Guardian, Kun.uz, Gazeta.uz, Daryo.uz va boshqalar) hamda gazeta maqolalari (2020–2025 yillar oralig'idagi) tanlab olindi. Umumiy hajmi taxminan 500 000 so'zdan iborat korpus tuzildi, unda siyosiy, ijtimoiy va iqtisodiy mavzulardagi matnlar ustunlik qildi. Korpusga asoslangan yondashuv (corpus-based approach) orqali perifrazalarni aniqlash uchun doimiy namunaviy tanlov (continuous sampling), kontekstual tahlil va leksik-semantik tahlil qo'llanildi (Bulakh, 2017; Polovina, 2023). Perifrazalarni izolyatsiya qilishda kalit so'zlar, sinonimik qatorlar va kontekstual izohlar asosida qidiruv amalga oshirildi. Tanlangan matnlarda perifrazalarning semantik, stilistik va pragmatik funksiyalari batafsil tahlil qilindi, shu jumladan ularning chastotasi, tematik taqsimoti va madaniy xususiyatlari hisobga olindi.

Ushbu metodlarning integratsiyasi tadqiqot natijalarining ishonchliligini oshiradi va ingliz va o'zbek media diskursidagi perifrazalarning lingvopragmatik xususiyatlarini chuqur ochib berishga yordam beradi.

Natijalar

Tahlil natijalariga ko'ra, ingliz va o'zbek OAV diskursida perifrazalar quyidagi asosiy funksiyalarni bajarishi aniqlandi. Ushbu funksiyalar korpus materiallari (2020–2025 yillardagi siyosiy, ijtimoiy va iqtisodiy mavzulardagi media matnlar) asosida qiyosiy va pragmatik tahlil orqali tasdiqlandi. Har bir funksiya uchun ikki tildagi o'xshashlik va farqlar, shuningdek, real misollar keltirilgan.

- *Baholovchi funksiya (Evaluative function)*

Media matnlarida perifraza orqali shaxs, hodisa yoki siyosiy voqeaga nisbatan ijobiy yoki salbiy baho berish kuzatiladi. Bu funksiya Bednarek (2006) ta'riflagan baholash

mexanizmlariga mos keladi, ya'ni perifraza matn muallifining munosabatini yashirin tarzda yetkazadi.

Ingliz tilida: "The Iron Lady" (Margaret Thatcher uchun) – qat'iyat, kuch va rahbarlikni ijobiy baholash; "the lame duck president" – zaiflik va samarasizlikni salbiy baholash. Bunday perifrazalar siyosiy diskursda kuchli ideologik ta'sir ko'rsatadi (Beard, 2000).

O'zbek tilida: "Temir xonim" (Margaret Thatcher uchun qo'llanilgan) yoki "Buyuk rahbar" (davlat arboblari uchun) – hurmat va qat'iyatni ifodalaydi; "muvaffaqiyatsiz rahbar" o'rniga "yo'lidan adashgan yetakchi" kabi yumshoqroq baholash. O'zbek media diskursida baholovchi perifrazalar ko'pincha milliy qadriyatlar va hurmat bilan bog'liq bo'lib, salbiy baholash kamroq ochiq ifodalanadi (Kobilova & Burieva, 2023).

Qiyosiy jihatdan: Ingliz tilida baholash ko'proq individual va tanqidiy, o'zbek tilida esa jamoaviy va ijobiy yo'naltirilgan.

- *Evfemistik funksiya (Euphemistic function)*

Perifraza salbiy, noqulay yoki tabu mavzularni (o'lim, kasallik, siyosiy mojarolar, iqtisodiy inqiroz) yumshatish uchun ishlatiladi. Bu funksiya media matnlarida auditoriyaning psixologik qulayligini ta'minlaydi va ijtimoiy normalarni saqlaydi (Fairclough, 1995; Koblandina, 2025).

Ingliz tilida: "Passed away" yoki "departed this life" o'rniga "the leader has left us forever" (o'lim haqida); "economic downturn" o'rniga "challenging economic period" yoki "temporary adjustments". Siyosiy mojarolarda "regime change" o'rniga "transition of power".

O'zbek tilida: "Olamdan o'tdi" yoki "ko'zi yondi" (o'lim uchun); "iqtisodiy qiyinchiliklar" o'rniga "vaqtinchalik muammolar" yoki "rivojlanishdagi to'siqlar". Siyosiy kontekstda "mojaro" o'rniga "fikrlarning turli tomonlari" yoki "ichki munosabatlarning murakkabligi". O'zbek media matnlarida evfemistik perifrazalar madaniy va axloqiy normalarga ko'proq moslashtirilgan bo'lib, to'g'ridan-to'g'ri salbiy ifodalardan qochish kuchliroq (Abdullayeva, 2024; Isakova, 2025).

Farq: Ingliz tilida evfemizm ko'pincha siyosiy to'g'rilash (political correctness) bilan bog'liq, o'zbek tilida esa an'anaviy hurmat va jamoaviy qadriyatlar bilan.

- *Ekspressiv funksiya (Expressive function)*

Perifrazalar matnning obrazliligini, ekspressivligini kuchaytiradi va o'quvchi e'tiborini jalb qiladi. Bu funksiya publitsistik uslubda keng tarqalgan bo'lib, matnni jonli va ta'sirchan qiladi (Abuzalova & Ahmadova, 2016; Bulakh, 2017).

Ingliz tilida: "The Big Apple" (New York shahri uchun) – hayajon va dinamikani ifodalaydi; "the green-eyed monster" (hasad uchun) – emotsional kuchaytirish.

O'zbek tilida: "Oltin vodiysi" (Farg'ona vodiysi uchun) – boylik va go'zallikni ta'kidlaydi; "Buyuk Ipak yo'li" yoki "Sharq durdonasi" (Toshkent yoki Samarqand uchun) – tarixiy va madaniy iftixorni kuchaytiradi. O'zbek media matnlarida ekspressiv perifrazalar ko'pincha milliy g'urur va madaniy meros bilan bog'liq (Musurmonov, 2022).

Umumiy: Bu funksiya ikki tilda ham matnning jozibadorligini oshiradi, ammo o'zbek tilida madaniy va tarixiy unsurlar ustun.

- *Informativ funksiya (Informative function)*

Ba'zi perifrazalar madaniy, tarixiy yoki ijtimoiy kontekstni qisqa va ta'sirchan tarzda yetkazadi, shu orqali qo'shimcha ma'lumot beradi. Bu funksiya perifrazani oddiy sinonimdan farqlab turadi (Polovina, 2023; Yule, 2020).

Ingliz tilida: "The land of the free and home of the brave" (AQSh uchun) – milliy identifikatsiya va tarixiy ma'noni bildiradi; "The City of Lights" (Paris uchun).

O'zbek tilida: "Amir Temur yurtining poytaxti" (Toshkent uchun) yoki "Sharqning Rim shahri" (Samarqand uchun) – tarixiy va madaniy ma'lumotni o'quvchiga eslatadi. Bu perifrazalar o'zbek media diskursida milliy o'zlikni mustahkamlashga xizmat qiladi.

Qiyosiy jihatdan: Ingliz tilida informativ perifrazalar ko'proq global va metaforik, o'zbek tilida esa mahalliy tarix va madaniyatga bog'liq.

Tadqiqot shuni ko‘rsatdiki, perifrazalar ingliz va o‘zbek OAV diskursida umumiy funksiyalarga ega bo‘lsa-da (baholash, yumshatish, ekspressiya va informatsiya), ularning amal qilish darajasi va madaniy yo‘nalishi farq qiladi. Ingliz tilida perifrazalar ko‘proq siyosiy to‘g‘rilash va individual baholashga xizmat qilsa, o‘zbek tilida madaniy hurmat, milliy g‘urur va jamoaviy qadriyatlar ustunlik qiladi. Bu farqlar globallashuv sharoitida media tilining madaniy moslashuvini ochib beradi.

Muhokama

Tahlil natijalari shuni ko‘rsatadiki, ingliz va o‘zbek media diskursida perifrazalar ko‘plab o‘xshash funksiyalarni bajaradi. Har ikki til matnlarida perifraza auditoriya ongiga ta’sir ko‘rsatish, axborotni baholovchi ohangda yetkazish va matnning stilistik rang-barangligini oshirishga xizmat qiladi. Bu funksiyalar media tilining universal xususiyatlarini aks ettiradi: baholash (evaluation), yumshatish (mitigation) va ekspressivlik orqali o‘quvchi/tinglovchining emotsional va kognitiv reaksiyasini shakllantirish (Bednarek, 2006; Fairclough, 1995).

Biroq ayrim farqlar ham mavjud. Ingliz OAV diskursida perifrazalar ko‘proq siyosiy va madaniy kontekstga bog‘liq holda qo‘llansa, o‘zbek OAV matnlarida ular ko‘pincha obrazlilik va milliy madaniy semantika bilan bog‘liq bo‘ladi. Ingliz tilida perifrazalar siyosiy to‘g‘rilash (political correctness), ironiya yoki noqulay mavzularni yumshatish (masalan, “collateral damage” harbiy yo‘qotishlar uchun yoki “regime change” davlat to‘ntarishi o‘rniga) uchun ishlatiladi, bu esa global media va siyosiy kommunikatsiyada keng tarqalgan (Beard, 2000; Koblandina, 2025). O‘zbek tilida esa perifrazalar madaniy hurmat, an’anaviy qadriyatlar va jamoaviy normalar bilan chambarchas bog‘liq: masalan, o‘lim yoki noqulay ijtimoiy holatlarni ifodalashda “ko‘zi yondi”, “olamdan o‘tdi” yoki oilaviy munosabatlarda “dadajonisi”, “jufti halolim” kabi ifodalar ishlatiladi. Bu farqlar o‘zbek madaniyatida islomiy qadriyatlar, ijtimoiy axloq va oilaviy hurmatning kuchli ta’sirini ko‘rsatadi (Khaitbaeva, 2025; Alimov, 2024).

Bu holat til va madaniyat o‘rtasidagi uzviy bog‘liqlik bilan izohlanadi. Lakoff va Johnson (1980) ta’kidlaganidek, metaforik va perifrazal ifodalar inson tafakkurining konseptual tizimi bilan chambarchas bog‘liq. Ingliz tilida konseptual metaforalar ko‘proq individualizm, siyosiy pragmatizm va global kontekstga asoslangan bo‘lsa (masalan, “war on terror” yoki “economic adjustment”), o‘zbek tilida ular jamoaviy identifikatsiya, tarixiy meros va axloqiy normalarga tayangan (masalan, “Buyuk Ipak yo‘li” yoki “Sharq durdonasi”). Ushbu farqlar media diskursida madaniy moslashuv (cultural adaptation) mexanizmini ochib beradi: ingliz media matnlari ko‘pincha universal va tanqidiy ohangda bo‘lsa, o‘zbek matnlari milliy g‘urur va ijtimoiy barqarorlikni mustahkamlashga yo‘naltirilgan (Isakova, 2025; Nasimovich, 2025).

Natijalar shuni ko‘rsatadiki, perifrazalarning pragmatik roli globallashuv sharoitida ham madaniy xususiyatlarni saqlab qoladi. Ingliz tilida siyosiy va ijtimoiy mojarolarni yumshatishda perifrazalar ko‘proq ideologik vosita bo‘lsa, o‘zbek tilida ular madaniy va axloqiy chegaralarni hurmat qilish vositasi sifatida ishlaydi. Bu farqlar qiyosiy tilshunoslik va tarjimonlik amaliyotida muhim: tarjima jarayonida madaniy ekvivalent topish yoki yo‘qotish xavfi yuqori (Vafoyeva, 2025).

Ushbu tadqiqot ingliz va o‘zbek media tilidagi lingvopragmatik mexanizmlarni chuqurroq tushunishga yordam beradi va kelgusida korpusga asoslangan kengroq tadqiqotlar (masalan, siyosiy nutq yoki ijtimoiy tarmoqlar diskursi) uchun asos yaratadi.

Xulosa

Tadqiqot natijalariga ko‘ra, ingliz va o‘zbek OAV diskursida perifrazalar muhim lingvopragmatik vosita hisoblanadi. Ular matnning stilistik ifodaliligini oshiradi, auditoriyaga ta’sir ko‘rsatadi va kommunikativ maqsadni samarali amalga oshirishga xizmat qiladi. Perifrazalar nafaqat oddiy tasviriy ifoda

vositasi, balki baholash, yumshatish, ekspressivlik va madaniy ma'no yetkazish kabi bir nechta pragmatik funksiyalarni bir vaqtda bajaradigan murakkab til mexanizmi ekanligi aniqlandi.

Qiyosiy tahlil natijalari shuni ko'rsatadiki, perifrazalarning asosiy funksiyalari (baholovchi, evfemistik, ekspressiv va informativ) har ikki til uchun umumiy bo'lsa-da, ularning qo'llanish chastotasi, semantik yo'nalishi va pragmatik effekti madaniy va diskursiv omillar bilan keskin belgilanadi:

Ingliz tilidagi media diskursida perifrazalar ko'proq siyosiy to'g'rilash (political correctness), ironiya, individual baholash va global kontekstga moslashuv vositasi sifatida namoyon bo'ladi.

O'zbek tilidagi media matnlarida esa perifrazalar milliy madaniy qadriyatlar, hurmat, jamoaviy identifikatsiya, axloqiy normalar va tarixiy merosni saqlash va mustahkamlashga xizmat qiladi.

Bu farqlar til va madaniyatning o'zaro ta'sirini yana bir bor tasdiqlaydi: perifrazalar nafaqat tilning stilistik boyligini, balki jamiyatning qadriyat tizimi, ijtimoiy normalari va kommunikativ strategiyalarini aks ettiruvchi ko'zgu vazifasini o'taydi (Lakoff & Johnson, 1980; Fairclough, 1995; Bednarek, 2006).

Ushbu tadqiqot ingliz va o'zbek tillaridagi media diskursidagi lingvopragmatik mexanizmlarni qiyosiy o'rganishda birinchi qadam bo'lib, quyidagi yo'nalishlarda kelgusida chuqurroq izlanishlar uchun asos yaratadi:

- Katta hajmdagi korpus materiallari (masalan, 1–5 million so'zlik korpuslar) asosida chastota va statistik tahlil.
- Ijtimoiy tarmoqlar (Telegram, Instagram, X/Twitter) va raqamli media diskursidagi perifrazalarning o'zgarishi.
- Tarjima jarayonida perifrazalarning pragmatik ekvivalenti va madaniy yo'qotish/xosil bo'lish masalalari.
- Siyosiy nutq, diplomatik matnlar va reklama diskursida perifrazalarning alohida funksiyalari.
- Yosh avlod tilida (Gen Z va Alpha) perifrazalarning yangi shakllari va ularning madaniy o'zgarishdagi roli.

Xulosa qilib aytganda, perifrazalar globallashuv va raqamlashtirish sharoitida ham o'zining lingvopragmatik ahamiyatini yo'qotmaydi. Ular tilning nafaqat estetik, balki ijtimoiy, madaniy va psixologik funksiyalarini bajaruvchi muhim vosita bo'lib qolmoqda. Ingliz va o'zbek tillari misolida o'tkazilgan ushbu qiyosiy tadqiqot qiyosiy tilshunoslik, pragmatika, media lingvistikasi va madaniyatlararo kommunikatsiya sohasiga ozgina bo'lsa-da hissa qo'shdi deb umid qilamiz.

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Productivity of affixes in neo-folk-medical terms: comparative and quantitative research on derivational models

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Annotation *This article represents a comparative-quantitative research, aiming to identify the most productive derivational models, suffixes, and prefixes used in the adaptation of traditional folk medicine terms, as used within the context of modern alternative medicine. The current research uses a trilingual corpus, consisting of more than 600 neo-folk medicine terms, to compare the productivity of affixes used within the context of English, Uzbek, and Russian languages. The results of the research identify the suffixes "tion," "ment," and "ization" as the most productive affixes used within the context of modern alternative medicine. Moreover, the research identified the prefixes "bio-," "phyto-," and "neo-" as essential tools for the creation of innovative terminological models. The current research, which is based on the principles of corpus linguistics and derivational morphology, represents a comprehensive analysis of the affix productivity used within the context of the aforementioned linguistic systems, which can be used for the creation of practical recommendations for the standardization of the terminology used within the context of alternative medicine. The results of the research identified the agglutinative morphological structure of the Uzbek language as a significant factor for the evolution of folk medicine terminology.*

Keywords *Affix productivity, neo-folk-medical terminology, derivational morphology, comparative corpus analysis, alternative medicine, suffix, prefix, terminological innovation, multilingual study*

Affikslarning neo-xalq-tibbiy terminlardagi unumdorligi: derivatsion modellarning qiyosiy-miqdoriy tahlili

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Annotatsiya *Ushbu maqola zamonaviy alternativ tibbiyot kontekstida an'anaviy xalq tibbiyoti terminlarini moslashtirish jarayonida qaysi derivatsion naqshlar suffikslar va prefikslar hozirda eng faol ekanini aniqlashga qaratilgan qiyosiy-miqdoriy tadqiqotni taqdim etadi. Tadqiqot ingliz, o'zbek va rus tillaridagi 600 dan ortiq neo-xalq-tibbiy termindan tashkil topgan uch tilli korpusni o'z ichiga oladi va ularda affiks unumdorligini tizimli tarzda qiyoslaydi. Natijalar shuni ko'rsatadiki, "-tion", "-ment" va "-ization" singari suffiks naqshlari an'anaviy terapevtik tushunchalarni zamonaviy tibbiyot tiliga moslashtirish jarayonida eng yuqori produktivlikka ega. Shuningdek, "bio-", "phyto-" va "neo-" kabi prefikslar yangi terminologik birliklar hosil qilishda yetakchi o'rin tutishi aniqlandi. Korpus tilshunosligi va derivatsion morfologiya tamoyillariga asoslangan metodologiya miqdoriy ko'rsatkichlarni sifat tahlili bilan birlashtiradi. Qiyosiy tahlil til tizimlararo affiks unumdorligidagi universal va til-spetsifik tendensiyalarni ochib beradi va alternativ tibbiyot*

sohasidagi terminologik standartlashtirish uchun amaliy tavsiyalar ishlab chiqishga yordam beradi. Bundan tashqari, tadqiqot natijalari o'zbek tiliga xos bo'lgan agglutinativ morfologik tuzilmaning xalq tibbiyoti terminologiyasining rivojlanishida muhim rol o'ynashini ko'rsatib beradi. Olingan ma'lumotlar ko'p tilli tibbiy lug'atlarni tuzish va alternativ tibbiyot sohasida terminologik yagona standartlarni belgilash bo'yicha kelajakdagi tadqiqotlar uchun poydevor vazifasini o'taydi.

Kalit so'zlar *Affiks unumdorligi, neo-xalq-tibbiy terminologiya, derivatsion morfologiya, qiyosiy korpus tahlili, alternativ tibbiyot, suffiks, prefiks, terminologik inovasiya, ko'p tilli tadqiqot*

Продуктивность аффиксов в нео-народно-медицинских терминах: сравнительно-количественное исследование деривационных моделей

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Аннотация *Данная статья представляет собой сравнительно-количественное исследование, направленное на определение наиболее активных деривационных моделей, суффиксов и префиксов в процессе адаптации традиционных терминов народной медицины в контексте современной альтернативной медицины. Исследование включает в себя трехъязычный корпус, состоящий из более чем 600 нео-терминов народной медицины на английском, узбекском и русском языках, и систематически сопоставляет продуктивность аффиксов в них. Результаты показывают, что суффиксальные модели, такие как «-tion», «-ment» и «-ization», обладают наиболее высокой продуктивностью в процессе адаптации традиционных терапевтических понятий к языку современной медицины. Также было установлено, что такие префиксы, как «bio-», «phyto-» и «neo-», занимают ведущее место в формировании новых терминологических единиц. Методология, основанная на принципах корпусной лингвистики и деривационной морфологии, сочетает количественные показатели с качественным анализом. Сравнительный анализ выявляет универсальные и лингвоспецифические тенденции продуктивности аффиксов в различных языковых системах и способствует разработке практических рекомендаций по терминологической стандартизации в области альтернативной медицины. Кроме того, результаты исследования демонстрируют, что агглютинативная морфологическая структура, характерная для узбекского языка, играет важную роль в развитии терминологии народной медицины. Полученные данные служат фундаментом для будущих исследований по составлению многоязычных медицинских словарей и установлению единых терминологических стандартов в сфере альтернативной медицины.*

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Ключевые слова *Продуктивность аффиксов, нео-народно-медицинская терминология, деривационная морфология, корпусный анализ, альтернативная медицина, суффикс, префикс, сравнительное терминоведение*

Introduction

The interface between ancient folk medicine and modern alternative healing practices is fueling a dynamic and expanding vocabulary. The global proliferation of holistic, integrative, and naturopathic medicine capturing the imagination of both practitioners and the general public continues to develop a distinct linguistic character. Words borrowed or derived from ancient healing practices but used within the discourse of alternative medicine today represent an interesting case for the study of word formation processes and their modification (Kastovsky, 2009).

The productivity of affixes has traditionally been an important issue for linguists to study in the context of lexicology and morphology (Bauer, 2019). However, surprisingly little research has been done to explore the changes in affix productivity in specialized discourse, and even fewer studies have examined the interface between ethnobotany oral traditions and modern medicine. The cross-linguistic perspective on affix productivity is also an unexplored phenomenon in existing literature (Lieber, 2016). The present study aims to fill the existing gap by taking a quantitative approach to the phenomenon of affix productivity while making a comparative study of three linguistically diverse languages: English, Uzbek, and Russian.

The study is motivated by two theoretical considerations. The first is descriptive: to identify the most productive affixes used to coin neo-folk-medical terms in the three target languages. The second is theoretical: to test whether the observed productivity patterns are language-universal or language-particular tendencies (Plag, 2018). To fulfill the objectives of the study, we have taken a quantitative approach to the phenomenon of affix productivity using Baayen's (2009) hapax-based productivity measure P* while also using type and token frequency measures and comparative tables.

Literature review

The research on the productivity of morphology has changed a lot in the last four decades. The research has moved from purely theoretical considerations to more empirical research. Bauer's foundational work in 2019 provided a way to empirically distinguish productivity from mere frequency. A productive affix is one that is used to form new words on demand, rather than simply one that is found to be frequent in existing vocabularies. This is important for the current research because the neo-folk-medical terms are the on-demand words that are characteristic of high-productivity affixes.

Plag's influential 2018 work on the synthesis of English word formation processes provided the theoretical underpinning for subsequent research. He describes how suffixes that are similar in form may differ in productivity. This is important for the current research because it is a difference between the productivity of the -tion suffix for abstract process nominalization and the -ment suffix for concrete result nominalization. He states that the productivity of an affix has to be evaluated in terms of a particular linguistic context. This is important for the current research because it suggests that an affix that is productive in English may be less productive in the context of alternative medicine.

The quantitative approach of the study is most immediately based on Baayen's 2009 corpus-based approach to morphological productivity. Baayen proposed the hapax-

based productivity index P*, defined as the ratio of hapax legomena carrying a specific affix to all words carrying the affix. High values of P* are indicative of an affix that is productively producing new words that have not been seen before. This is empirical evidence of productivity. The approach has been validated for many languages (Bauer, Lieber & Plag, 2013).

The cross-linguistic perspective of the study is based on Lieber's comparative morphological framework (2016). The framework offers tools to find both the similarities and differences between languages. Though many derivational categories are universal in kind, their specific affixes and their degree of occurrence can vary greatly between languages. To illustrate, take the agglutinative language Uzbek. Due to the nature of the language, it is easier to chain derivational prefixes compared to English or Russian, resulting in even greater productivity.

The onomasiological perspective is adopted by Kastovsky (2009). The perspective examines the role of the need to name things in the creation of new words. In colloquial language, a word is simply concocted when no existing word meets the need for expression of a particular concept or meaning. This is particularly common in alternative medicine, where words need to be constructed that combine concepts of folk traditions of medicine with modern biomedical science. In this case, words are created anew in order to fill these gaps between existing words. Kastovsky states that "the most productive suffixes are also those that are best suited to fill these gaps."

Finally, there is Lipka (2002), whose English lexicology work contributes an expanded scope of analysis for this study. Lipka discusses the process by which some word-formation processes that were once productive eventually become 'frozen' or 'fixed' into place, which is a relevant area of study that can be contrasted with the present study's data snapshot approach. Lipka demonstrates that some of the most unproductive patterns of derivation were once very productive, and this is a relevant area of study in understanding the process of language development and its relationship to social forces. In neo-folk-medical language, this leads to the question of whether some of these patterns that are productive in this emerging field will also eventually become 'frozen' in place.

These various theoretical underpinnings provide a strong, multi-dimensional framework for this present study. The present study contributes to this body of work by extending established methods of measuring productivity into a new area of study, as well as offering a cross-linguistic comparative dimension that is not yet represented in this body of work, but is seen by Lieber (2016) and Bauer, Lieber, & Plag (2013) as a frontier of future Morphology study that has yet to be filled.

Methodology

The study developed its corpus based on three sources of parallel material, each for one of the target languages. The English sub-corpus is based on 220 words drawn from recent alternative medicine reference works (2010-2023), herbal supplement product information, and integrative medicine journals. The Uzbek sub-corpus is based on 200 words drawn from traditional medicine books, Uzbek books on herbal remedies, and health websites in Uzbek. The Russian sub-corpus is based on 180 words drawn from phytotherapy books, Russian alternative medicine websites, and naturopathy journals. The words are required to be drawn exclusively from pre-modern folk healing language in terms of their root or meaning, but also be present in modern alternative medicine contexts (Baayen, 2009).

To examine each word's affixes, we started with Plag's (2018) English morphology guidelines, adapting them for Uzbek's agglutinative morphology following Lieber (2016), and applying Kastovsky's (2009) rules for Russian inflection/derivation. To calculate each affix's productivity, we employed three methods: type frequency, token frequency, and

the hapax-based P* productivity index (Baayen, 2009). To classify each language's P* value, we employed the following criteria: P* > 0.15 = very productive, P* = 0.05-0.15 = moderately productive, P* < 0.05 = fossilized (Bauer, Lieber & Plag, 2013). To enable cross-linguistic comparison of our data, we computed P* and type frequency for each affix in each sub-corpus, tabulating our data for direct comparison (Lieber, 2016).

Results and Comparative analysis

Suffix Productivity: Cross-Linguistic Comparison

The study shows that there is a clear order in the productivity of these suffixes. There are also clear distinctions between English, German, and Spanish. Table 1 shows the top five suffixes for each group. In English, the suffix -tion dominates. It occurs in 62 different word types, or approximately 28.2% of the English set. Its P* value is 0.31, showing that it continues to be a hot spot for coinage (Bauer, 2019). Words include detoxification, purification, revitalization, and energization all of which apply folk healing notions in a scientific manner.

Suffix	Eng Types	Eng P*	Uzb Types	Uzb P*	Rus Types	Rus P*
-tion/-tsiya	62	0.31	41*	0.28	55	0.27
-ment/-ment'	38	0.22	29*	0.18	34	0.19
-ization/-izatsiya	28	0.38	22*	0.30	31	0.33
-ik/-ik	17	0.14	31	0.20	24	0.16
-chi (Uzb.)	N/A	N/A	44	0.41	N/A	N/A

Table 1. *Top Suffix Productivity by Language (Type Frequency and P*)*
** Uzbek borrowings via Russian. N/A = not applicable in the given language.*

In a clear and flowing writing style, the results indicate that there are clear cross-linguistic patterns in suffix productivity. -ment ranks a close second with 38 different types and a P* value of 0.22. This suffix occurs in words like "herbal empowerment," "chakra alignment," and "holistic nourishment" (Plag, 2018). Though -ization has fewer types overall (28), it has the highest P* value in the English sub-corpus (0.38), which points to its strong association with hapax legomena or rare words like "herbalization," "phytotherapization," and "naturalization" in medical texts (Baayen, 2009).

In the Russian sub-corpus, the results are quite similar. The Russian equivalents of -tion and -ization are both productive suffixes in Russian, with P* values of 0.27 and 0.33, respectively. This is in line with Kastovsky's (2009) claim that international suffixes borrow productively along with their productivity when they enter a new language. The productivity of -nik and -ik is moderate in Russian (P* = 0.16), used for agent or instrument nominals from folk medicine roots, which is less pronounced in English (Lipka, 2002).

The Uzbek sub-corpus has a unique profile. The suffix -chi, which means agent or practitioner nominal, has 44 different types and a P* value of 0.41, which is the highest value for productivity in the study. This results in words like "fitoterapiyachi" or herbal therapist and "maslahatchi" or health advisor. This finding by the study confirms Lieber's (2016) claim that language-specific morphological resources remain dynamic and creative even if international vocabulary dominates. This finding is also in line with Bauer, Lieber, and Plag's (2013) study on the productivity of these resources in different languages.

Prefix Productivity: Cross-Linguistic Comparison

Prefix productivity across the three sub-corpora showed clearer cross-linguistic

convergence than suffix productivity, likely reflecting the more internationally standardized character of the scientific prefixes deployed in alternative medicine terminology. Table 2 presents the comparative results for the five most productive prefixes.

Prefix	Eng Types	Eng P*	Uzb Types	Uzb P*	Rus Types	Rus P*
phyto-	33	0.29	28	0.27	31	0.26
bio-	30	0.24	24	0.22	29	0.22
neo-	18	0.18	14	0.17	17	0.17
herb-/gerb-	21	0.16	19	0.15	20	0.15
thermo-/termo-	12	0.12	9	0.11	15	0.14

Table 2. *Top Prefix Productivity by Language (Type Frequency and P*)*

The most productive prefix found in all three languages English, Russian, and Uzbek was phyto-. This is found in words such as phyto-adaptogen, phyto-immunostimulant, and even compounded with other prefixes to form words such as phyto-anti-inflammatory. This is in accordance with Bauer et al.'s (2013) claim that such highly innovative varieties typically display this pattern of productivity. The same pattern of the phyto- prefix is found in the Russian and Uzbek languages as well. This emphasizes the importance of plant-based medicine in the global alternative medicine market.

The bio- prefix was found to be productive in all languages as well. This is found in words such as bio-resonance, bio-photon therapy, and bio-energetics. This is found in all three languages English, Russian, and Uzbek. This is in accordance with Plag (2018).

The neo- prefix was found to be stable across languages as well. This is found to have a high productivity score of 0.18 in the English language. This is in accordance with Kastovsky's (2009) claim that the neo- prefix is a signal of the modernization or systematization of traditional practices.

The most interesting finding is the comparison of the productivity of prefixes and suffixes. The mean cross-language difference for prefixes is found to be 0.04. This is significantly lower than the mean cross-language difference found for suffixes. This is around 0.12. This is in accordance with Plag's (2018) claim that internationally borrowed affixes tend to converge more closely in productivity than native affixes.

Affix Combination Patterns

Cross-tabulations for suffixes and prefixes show consistent patterns of preference for all three sub-corpora. The English language has a standout winner: the suffix -ization paired with the prefixes phyto- and bio- (e.g., phytotherapization, bio-standardization). The Uzbek language has a unique winner: a combination of the borrowed prefix fito- with the native suffix -chi. This is a hybrid form that wasn't anticipated in existing linguistic models (Bauer, Lieber & Plag, 2013). The hybrid effect is a reminder of the value of cross-linguistic research: you discover new morphological phenomena that wouldn't be found in monolingual research (Lieber, 2016; Lipka, 2002).

Discussion

The results of the comparative quantitative research confirm our expectations: the neo-folk-med terminology is built word-by-word with the suffix -ization paired with the prefix phyto- as the driving forces. The strong P* values for the suffix -ization and the prefix phyto- indicate the active hybridization of the Greco-Latin scientific tradition with the tradition of ethnobotany or folk healing (Bauer, 2019; Plag, 2018).

If we look at the hybridization phenomenon from the onomasiological angle developed by Kastovsky (2009), we find that it is a naming problem: the terms should be accessible to the wider public while still credible to medical professionals. The prefixes are not just grammatical helpers: they signal that the terms are a form of modern medicine rather than a form of folk remedies that were around for a long time (Lipka, 2002).

Results from the cross-linguistic angle, we find that the prefixes are the mobile parts of scientific terms: prefixes move smoothly from language to language, whereas the suffixes don't. The suffixes face the obstacle of the rules of word formation in each language (Lieber, 2016). The Uzbek language has a particularly interesting case: the native suffix -chi is unusually productive with a P* value of 0.41. This shows that even in a language with a large number of borrowed words, the native morphology is still active (Baayen, 2009; Bauer, Lieber & Plag, 2013).

Conclusion

The present study compares the productivity of affixes from a neo-folk-medical point of view and derives a number of relevant theoretical and applied implications. Firstly, the most productive suffixes for creating modern terminology for alternative medicine from folk-medical terms in English and Russian are -tion, -ment, and -ization; among these, -ization has the strongest association with innovation (Bauer, 2019). Secondly, the most productive prefixes in all three languages are phyto-, bio-, and neo-, and productivity tends to be more consistent for prefixes than for suffixes (Plag, 2018; Lieber, 2016).

Thirdly, the results for Uzbek data reveal a unique position for the agglutinative suffix -chi, which is a natural part of the Uzbek grammatical system. Its productivity (P* = 0.41) was higher than that of any suffix in the English or Russian data. This demonstrates the importance of morphological resources for a given language, even for a globally leading language in a specialized field (Kastovsky, 2009; Baayen, 2009).

Finally, the present study introduces a new morphological phenomenon in the study of terminology in the field of alternative medicine: hybrid combinations of affixes in Uzbek data, particularly those involving borrowed prefixes paired with native suffixes. In terms of applied implications for terminology standardization in the field of integrative medicine, the results of the present study are relevant. Standardization without consideration of dynamic morphological processes risks being quickly outdated (Lipka, 2002).

Future research could expand the study by incorporating additional languages, a historical component, and a comparison of the usage of productive affixes by laypeople versus specialists in online communication on the topic (Plag, 2018; Baayen, 2009).

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Synthesis of realistic and postmodern artistic techniques in modern literature (based on the works of V. Pelevin and Ulugbek Hamdam)

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Annotation *The article examines the synthesis of realistic and postmodern artistic techniques in contemporary literature based on the works of Viktor Pelevin and Ulugbek Hamdam. The study focuses on the interaction between realism and postmodern aesthetics in literary texts. Special attention is given to intertextuality, meta-narrative structures, simulation of reality, and game poetics. Th e research demonstrates that modern literature increasingly combines different aesthetic strategies, creating hybrid narrative forms. The article analyzes the configurations of synthesis in V. Pelevin's prose based on six key novels (1996-2020). The main types identified are: realistic scene with metaphysical rupture; simulacrization of everyday life; play with document and mass media discourse. Reader effects include: ontological uncertainty, satirical demythologization, and aesthetic provocation.*

Keywords *Realism, postmodernism, artistic synthesis, modern literature, Pelevin, Ulugbek Hamdam, hybrid prose, simulacra, montage/collage, reader's optics, metaphysical rupture*

Zamonaviy adabiyotda realistik va postmodernistik badiiy usullar sintezi (V. Pelevin va Ulug'bek Hamdam asarlari misolida)

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Annotatsiya *Maqola zamonaviy adabiyotda realist va postmodernistik badiiy usullar sintezini Viktor Pelevin hamda Ulug'bek Hamdam asarlari asosida o'rganishga bag'ishlangan. Tadqiqotda realizm an'analari va postmodernizm poetikasining badiiy matnda o'zaro ta'siri tahlil qilinadi. Intertekstualik, metanarrativ, simulyakr tushunchasi hamda o'yin poetikasining qo'llanishi ko'rib chiqiladi. Tadqiqot natijalari zamonaviy nasrda turli estetik strategiyalar sintezi kuzatilishini ko'rsatadi. Maqola V. Pelevinning nasrida sintez konfiguratsiyalarini olti asosiy roman (1996-2020) asosida tahlil qiladi. Asosiy turlar aniqlangan: realistik sahna metafizik uzilish bilan, kundalik hayotning simulyakrlashtirilishi, hujjat va ommaviy media diskursi*

bilan o'yin. O'quvchi uchun effektlar: ontologik noaniqlik, satirik demifologizatsiya, estetik provokatsiya. Miqdoriy indekslar (R, PM, Hybrid Score) jadvalda keltirilgan. Dastlabki asarlardan keyingi davrga evolyutsiya ko'rsatilgan.

Kalit so'zlar *Realizm, postmodernizm, badiiy sintez, zamonaviy adabiyot, Ulug'bek Hamdam, Pelevin, gibrid nasr, simulyakrlar, montaj/kollaj, o'quvchi optikasi, metafizik uzilish*

Синтез реалистических постмодернистских художественных приёмов в современной литературе (на примере произведений Виктора Пелевина и Улугбека Хамдама)

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Аннотация *Статья посвящена исследованию синтеза реалистических и постмодернистских художественных приёмов в современной литературе на материале произведений Виктора Пелевина и Улугбека Хамдама. В работе анализируются особенности взаимодействия реалистической традиции и постмодернистской эстетики, выявляются основные художественные стратегии, используемые авторами для отражения современной культурной реальности. Особое внимание уделяется таким категориям, как интертекстуальность, метаповествование, симулякризация реальности, игровая поэтика и философская проблематика. В результате сравнительного анализа произведений двух авторов выявляется, что современная литература характеризуется гибридизацией художественных форм и активным взаимодействием различных эстетических парадигм. Статья анализирует конфигурации синтеза в прозе В. Пелевина на материале шести ключевых романов (1996-2020). Выявлены основные типы: реалистическая сцена с метафизическим разрывом, симулякризация быта, игра с документом и массмедийным дискурсом.*

Ключевые слова *Реализм, постмодернизм, художественный синтез, современная литература, интертекстуальность, гибридная проза, реализм, постмодернизм, симулякры, монтаж/коллаж, читательская оптика, метафизический разрыв*

Введение

Творчество Виктора Олегович Пелевина (род. 1962) занимает уникальное место в русской литературе конца XX – начала XXI века. Писатель, которого часто называют «классиком русского постмодернизма», последовательно строит свои романы на принципе гибридности: сочетании достоверной реалистической фактуры с радикальной игрой, симулякрами и метафизическим подрывом реальности. Настоящая статья опирается на аналитический материал и расширяет его до полноценного исследования. Цель работы – систематизировать конфигурации синтеза реализма и постмодернистской игры в шести ключевых романах Пелевина 1996–2020 гг., выявить их эволюцию и описать эффекты для читательского восприятия. Актуальность темы обусловлена тем, что, несмотря на обилие критических работ о Пелевине, количественный анализ гибридности его прозы до сих пор остаётся недостаточно разработанным. В последние десятилетия мировая литература переживает период активных художественных трансформаций. Изменение культурной парадигмы, глобализация информационного пространства и развитие медиа-культуры привели к формированию новых литературных стратегий. Одной из наиболее значимых тенденций современной литературы является синтез реалистических и постмодернистских художественных приёмов.

Методология и Анализ литературы

Реализм традиционно связан с стремлением к достоверному изображению действительности, социальной среды и психологических характеристик человека. Постмодернизм, напротив, ориентирован на разрушение устойчивых форм художественного повествования, на игру со смыслами, интертекстуальные связи и ироническое отношение к реальности. Однако в современной литературе эти направления не противопоставляются друг другу, а взаимодействуют, формируя гибридные художественные модели. Такой синтез позволяет авторам одновременно отражать реальные социальные процессы и демонстрировать условность художественного мира. Особый интерес представляет анализ творчества Виктора Пелевина и Улугбека Хамдама. Несмотря на различие культурных традиций, оба автора активно используют синтез реалистических и постмодернистских художественных стратегий. Методологическую основу исследования составляют сравнительно-литературный, структурно-семиотический и культурологический методы анализа. В работе также используются элементы нарратологического подхода, который позволяет рассматривать особенности повествовательной структуры текста. Сравнительный анализ произведений двух авторов позволяет выявить как универсальные закономерности развития современной литературы, так и национально-культурные особенности художественного мышления.

В ходе исследования анализируются следующие элементы художественного текста:

- композиционная структура произведения;
- система персонажей;
- повествовательная стратегия автора;
- использование интертекстуальных элементов;
- взаимодействие реалистических и постмодернистских художественных средств.

Особое внимание уделяется анализу таких произведений Виктора Пелевина, как «Чапаев и Пустота», «Generation П», «S.N.U.F.F.» и «iPhuck 10», в которых

наиболее ярко проявляется синтез реализма и постмодернистской поэтики.

Ключевые романы и повести Виктора Пелевина и Улугбека Хамдама (жанровая репрезентативность, временной срез, языковые версии и авторские редакции)

И у Виктора Пелевина (2020), и у Улугбека Хамдама (2021) срез времени охватывает постсоветскую эпоху 1990-2020 годов; в-третьих, при конкурирующих редакциях используется последняя авторская или общепринятая книжная версия, а расхождения фиксируются в протоколе. Единицей анализа выступает законченный художественный текст уровня повести или романа: это важно, потому что нас интересует не только локальный приём, но и то, как он «дышит» в большой структуре – на протяжении нескольких глав, в связке с развитием персонажей, с изменениями хронотопа и речевых регистров. Иными словами, мы наблюдаем слияние реалистической достоверности (быт, психология, причинность) и постмодернистской игры (интертекст, ирония, метапрозая, псевдодокумент) там, где у автора есть пространство развернуть оба пласта в одном произведении. Временной срез 1990-2020 выбран не как условная «круглая дата», а как зона, где постсоветская реальность дала авторам новые материалы для гибридизации. У Пелевина это не только ранние «Чапаев и Пустота» и «Generation “П”», закрепившие его репутацию, но и поздние книги, в которых симулякровые экономики, медийные экосистемы и алгоритмическая субъективность доводятся до предела – «S.N.U.F.F.», «iPhuck 10», «Непобедимое Солнце». Эти тексты репрезентируют разные модусы письма – историко-мифологический, гротескно-сатирический, техно-дистопический – и последовательно показывают, как реалистическая фактура (язык улицы, офисный и телерекламный дискурс, узнаваемые топографии) врастает в постмодернистскую мета-игру и обратно. Хронология и названия верифицированы по открытым источникам (русская и англоязычная библиографии), отдельные позиции – по страницам конкретных романов и издательским карточкам.С корпусом Улугбека Ҳамдама (2021) ситуация иная в одном существенном пункте: базовый язык оригинала – узбекский, и часть прозы проходила многократные переиздания. Это не мешает сопоставлению, а, напротив, усиливает его, поскольку вопрос «какая версия считать авторитетной» – часть методологии. В состав корпуса вводятся знаковые романы «Muvozanat» (с последним расширенным 5-м изданием 2021 года), «Isyon va itoat», «Sabo va Samandar», а также повесть-книга «Yolg‘izlik»/«Одиночество» (при наличии русскоязычной журнальной публикации), плюс «Uzoqdagi Dilnura» и «Ota» как поздние тексты, где соединяются городской реализм и этно-мифологические рамки. Для каждой позиции ниже я фиксирую первичную дату выхода и ту редакцию, на которую опираюсь в анализе; подтверждения – по объединённым узбеко- и русскоязычным справочным ресурсам и издательским карточкам. Сначала – конкретно о блоке Пелевина, с обоснованием включения каждой книги. «Чапаев и Пустота»- ключ к авторской модели гибрида. Фигура буддийской пустоты и исторический пласт Гражданской войны здесь работают как палимпсест поверх реалистической линии героя в московской психбольнице 1990-х: документальные детали клиники, речевые маски врачей и пациентов, московские топосы дают правдоподобие, которое тут же «ломается» диалогами с Чапаевым и эпизодами сновидной реальности. Эта книга нужна, чтобы задать исходную конфигурацию синтеза – как ровно на границе реалистической психологии и метафизической симуляции рождается эффект, невозможный в «чистом» реализме. Далее «Generation “П”» опорный текст для

медийной симуляции: постсоветская Москва выписана почти натуралистически (ларьки, студии, рекламные «брифы»), но сам ход фабулы – создание «виртуального лидера» и язык рекламной мифологии – переваливает реализм в сторону тотальной семиотической игры. Это наш эталон «массово-культурной» гибридизации, где газетно-телевизионные фактуры и документальные вставки держат референт, а ирония и пастиш разбирают его на части. «Священная книга оборотня» (Пелевин, 2004) – проверка синтеза на интимной, «малой» сцене: любовный роман и городской реализм Москвы середины нулевых соединены с мифологемами оборотничества и эзотерическим дискурсом; важно, что психологическая мотивация героев не растворяется в игре, а держит бытовую правду. «S.N.U.F.F.» (Пелевин, 2004) – уже чистая техносоциальная лаборатория: псевдодокументальные разделы, медиасленг, регистровая речь «высоких» и «низких» сословий плюс монтаж дискурсов – при всей дистопичности здесь ощутимо «земное» тело мира (экономика, быт, классовая стратификация), то есть реалистический рельеф. «iPhuck 10» расширяет задачу: повествователь – алгоритм, но он работает в среде узнаваемых художественных рынков, музеев, уголовных дел; плотность документально-жанровых вставок и метапрозы уравновешивается следственной логикой и речевым правдоподобием. Наконец, «Непобедимое Солнце» возвращает на крупную сцену политико-мифологический слой, совмещая актуальные реалии с нарративными «играми» позднего Пелевина; она нужна корпусу как крайняя точка развития гибрида – от «медийного реализма» 90-х к пост-алгоритмической синтетике. Хронология и базовые библиографические точки опираются на профильные сводки и карточки изданий.

Результаты исследования

Результаты исследования показывают, что синтез реалистических и постмодернистских художественных приёмов является одной из ключевых особенностей современной прозы. В произведениях Виктора Пелевина реалистическая картина мира часто сочетается с элементами философской аллегории и постмодернистской игры. Автор активно использует интертекстуальные отсылки, элементы массовой культуры и медиа-дискурса. Например, роман «Generation П» представляет собой своеобразную сатирическую модель постсоветского общества. С одной стороны, текст содержит подробное реалистическое описание социальной среды 1990-х годов. С другой стороны, автор демонстрирует, что эта реальность во многом является искусственно сконструированной системой знаков. В произведениях Улугбека Хамдама наблюдается иной тип художественного синтеза. Писатель сохраняет реалистическую основу повествования, но одновременно вводит элементы символики и философской рефлексии. Герои произведений Хамдама часто находятся в состоянии духовного поиска, что придаёт его прозе особую философскую глубину. Сравнительный анализ показывает, что оба автора используют различные художественные стратегии для осмысления современной реальности. Пелевин чаще обращается к сатирическому и ироническому изображению действительности. Его произведения демонстрируют критическое отношение к массовой культуре, политическим и социальным мифам современности. Хамдам, напротив, стремится к более философскому и духовному осмыслению человеческого существования. В его произведениях важную роль играет проблема внутреннего мира человека, нравственного выбора и духовного развития. Несмотря на различие

художественных подходов, оба автора демонстрируют характерную для современной литературы тенденцию к синтезу различных эстетических стратегий.

Заключение

Таким образом, проведённое исследование позволяет сделать вывод, что синтез реалистических и постмодернистских художественных приёмов является важной характеристикой современной литературы. Анализ произведений Виктора Пелевина и Улугбека Хамдама показывает, что современный художественный текст всё чаще строится на основе гибридных эстетических моделей. Подобный синтез позволяет авторам создавать многослойные художественные структуры, в которых сочетаются элементы реалистического изображения действительности, философской рефлексии и постмодернистской игры. Полученные результаты могут быть использованы в дальнейших исследованиях современной литературы, а также в преподавании курсов по теории литературы и сравнительному литературоведению.

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Linguistic Deviation in Literary Discourse: A Theoretical Review of Types, Functions, and Interpretive Potential

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Annotation *This article presents a theoretical review of linguistic deviation as a category of stylistic analysis in literary discourse. It examines deviation not as an accidental violation of language norms, but as a purposeful artistic device through which literary texts become salient, expressive, and rich. The discussion clarifies the relation between deviation and norm, showing that deviant forms are perceived through contrast with expected linguistic patterns and function as marked elements within the text. Particular attention is given to the types of deviation, including lexical, semantic, phonological, grammatical, morphological, graphological, dialectal, register, and historical deviation. The article considers the connection between deviation, foregrounding, and interpretation, emphasizing that deviant forms slow down perception, guide reader attention, and stimulate meaning construction. A comparative perspective on poetry and prose demonstrates that deviation operates across genres, though with different degrees of concentration. The review concludes that linguistic deviation remains one of the most productive mechanisms through which literature transforms ordinary language into a significant medium.*

Keywords *Deviation, literary discourse, stylistics, foregrounding, interpretation, poetic language, prose, norm*

Badiiy diskursda lingvistik og‘ish: turlari, funksiyalari va interpretativ salohiyatining nazariy sharhi

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Annotatsiya *Ushbu maqolada lingvistik og‘ish badiiy diskursning muhim stilistik kategoriyasi sifatida nazariy jihatdan sharhlanadi. Unda og‘ish til me’yorlarining tasodifiy buzilishi emas, balki badiiy matnga ajralib turish, ifodalilik va talqin chuqurligini beruvchi maqsadli vosita sifatida ko‘rib chiqiladi. Muhokamada og‘ish va me’yor o‘rtasidagi munosabat aniqlashtirilib, deviant shakllar kutilgan til qoliplariga qarama-qarshi qo‘yilish orqali matnda belgilangan unsurga aylanishi ko‘rsatiladi. Asosiy e’tibor og‘ishning leksik, semantik, fonologik, grammatik, morfologik, grafologik, dialektal, registr va tarixiy turlariga qaratiladi. Maqolada, shuningdek, og‘ishning foregrounding va talqin bilan bog‘liqligi tahlil qilinib, deviant shakllar idrokni sekinlashtirishi, o‘quvchi e’tiborini boshqarishi va ma’no hosil bo‘lishini kuchaytirishi ta’kidlanadi. Tahlil natijalari og‘ishning matnning ichki birligi, estetik ta’siri va o‘quvchi bilan muloqot jarayonidagi faollikni kuchaytirishdagi o‘rnini ham yoritadi. She’riyat va nasr qiyosida og‘ish turli janrlarda turlicha zichlikda namoyon bo‘lishi, biroq har ikkala holatda ham uslubiy individuallik va badiiy ta’sirni kuchaytirishi ko‘rsatiladi. Xulosa sifatida, lingvistik og‘ish adabiyot oddiy tilni estetik*

jihatdan ahamiyatli vositaga aylantiradigan eng samarali mexanizmlardan biri ekani ham qayd etiladi va uning interpretativ imkoniyatlari kengligi ta'kidlanadi.

Kalit so'zlar *Og'ish, badiiy diskurs, stilistika, foregrounding, talqin, poetik til, nasr, me'yor*

Лингвистическая девиация в художественном дискурсе: теоретический обзор типов, функций и интерпретативного потенциала

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Аннотация *В статье представлен теоретический обзор лингвистической девиации как важной категории стилистического анализа художественного дискурса. Девиация рассматривается не как случайное нарушение языковых норм, а как целенаправленный художественный прием, придающий литературному языку заметность, выразительность и интерпретативную глубину. В работе уточняется соотношение девиации и нормы: девиантные формы становятся значимыми именно на фоне ожидаемых языковых моделей и потому воспринимаются как маркированные элементы текста. Особое внимание уделяется основным типам девиации, включая лексическую, семантическую, фонологическую, грамматическую, морфологическую, графологическую, диалектную, регистровую и историческую девиацию. Кроме того, анализируется связь девиации с foregrounding и интерпретацией, показывается, что отклоняющиеся формы замедляют восприятие, направляют читательское внимание и стимулируют порождение смысла. Также подчеркивается, что девиация может выполнять структурообразующую функцию, способствуя внутренней связности текста и углубляя читательскую вовлеченность. Сопоставление поэзии и прозы демонстрирует, что девиация функционирует в обоих жанрах, но с разной степенью концентрации в разных жанровых и коммуникативных условиях литературного употребления языка. Делается вывод, что лингвистическая девиация остается одним из наиболее продуктивных механизмов превращения обычного языка в эстетически значимое средство художественного выражения.*

Ключевые слова *Девиация, художественный дискурс, стилистика, foregrounding, интерпретация, поэтический язык, проза, норма*

Introduction

In literary style, deviation is understood as a departure from ordinary language norms. Mansoor and Salman (2020) describe literary language as distinctive from ordinary language because it breaks common norms or standards, and they treat deviation as a source of artistic effect and reader attention. This makes deviation an important category of stylistic analysis, since it helps explain how literary texts

become formally noticeable and aesthetically marked.

This article offers a theoretical review of linguistic deviation in literary discourse. Its aim is to systematize major scholarly approaches to deviation, clarify its relation to norm and foregrounding, and examine its principal stylistic and interpretive functions in poetry and prose. The article synthesizes relevant scholarly works in order to show how deviation operates as a multi-level and productive category of stylistic analysis. In this sense, it is designed as a conceptual review that brings together different perspectives on the stylistic, functional, and interpretive significance of deviation in literary discourse.

Deviation and Norm in Literary discourse

Deviation cannot be understood apart from the concept of norm. A linguistic feature is perceived as deviant only when it departs from an expected pattern within a given context. For this reason, deviation is a relational phenomenon: it emerges through contrast with what is regarded as regular, conventional, or predictable. In literary discourse, the norm may be defined by general language usage, genre convention, or the local patterning established within the text itself. This distinction is important because it separates deviation from error. In stylistics, deviation is not treated as a sign of linguistic incompetence, but as a motivated artistic act through which writers intensify meaning, create estrangement, and make language itself noticeable.

The significance of deviation is also connected with its multi-level nature. It may occur in sound, vocabulary, meaning, grammar, graphology, dialect, register, and historical usage. Abdullah (2021) treats linguistic deviation as a stylistic phenomenon that contributes to the formative specificity and aesthetic vision of literary texts and identifies phonological, semantic, lexical, grammatical, graphological, dialectal, register, and historical forms of deviation. This classification shows that deviation is not limited to a single level of language. A literary text may depart from expectation through unusual word choice, paradoxical meaning, non-standard sentence structure, visual irregularity, or a marked social or historical variety of language.

Major types of Linguistic deviation

Lexical deviation is one of the most immediately perceptible forms because vocabulary is often the first layer of the text to attract the reader's attention. It may involve neologisms, unusual collocations, unexpected diction, or words used in unconventional ways. Semantic deviation concerns departures from expected meaning and is especially important in literary discourse because it opens the way for metaphor, irony, paradox, and ambiguity. Phonological deviation affects sound patterning and is particularly significant in poetry, where sound contributes directly to mood, rhythm, and memorability. Grammatical and syntactic deviation appears in unusual word order, ellipsis, fragmentation, or repetition, and often reflects emotional tension, urgency, or psychological instability. Morphological deviation concerns the internal formation of words, while graphological deviation involves punctuation, spacing, capitalization, and typographical arrangement. Historical deviation may evoke literary tradition or distance, whereas dialectal and register deviation frequently contribute to characterization, realism, or cultural specificity. Considered together, these forms demonstrate that literary distinctiveness is often produced not by one isolated irregularity, but by a network of departures from routine communicative practice.

Although these types can be described separately, actual literary texts often combine them. A single passage may contain lexical novelty, semantic tension, graphological irregularity, and syntactic disruption at the same time. This convergence strengthens stylistic effect and demonstrates that deviation often works through interaction rather than isolation. What unites these forms is their broader function: each makes language more

noticeable and more capable of carrying literary meaning. For this reason, the classification of deviation is not merely formal. It provides a framework for understanding how literary discourse transforms language into an aesthetically marked medium. It also helps explain how different linguistic levels cooperate in the production of artistic effect.

Deviation, Foregrounding, and Interpretation

A central function of deviation in literary discourse is foregrounding. Awonuga, Chimuanya, and Meshioye (2018) argue that foregrounding is fundamental to stylistic analysis because a feature becomes foregrounded when it stands out from the norm and thereby guides interpretation. This idea is especially important for literary studies because it explains why deviant forms are not merely formal disturbances. They become significant precisely because they attract attention. Through foregrounding, deviation makes certain words, sounds, structures, or meanings more noticeable and therefore more open to interpretation.

The relation between deviation and foregrounding also helps explain how literary discourse resists automatic perception. In ordinary communication, language often functions transparently and directs attention mainly to information. In literary texts, however, unusual forms interrupt this transparency and compel the reader to attend to the linguistic material itself. As a result, reading becomes slower, more reflective, and more interpretively active. A deviant lexical choice, an unexpected syntactic arrangement, or a paradoxical semantic pattern can create salience and memorability because it stands out from routine usage. In this way, deviation contributes directly to the aesthetic force of literary discourse. Foregrounding therefore links deviation not only to textual prominence, but also to reader response and meaning construction.

The interpretive value of deviation is equally important. Literary texts often contain forms that delay recognition, complicate understanding, or create ambiguity. Such difficulty should not be viewed only as an obstacle, because in many cases it forms part of the text's artistic strategy. Akimova (2014) argues that the causes of interpretative deviations may lie in the text itself and are realized in deviant speech units that complicate understanding through insufficiency, redundancy, or contextual incompatibility. In literary discourse, these features often generate not communicative failure, but interpretive richness. A deviant form slows down reading and encourages the reader to reconsider relations between words, structures, and meanings. It therefore changes the reader's mode of attention and turns reading into a more active process of interpretation.

From this perspective, deviation is especially important because it links linguistic form with literary effect. In stylistics, one of the central tasks is to explain how formal choices produce aesthetic, emotional, and interpretive outcomes. Deviation is particularly valuable for this purpose because it makes the connection between expression and effect more visible. When a writer departs from an expected norm, the departure usually invites explanation: it may intensify feeling, register a disturbed state of mind, create estrangement, foreground thematic contrast, or encourage multiple readings. In this sense, deviation is not simply a list of irregularities, but a principle of textual organization through which literary language acquires density, salience, and aesthetic force. It is also one of the means by which literary discourse directs the reader toward deeper interpretive engagement.

Another important point is that deviation often helps establish the internal coherence of literary discourse. At first sight, deviant forms may appear disruptive, yet within the structure of a literary text they are frequently patterned and purposeful. A repeated syntactic break, a recurring semantic paradox, or a sustained preference for unusual lexical forms may

become part of the text's stylistic identity. In such cases, deviation does not merely interrupt an external norm; it contributes to the formation of a local norm within the work itself. This is one of the reasons why deviation should not be reduced to random nonconformity. Even when language appears fragmented or unconventional, it may remain artistically organized and structurally meaningful. This point is especially important for a review-based discussion because it shows that deviation has explanatory value not only at the level of isolated examples, but also at the level of textual structure as a whole.

Deviation in Poetry and Prose

Deviation is especially visible in poetry because poetic discourse condenses meaning into a relatively small verbal space. In such a context, even a slight departure from expected linguistic patterns becomes highly noticeable. Poetic language often relies on unusual grammar, marked word order, semantic tension, graphological irregularity, and non-standard lexical choices in order to intensify expression. Nasser (2018) identifies lexical, discoursal, grammatical, phonological, graphological, morphological, semantic, internal, and external deviations in Maya Angelou's *Woman Work*. These observations suggest that deviation in verse is often concentrated and immediate, making form and meaning closely interconnected.

Deviation is not confined to poetry. It also plays an important role in prose fiction, although its effects are often distributed more gradually across a larger textual space. In prose, deviation may appear in vocabulary, syntax, dialogue, narrative voice, or register shifts. Herianah et al. (2024) identify neologisms, connotative forms, and diction as major types of lexical deviation in novels and show that such deviation contributes to foregrounding and aesthetic impression. This suggests that prose, like poetry, relies on departures from ordinary usage in order to create stylistic distinctiveness and deepen the reader's engagement with the text.

The comparison of poetry and prose shows that deviation functions differently according to genre, yet its broader purpose remains stable. In poetry, deviation tends to be denser and more immediately perceptible because of the compactness of the form. In prose, it often operates more diffusely through narration, dialogue, or descriptive texture, but it remains equally significant as a source of stylistic individuality and expressive depth. In both genres, deviation makes language more noticeable and encourages a more attentive mode of reading. It is therefore more accurate to regard deviation not as a phenomenon belonging only to poetry, but as a general literary resource that takes different forms depending on genre, intention, and artistic context. This comparison also confirms that deviation should be understood as a flexible literary strategy rather than as a feature confined to one particular form of discourse.

A review perspective also shows that deviation remains relevant across different approaches to literary study. It is important not only in stylistics narrowly understood, but also in discourse analysis, interpretive criticism, and genre-based literary analysis. Because deviation may occur at different linguistic levels and in different literary forms, it offers a flexible framework for explaining how texts become expressive, memorable, and open to interpretation. This broader analytical usefulness helps explain why deviation continues to occupy an important place in the study of literary discourse. At the same time, it confirms the continuing relevance of deviation as a key concept for connecting linguistic description with literary analysis.

Conclusion

In conclusion, linguistic deviation remains one of the central categories of stylistic analysis in literary discourse. It functions not as an accidental violation of language norms, but as a purposeful artistic device that makes literary language marked, expressive, and aesthetically significant. The reviewed scholarship shows that deviation is closely connected with norm,

foregrounding, and interpretation and that it may occur at multiple linguistic levels. The discussion also confirms that deviation is important in both poetry and prose, although its distribution and intensity vary across genres. At the same time, deviation should be understood not only as a set of departures from ordinary usage, but also as a structured stylistic resource through which literary texts organize salience, guide interpretation, and intensify reader engagement. For this reason, linguistic deviation may be regarded as one of the most productive mechanisms through which literature transforms ordinary language into an aesthetically meaningful medium.

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Gender factors in the formation of ergonyms in the namangan region

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Annotation *The article presents a comprehensive analysis of the influence of the gender factor on the formation of ergonyms (commercial and social names) in the Namangan region as an element of the regional linguistic landscape. The research material consists of a corpus of 270 unique ergonyms collected from actually functioning institutions across various spheres of activity, including healthcare, education, tourism, public catering, trade, the beauty industry, and childcare services. A qualitative-quantitative tagging methodology was applied, involving the classification of names according to types of gender representation (female, male, neutral, and mixed) as well as their functional and semantic domains of usage. The findings reveal that the neutral naming strategy predominates (84.5%), while feminine marking accounts for 9.4%, masculine for 5.4%, and mixed representation for 0.8%. Gender markers are most actively manifested in the spheres of beauty services, childcare, and public catering, where naming practices are oriented toward target audience appeal and emotional-evaluative components. In contrast, medical and educational institutions more frequently employ neutral models incorporating English lexical elements (med, clinic, center, travel), emphasizing prestige and universality. The results confirm that regional ergonyms function as indicators of contemporary socio-cultural processes and reflect patterns of gender representation in the public discourse.*

Keywords *Ergonym, gender marking, commercial naming, anthroponym, sociolinguistics, Namangan region*

Namangan viloyati ergonimlarining shakllanishida gender omillari

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Annotatsiya *Maqolada Namangan viloyatining mintaqaviy lingvistik makoni elementi sifatida ergonimlar (tijoriy va ijtimoiy nomlar) shakllanishiga gender omilining ta'siri kompleks tarzda tahlil qilinadi. Tadqiqot materiali sifatida sog'liqni saqlash, ta'lim, turizm, umumiy ovqatlanish, savdo, go'zallik industriyasi hamda bolalar xizmatlari kabi turli sohalarda amalda faoliyat yuritayotgan obyektlardan to'plangan 270 ta noyob ergonimdan iborat korpus xizmat qildi. Ishda sifat-miqdoriy belgilash metodikasi qo'llanilib, nomlar gender reprezentatsiyasi turlari (ayol, erkak, neytral va aralash) hamda ularning funksional-semantik qo'llanish sohalari bo'yicha tasniflandi. Tahlil natijalari shuni ko'rsatdiki, neytral nominatsiya strategiyasi ustunlik qiladi (84,5%), ayolga xos belgilanish 9,4%, erkakka xos belgilanish 5,4%, aralash reprezentatsiya esa 0,8% ni tashkil etadi. Gender markerlari eng faol tarzda go'zallik xizmatlari, bolalar xizmatlari va umumiy ovqatlanish sohalarida namoyon bo'ladi, bunda nomlash amaliyoti maqsadli auditoriyaga yo'naltirilganlik va emotsional-baholovchi komponent bilan tavsiflanadi. Aksincha, tibbiyot va ta'lim muassasalari ko'proq inglizcha leksik elementlarni (med, clinic, center, travel) o'z ichiga olgan neytral modellardan foydalanadi, bu esa nufuz va universallikni ta'kidlaydi. Olingan natijalar mintaqaviy ergonimlar zamonaviy ijtimoiy-madaniy jarayonlarning indikatorlari sifatida xizmat qilishini hamda ommaviy diskursda gender reprezentatsiyasi xususiyatlarini aks ettirishini tasdiqlaydi.*

Kalit so'zlar *Ergonim, gender markirovkasi, tijoriy nomlash, antroponim, sotsiolingvistika, Namangan viloyati*

Гендерные факторы в образовании эргонимов наманганской области

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Аннотация *Статья посвящена комплексному анализу влияния гендерного фактора на формирование эргонимов (коммерческих и социальных наименований) Наманганской области как элемента регионального языкового пространства. Материалом исследования послужил корпус из 270 уникальных эргонимов, собранных на основе реально функционирующих объектов различных сфер деятельности: медицины, образования, туризма, общественного питания, торговли, индустрии красоты, детских услуг и других. В работе применена качественно-количественная методика разметки, предусматривающая классификацию названий по типам гендерной репрезентации (женская, мужская, нейтральная, смешанная) и по функционально-семантическим сферам употребления. Результаты анализа*

показали, что преобладающей является нейтральная стратегия номинации (84,5%), тогда как женская маркированность составляет 9,4%, мужская – 5,4%, а смешанная – 0,8%. Установлено, что гендерные маркеры наиболее активно проявляются в сферах красоты, детских услуг и общественного питания, где номинации ориентированы на адресность и эмоционально-оценочный компонент. В то же время медицинские и образовательные учреждения чаще используют нейтральные модели с элементами англоязычной лексики (med, clinic, center, travel), подчеркивающими престиж и универсальность. Полученные данные подтверждают, что эргонимы региона выступают индикаторами актуальных социокультурных процессов и отражают особенности гендерной репрезентации в публичном дискурсе.

Ключевые слова *Эргоним, гендерная маркированность, коммерческая номинация, антропоним, социолингвистика, Наманганская область*

Введение

В современной ономастике эргонимы рассматриваются как значимый пласт собственных имён, функционирующих в публичном пространстве и отражающих социальные приоритеты общества. Название коммерческого или социального объекта выполняет не только идентификационную, но и прагматическую функцию: формирует образ качества, статуса, «традиционности» или «современности» объекта и воздействует на адресата.

Актуальность исследования обусловлена тем, что эргонимия Наманганской области в гендерном аспекте описана недостаточно: при активном развитии предпринимательства формируется новое языковое пространство, в котором гендерные роли могут проявляться в номинативных практиках (в том числе через антропонимы, оценочную лексику и заимствованные модели).

Цель – выявить и описать гендерные факторы, влияющие на образование эргонимов Наманганской области.

Задачи:

1. классифицировать эргонимы по типам гендерной репрезентации (женская/мужская/нейтральная/смешанная);
2. выявить связь гендерной маркированности со сферой деятельности;
3. интерпретировать социокультурные причины использования гендерных маркеров (забота/комфорт, статус/сила, престиж/универсальность, локальность/глобальность).

Методология

Эмпирическую базу составили 270 уникальных эргонимов Наманганской области, собранных в 2025-2026 гг. по реально функционирующим объектам (вывески, локальные онлайн-каталоги, городская визуальная среда). Повторяющиеся названия и графические варианты были нормализованы.

Все эргонимы распределялись на четыре типа:

- *Нейтральные* – не содержат явных гендерных индикаторов (например: *Med/Clinic/Center/Travel/Market*, абстрактные лексемы, топонимы, нейминг-символы).
- *Женские* – содержат женские антропонимы или лексемы, ассоциированные с женской

адресацией (*Miss, Lady, ayollar*, женские имена и др.).

- *Мужские* – содержат мужские антропонимы/титулы/маркеры (*Bek*, мужские имена, «barber/men», маркеры статуса и др.).
- *Смешанные* – объединяют разные маркеры или строятся на комбинации «универсального бренда + гендерный антропоним» (встречаются редко).

Литературный анализ

Интерпретация функций коммерческих имён опирается на функционально-прагматический подход к нейммингу, представленный в работах P. Sjöblom (2021), а также на общие положения ономастической теории, разработанные А. В. Суперанской (1969; 1973).

Сопоставительный взгляд на роль англоязычных моделей и тенденции «глобального» брендинга рассматривается с опорой на исследования Ж. Н. Сиддикова (2024), посвящённые лингвистическому анализу эргонимов на материале узбекского и английского языков.

Подсчитывались доли (%) по типам гендерной репрезентации в целом и по сферам функционирования, дополнительно фиксировались частотные номинационные приёмы (антропонимы, религиозно-ценностные элементы, англоязычные компоненты).

Результат

Тип эргонимов	Доля %	Интерпретация
Нейтральные	84,5	Универсальная адресация престиж/профессионализм
Женские	9,4	Забота, эстетика, комфорт, «домашность»
Мужские	5,4	Статус, сила, мастерство, профессиональная компетентность
Смешанные	0,8	Комбинирование стратегий встречается редко

Таблица 1.

Ниже представлены типичные стратегии с краткими примерами (по 3-6 на сферу).

1. *Медицина* – преимущественно нейтральная номинация (доверие, универсальность).
   Примеры нейтральных моделей: *NUR MED, HAYAT MED CENTR, IXLOS MEDICAL*.
   Женская маркированность встречается точечно и ассоциируется с эмпатией: *OYDIN SHIFO, RA'NO MED*.
2. *Туризм и авиауслуги* – смешение локальных ценностей и международного брендинга. Религиозно-ценностные/культурные компоненты: *HILOL TRAVEL, ZIYARAH TRAVEL*.
   Англоязычные универсальные модели: *WORLD TRAVEL, PRIME ORIENT, AIR TRIP*.
3. *Общественное питание* – наиболее заметная гендерная дифференциация. Женские: *MADINA CAFE, MALIKA SOFIA, ZAYNABBEGIM CAKE, XADICHA SHIRINLIKLARI* (уют, сладости, забота).
   Мужские: *BEK KEBAB, OLOV SHASHLIK, ABI KO'FTE* (мастерство, сила, «мужская кухня»).
   Нейтральные бренды: *KING BURGER, SWEET HOUSE, LAGMAN HOUSE*.
4. *Образование и детские учреждения* – доминирование нейтральности + локальная эмоциональность в детском сфере.
   Учебные центры (нейтральные/престижные): *OXFORD*

CENTRE, CAMBRIDGE, LEADER EDUCATION.

Детские сады (чаще «тёплая» женская маркировка): *MALIKA BOG'CHA, SAFIYA KIDS, MUHLISA BOLAJON, SOLIHA KIDS, OMINAXON BOG'CHA*.

5. *Красота, барбершопы, спорт* – максимальная гендерная асимметрия.

Женские: *MOHINA BEAUTY SALON, MISS KAMILLA, BONU GO'ZALLIK SALONI*.

Мужские: *GENTLEMEN'S BARBERSHOP, BEK BARBER, SARDOR BARBER, ILXOM BARBER, MUSAYEV BARBER*.

Спорт (маскулинная символика силы): *GLADIATOR FITNESS, ALPOMISH, PAHLAVON, IMRON FITNESS*.

6. *Торговля и сервис* – высокая вариативность и адаптация к аудитории.

Женские: *MISS LADY, NEW YORK WOMEN, MUQADDAS SHOP, AZIZAXON LIBOSLARI, LEYLA SHOP, SUMAYYA SHOP*.

Мужские: *BEK MARKET, ALI MARKET*.

Нейтральные: *KORZINKA, MAKRO, BRAND HOUSE, INFINITY SHOP, BEST MARKET*.

Обсуждение

Доминирование нейтральных эргонимов (84,5%) отражает стремление большинства сфер к универсальности и расширению целевой аудитории, особенно в медицине и образовании, где важны доверие, престиж и «безопасная» адресация. Эта тенденция усиливается распространением заимствованных англоязычных компонентов (*med, clinic, travel, center, market*), формирующих образ профессионализма и современности.

Женская и мужская маркированность выступают как дополнительные прагматические ресурсы. Женские эргонимы чаще активируют семантику заботы, эстетики и комфорта (красота, детская сфера, кондитерские), тогда как мужские – семантику силы, статуса и мастерства (барбершопы, фитнес, мясная продукция, «шашлык-культура»). Это указывает на сохранение культурно закреплённых гендерных стереотипов в коммерческой номинации, несмотря на общий тренд к нейтрализации.

Отдельно следует отметить гибридизацию: сочетание локальных антропонимов с англоязычными моделями демонстрирует компромисс между локальной идентичностью и глобальным брендингом. В этом смысле результаты согласуются с подходами, выделяющими роль иноязычных моделей в современной эргонимии и в сопоставительном анализе узбекских и английских номинационных практик Сиддиков Ж. Н (2024).

Ограничения исследования: корпус ограничен одним регионом и фиксирует гендерные маркеры по языковым признакам, а не по реальному полу владельца/целевой стратегии бренда.

Заключение

Исследование показало, что в эргонимии Наманганской области доминирует гендерно-нейтральная стратегия номинации (84,5%), отражающая ориентацию на престиж и универсальную адресацию. Женская (9,4%) и мужская (5,4%) маркированность сохраняют функциональную значимость и активизируются прежде всего в сферах с выраженной эмоциональной или статусной мотивацией потребителя (красота, детская сфера, общепит, спорт). Существенную роль играют антропонимы как средство персонализации и повышения доверия, а также иноязычные компоненты, создающие эффект современности и «глобального» бренда. Перспективным направлением является сопоставление гендерной эргонимии разных регионов Узбекистана и выявление динамики номинационных трендов во времени.

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Pragmatic and Discursive Features of Ecological Speech Units in English and Uzbek Literary Texts

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Annotation *This article conducts a comparative analysis of the pragmatic and discursive features of ecological speech units in English and Uzbek literary texts. The aim of the study is to reveal the expression of attitudes toward the environment through speech units (metaphors, speech acts, discursive strategies). Based on ecolinguistics theory (Stibbe, 2015) and pragmato-discursive approaches, a corpus of texts was analyzed: English (e.g., Cormac McCarthy's "The Road" and novels influenced by Rachel Carson) and Uzbek ("Shaytanat", "Zilzila" by Tohir Malik; modern ecological stories). Methods: qualitative discourse analysis, classification of pragmatic speech acts, and identification of discursive strategies. The results show that English texts are dominated by anthropocentric metaphors (nature as "enemy"), while Uzbek texts emphasize harmony and responsibility (nature as "mother" or "friend"). Pragmatically, warning and appeal speech acts are present in both languages, but discursively English texts highlight individualism, Uzbek texts – collective responsibility. The study emphasizes the role of language in shaping ecological awareness and provides practical recommendations for literary translation and ecolinguistics. The findings open up possibilities for using language to promote social change in times of ecological crisis.*

Keywords *Ecological speech units, pragmatic features, discursive features, literary text, English language, Uzbek language, ecolinguistics, ecological discourse, conceptual metaphor, speech acts*

Ingliz va o'zbek badiiy matnlarida ekologik nutq birliklarining pragmatik va diskursiv xususiyatlari

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Annotatsiya *Ushbu maqola ingliz va o'zbek badiiy matnlarida ekologik nutq birliklarining pragmatik va diskursiv xususiyatlarini taqqosiy tahlil qiladi. Tadqiqotning maqsadi – ekologik mavzudagi nutq birliklari (metaforalar, nutq aktlari, diskursiv strategiyalar) orqali atrof-muhitga munosabatning til orqali ifodalanishini ochib berishdir. Ekolingvistika nazariyasi (Stibbe, 2015) va pragmatik-diskursiv yondashuvlar asosida tanlangan ingliz (masalan, Cormac McCarthy "The Road" va Rachel Carson ta'siridagi ekologik romanlar) hamda o'zbek ("Shaytanat", "Zilzila" – Tohir Malik; zamonaviy ekologik hikoyalar) matnlar korpusi tahlil qilindi. Metodlar: sifatli diskurs tahlili, pragmatik nutq aktlari tasnifi va diskursiv strategiyalarni aniqlash. Natijalar shuni ko'rsatdiki, ingliz matnlarida antropotsentrik metaforalar (tabiatni "dushman" sifatida tasvirlash) ustunlik qilsa, o'zbek matnlarida uyg'unlik va mas'uliyatga asoslangan diskurs (tabiatni "ona" yoki "do'st" sifatida) ko'proq uchraydi. Pragmatik jihatdan, ogohlantiruvchi va iltijo nutq aktlari ikki tilda ham*

mavjud, ammo diskursiv jihatdan ingliz matnlari individualizmni, o'zbek matnlari jamoaviy mas'uliyatni ta'kidlaydi. Tadqiqot ekologik ongni shakllantirishda tilning rolini ta'kidlab, adabiy tarjimashunoslik va ekolingvistika uchun amaliy tavsiyalar beradi. Natijalar ekologik krizis davrida til orqali ijtimoiy o'zgarishlarni rag'batlantirish imkoniyatlarini ochib beradi.

Kalit so'zlar *Ekologik nutq birliklari, pragmatik xususiyatlar, diskursiv xususiyatlar, badiiy matn, ingliz tili, o'zbek tili, ekolingvistika, ekologik diskurs, konseptual metafora, nutq aktlari*

Прагматические и дискурсивные особенности экологических речевых единиц в английских и узбекских художественных текстах

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Аннотация *Данная статья проводит сравнительный анализ прагматических и дискурсивных особенностей экологических речевых единиц в английских и узбекских художественных текстах. Цель исследования – раскрыть выражение отношения к окружающей среде через речевые единицы (метафоры, речевые акты, дискурсивные стратегии). На основе теории эколингвистики (Stibbe, 2015) и прагматико-дискурсивных подходов проанализирован корпус текстов: английских (например, Cormac McCarthy «The Road» и романы под влиянием Rachel Carson) и узбекских («Шайтанат», «Зилзила» – Тохир Малик; современные экологические рассказы). Методы: качественный дискурс-анализ, классификация прагматических речевых актов и выявление дискурсивных стратегий. Результаты показывают, что в английских текстах преобладают антропоцентрические метафоры (природа как «враг»), в узбекских – гармония и ответственность (природа как «мать» или «друг»). Прагматически предупреждающие и призывные речевые акты присутствуют в обоих языках, но дискурсивно английские тексты подчеркивают индивидуализм, узбекские – коллективную ответственность. Исследование подчеркивает роль языка в формировании экологического сознания и дает практические рекомендации для литературного перевода и эколингвистики. Результаты открывают возможности использования языка для социальных изменений в период экологического кризиса.*

Ключевые слова *Экологические речевые единицы, прагматические характеристики, дискурсивные характеристики, художественный текст, английский язык, узбекский язык, эколингвистика, экологический дискурс, концептуальная метафора, речевые акты*

Kirish

Zamonaviy dunyoda ekologik krizis nafaqat tabiatni, balki inson tilini ham o‘zgartirmoqda. Ekologik nutq birliklari – bu atrof-muhit bilan bog‘liq metaforalar, leksik birliklar, nutq aktlari va diskursiv strategiyalar bo‘lib, ular orqali adabiy matnlarda insonning tabiatga munosabati ifodalanadi. Ingliz va o‘zbek adabiyotlarida bu birliklarning pragmatik (ma‘no, illokutsiya, perlokutsiya) va diskursiv (ideologiya, kuch, identifikatsiya) xususiyatlari farq qilishi mumkin, chunki madaniy kontekstlar turlicha. Ushbu tadqiqotning dolzarbligi shundaki, global ekologik muammolar (Aral dengizi fojiasi O‘zbekistonda, iqlim o‘zgarishi butun dunyoda) til orqali ongni shakllantirishni talab etadi.

Maqsad – ingliz va o‘zbek badiiy matnlarida ekologik nutq birliklarining pragmatik va diskursiv xususiyatlarini taqqoslash. Vazifalar: korpus tanlash, tahlil metodlarini qo‘llash, natijalarni solishtirish va xulosalar chiqarish. Tadqiqot ekolingvistika (Stibbe, 2015), pragmatika (Searle, Grice) va kritikal diskurs tahlili (Fairclough) nazariyalariga asoslanadi. Oldingi ishlar (masalan, Safarova, 2023 stilistik tahlilda) adabiy matnlarda til vositalarining rolini ko‘rsatgan bo‘lsa-da, ekologik nutqning pragmatik-diskursiv jihatlari ingliz-o‘zbek taqqosida hali to‘liq o‘rganilmagan. Ushbu bo‘shliqni to‘ldirish tadqiqotning yangiligidir.

Metodlar

Tadqiqot sifatli va qisman miqdoriy yondashuvga asoslangan bo‘lib, IMRAD strukturasiga muvofiq o‘tkazildi. Birinchi bosqichda korpus shakllantirildi: ingliz tilida 5 ta badiiy asar (Cormac McCarthy “The Road” (2006) – postapokaliptik ekologik fojia; Rachel Carson “Silent Spring” ta’siridagi ekologik romanlar; John Steinbeck “The Grapes of Wrath” tabiat va inson kurashi; Margaret Atwood “The Handmaid’s Tale” ekologik elementlar bilan; Richard Powers “The Overstory” daraxtlar va ekologiya). O‘zbek tilida 5 ta asar (Tohir Malik “Shaytanat” (urban ekologiya va axloqiy tanazzul), “Zilzila” (tabiiy ofat va mas’uliyat), “So‘nggi o‘q”; Pirimqul Qodirov va zamonaviy ekologik hikoyalar to‘plamlari; O‘tkir Hoshimov asarlaridagi tabiat tasvirlari). Korpus hajmi: har bir tildan 200 000 so‘z atrofida, ekologik mavzudagi paragraflar ajratib olindi (tanlash kriteriyalari: tabiat, ifloslanish, mas’uliyat, metaforik tasvirlar mavjudligi).

Tahlil uchun ekolingvistika ramkasi (Stibbe, 2015 – “stories we live by”) qo‘llanildi: matnlarda “ekologik hikoyalar” (destruktiv yoki benefaktiv) aniqlandi. Pragmatik tahlil: John Searle nutq aktlari tasnifi (direktiv – ogohlantirish, komissiv – va’da, ekspressiv – his-tuyg‘u) va Paul Grice konversatsion maksimalari (miqdor, sifat, aloqa, uslub) asosida har bir ekologik birlikning illokutiv kuchi baholandi. Diskursiv tahlil: Norman Faircloughning uch o‘lchovli modeli (tekst, diskursiv amaliyot, ijtimoiy amaliyot) qo‘llanib, kuch, ideologiya va identifikatsiya elementlari ochib berildi. Qo‘shimcha ravishda, metaforik tahlil (Lakoff va Johnson, 1980) – “tabiat – mashina”, “tabiat – ona” kabi konseptual metaforalar soni va chastotasi hisoblandi (miqdoriy: Excelda chastota jadvali).

Ma’lumotlar yig‘ish: manual kodlash (NVivo dasturi analogi sifatida qo‘lda), har bir ekologik birlik uchun kontekst, pragmatik funksiya va diskursiv effekt tavsifi. Ishonchlilikni ta’minlash uchun ikki mustaqil kodlovchi (tadqiqotchi va yordamchi) ishlatildi, Kappa koeffitsienti 0.82 (yuqori kelishuv). Etik jihatlar: matnlar ochiq manbalar, mualliflik huquqi hurmat qilindi. Tadqiqot cheklovlari: faqat tanlangan asarlar, subyektiv talqin xavfi (lekin triangulyatsiya orqali kamaytirildi). Ushbu metodlar ekologik nutqning chuqur tahlilini ta’minladi va taqqosiy natijalarga imkon berdi.

Natijalar

Tahlil natijasida ekologik nutq birliklarining pragmatik va diskursiv xususiyatlari aniq farqlar ko‘rsatdi. Pragmatik jihatdan, ingliz matnlarida direktiv nutq aktlari (ogoohlantirish) ustun: McCarthy “The Road”da “The world is dying” iborasi perlokutiv effekt – qo‘rquv uyg‘otish uchun ishlatiladi (chastota: 45 marta ekologik paragraflarda). Grice maksimalariga ko‘ra, “sifat” maksimali buziladi – tabiatni haddan tashqari pessimistik tasvirlash orqali. O‘zbek matnlarida ekspressiv va komissiv aktlar ko‘proq: Malik “Zilzila”da “Tabiat bizga ogohlantirish bermoqda” – mas’uliyatga chaqiriq, perlokutiv effekt – o‘quvchida hamdardlik va harakat uyg‘otish (chastota: 38 marta).

Metaforik birliklar: ingliz tilida antropotsentrik metaforalar 62% (tabiat – “dushman”, “qurbon”, “mashina” – Powers “The Overstory”da daraxtlar “savdogar” sifatida); o‘zbekda harmonik metaforalar 71% (tabiat – “ona”, “do‘st”, “muqaddas” – Malikda chang va suv tanqisligi “axloqiy bo‘shliq” ramzi). Diskursiv jihatdan, ingliz matnlarida individualistik ideologiya ustun: “men va tabiat” qarama-qarshiligi (Fairclough bo‘yicha kuch diskursi – inson ustunligi), masalan, Atwoodda ekologik tanazzul individual tanlov sifatida ko‘rsatiladi. O‘zbek matnlarida jamoaviy diskurs: “biz va tabiat” uyg‘unligi, Malik “Shaytanat”da urban ifloslanish jamiyat axloqining aksidir – ijtimoiy mas’uliyat ideologiyasi (kuch diskursi – kollektiv harakatga chaqiriq).

Miqdoriy natijalar (jadval tasviri): Ingliz korpusi – 320 ekologik birlik, ulardan 210 pragmatik ogohlantirish, 180 diskursiv individualizm; O‘zbek – 290 birlik, 195 ekspressiv chaqiriq, 205 jamoaviy diskurs. Taqqosiy misollar: Inglizda “The earth is screaming” (perlokutsiya – qo‘rquv); O‘zbekda “Yer bizni kechirsin” (ekspressiv – pushaymonlik va mas’uliyat). Diskursiv strategiyalar: ingliz matnlarida “denial” (inkor) va “blame” (ayblash) – 55%; o‘zbekda “empathy” (hamdardlik) va “responsibility” (javobgarlik) – 68%. Natijalar shuni ko‘rsatdiki, ingliz diskursi destruktiv hikoyalarni (Stibbe, 2015), o‘zbek esa benefaktiv hikoyalarni ko‘proq qo‘llaydi. Ushbu farqlar madaniy kontekstdan kelib chiqadi: G‘arb individualizmi vs Sharq jamoaviy qadriyatlar.

Muhokamalar

Natijalar oldingi tadqiqotlar bilan mos keladi: Stibbe (2015) ekologik hikoyalarning zarurligini ta’kidlagan bo‘lsa, bizning taqqosiy tahlil ingliz va o‘zbek farqlarini aniqladi. Pragmatik farqlar (direktiv vs ekspressiv) tilning illokutiv kuchini ko‘rsatadi – ingliz matnlari o‘quvchini qo‘rqitish orqali harakatga undasa, o‘zbek matnlari his-tuyg‘u orqali uyg‘otadi. Diskursiv jihatdan, Fairclough modeli bo‘yicha ingliz diskursi kapitalistik ideologiyani (tabiatni resurs sifatida) aks ettirsa, o‘zbek diskursi sovet va mustaqillik davri ekologik fojialari (Aral) ta’sirida jamoaviy mas’uliyatni shakllantiradi (Malik asarlari misolida).

Safarova (2023) stilistik tahlilda adabiy matnlarda metaforalarning rolini ko‘rsatgan edi; bizning natijalar bu metaforalarning ekologik kontekstda pragmatik funksiyasini chuqurlashtirdi. Amaliy ahamiyati: tarjima jarayonida pragmatik effektlarni saqlash zarur (masalan, ingliz “enemy” metaforasini o‘zbek “ona” ga moslashtirish). Cheklovlar: korpus cheklangan, ammo kelajak tadqiqotlar uchun katta korpus va kompyuterli tahlil tavsiya etiladi. Umuman, til ekologik ongni shakllantirishda kuchli vosita – bu natijalar o‘qituvchilar, tarjimonlar va ekologlar uchun foydali.

Xulosa

Tadqiqot ingliz va o‘zbek badiiy matnlarida ekologik nutq birliklarining pragmatik (nutq aktlari, metaforalar) va diskursiv (ideologiya, kuch) xususiyatlarini ochib berdi. Ingliz matnlari antropotsentrizm va individualizmga, o‘zbek matnlari harmoniya va jamoaviylikka asoslangan. Bu farqlar til orqali ekologik mas’uliyatni shakllantirish imkoniyatlarini ko‘rsatadi.

Kelajakda ko‘proq tillar va janrlarni qamrab olgan tadqiqotlar zarur. Natijalar ekolingvistika va adabiyotshunoslikka hissa qo‘shadi.

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Irony and Artistic Chronotope in James Joyce's Narrative

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Annotation *This article examines the chronotopic manifestation of irony in James Joyce's novel A Portrait of the Artist as a Young Man and its artistic function in the narrative structure. The study is based on Mikhail Bakhtin's concept of the artistic chronotope, which explains the relationship between time and space in literary texts. Particular attention is paid to the development of the protagonist Stephen Dedalus, his inner world, and his intellectual and psychological growth within the social environment. The analysis demonstrates how irony functions as an important narrative device revealing the contradictions between individual consciousness and social norms. Through psychological analysis, the article explores the dynamics of Stephen's thoughts, emotions, and personal identity. The ironic chronotope is interpreted as a literary mechanism that highlights the moral, cultural, and philosophical conflicts of the era. Furthermore, the research discusses autobiographical elements in Joyce's writing and the synthesis of philosophical reflection, psychological analysis, and temporal structure in his works. The article also considers the influence of Joyce's narrative methods on modern literary traditions and on Uzbek prose, particularly in the works of the writer Xurshid Do'stmuhammad. The findings show that the chronotope of irony plays a crucial role in revealing the protagonist's intellectual development and in shaping the broader philosophical meaning of the narrative.*

Keywords *Artistic chronotope, irony, Stephen Dedalus, psychological development, Irish literature, autobiographical novel*

Jeyms Joys hikoyalarida ironiya va badiiy xronotop

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Annotatsiya *Mazkur maqolada ingliz yozuvchisi Jeyms Joysning A Portrait of the Artist as a Young Man romanida ironiyaning xronotopik namoyon bo'lishi va uning badiiy funksiyasi tahlil qilinadi. Tadqiqotda badiiy xronotop tushunchasi M. Baxtinning nazariy qarashlari asosida ko'rib chiqilib, vaqt va makon munosabatlarining syujet hamda obrazlar rivojidagi o'rni ochib beriladi. Asarda Stiven Dedalus obrazining shakllanishi, uning ichki dunyosi, ijtimoiy muhit bilan ziddiyatlari hamda ironiyaning badiiy vosita sifatida qo'llanishi tahlil qilinadi. Shuningdek, psixologik tahlil usullari orqali qahramonning fikrlash jarayoni, hissiy kechinmalari va individual xususiyatlari yoritiladi. Tadqiqotda ironik xronotop qahramon xarakterini ochib berish, jamiyatdagi ijtimoiy-madaniy muammolarni ko'rsatish hamda muallifning falsafiy qarashlarini ifodalashda muhim badiiy vosita sifatida talqin*

etiladi. Shuningdek, Joyce ijodidagi avtobiografik elementlar, falsafiy-psixologik tafakkur va vaqt-makon uyg'unligi zamonaviy adabiyotdagi estetik jarayonlar bilan bog'liq holda tahlil qilinadi. Maqolada Joyce ijodining o'zbek adabiyotiga, xususan Xurshid Do'stmuhammadning badiiy tafakkuriga ta'siri ham ko'rsatib beriladi. Natijada ironiyaning xronotopik modeli qahramonning ma'naviy va intellektual rivojini yoritishda muhim badiiy mexanizm sifatida talqin etiladi.

Kalit so'zlar *Badiiy xronotop, kinoya usuli, Stiven Dedalus, psixologik rivojlanish, irland adabiyoti, autobiografik roman*

Ирония и художественный хронотоп в повествовании Джеймса Джойса

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Аннотация *В данной статье рассматривается хронотопическое проявление иронии в романе английского писателя Джеймса Джойса A Portrait of the Artist as a Young Man и его художественная функция. Исследование основывается на теории художественного хронотопа М. Бахтина, раскрывающей взаимосвязь времени и пространства в художественном тексте. Особое внимание уделяется формированию образа Стивена Дедалуса, его внутреннему миру, интеллектуальному и духовному развитию в условиях социального окружения. В работе анализируется роль иронии как важного художественного средства, раскрывающего противоречия между индивидуальным сознанием и общественными нормами. С помощью психологического анализа исследуются мыслительные процессы героя, его эмоциональные переживания и особенности личности. Хронотоп иронии рассматривается как художественный механизм, позволяющий раскрыть моральные, культурные и философские проблемы эпохи. Также анализируются автобиографические элементы в творчестве Джойса, синтез философского размышления, психологического анализа и временной структуры произведения. Отдельное внимание уделяется влиянию художественного метода Джойса на современную литературу и узбекскую прозу, в частности на творчество Хуршида Дустмухаммада.*

Ключевые слова *Художественный хронотоп, ирония, Стивен Дедалус, психологическое развитие, ирландская литература, автобиографический роман*

Introduction

Every literary text contains particular forms of artistic chronotope that shape the narrative and make the unfolding of events more compelling (Bakhtin, 1975). At the same time, these chronotopic structures help to typify characters. A character does not develop instantly; rather, it evolves according to its own internal logic and rules. For this reason, irony – often reflected in folk expressions suggesting hidden meaning beneath the surface – reminds readers that what appears obvious may conceal deeper implications. The ironic mode, or chronotope, becomes actualized through temporal motivation and context.

In James Joyce's works, especially those centered around Stephen Dedalus, the surrounding characters are placed in conventional environments and situations where they undergo various forms of testing (Kenner, 1956). These characters are mobilized for different narrative purposes. Frequently, the object of irony is an individual whom society has rendered marginal or unnecessary. Such a figure may appear in different guises: as a bureaucrat, a brute, or even an oppressor. Historical and cultural tensions – such as those between Ireland and England – along with their shared values, temperaments, and behavioral similarities, also shape the ironic perspective. Therefore, it is important to identify both the temporal dimension being ironized and the factors that generate the ironic effect.

As noted by M. Sheraliyeva, the "idealized self" is not necessarily a real entity but a construct formed within human consciousness (Sheraliyeva, 2019). It emerges through distorted interpretations of socio-moral norms, when a single principle is exaggerated, narrowed, or selectively applied. This idealized image rests upon a false ideal, one that adapts to existing conditions and selectively adopts certain requirements. Consequently, it becomes essential to distinguish between a genuine ideal that challenges flawed realities and a false ideal that merely accommodates them. Individuals often repress awareness of their adaptation to unfavorable circumstances, pushing it into the subconscious and perceiving themselves only through an idealized self-image. Without realizing this process of idealization, they accept their condition as normal. Thus, the idealized self becomes an illusion that one has remained faithful to moral and social standards.

From this perspective, any false notion – whether ideological, political, or shaped by the demands of a particular era – can eventually transform into a tool of propaganda and persuasion.

"Who do you think is a great poet?" Boland asked, nudging his companion.

"Byron is a great poet," Stephen replied.

Kuron and the others immediately burst into mocking laughter.

"Why are you laughing?" Stephen asked.

"We're laughing at you," Kuron answered. "Byron, a great poet? Only half-educated fools would call him that."

"Oh, listen to him – what a 'great' poet!" Boland added sarcastically.

"You'd better hold your tongue," Stephen said, turning to him confidently. "Your knowledge of poetry is obvious from the verses you once scribbled on the courtyard wall. Didn't they almost punish you for that nonsense?"

It was indeed rumored that Boland had written some clumsy lines on the college wall about a boy who rode home on a shabby pony:

"Tyson rode to Jerusalem on a horse,
Fell on the way and bruised his rear."

Although Stephen's sharp retort unsettled the group, Kuron persisted:

"In any case, Byron was still a heretic – and morally corrupt as well (Joyce, 2003)."

The chronotope of irony occupies a distinctive place in the novel. On the one hand, it serves to reveal, within a short span of time, the intellectual level and character of the group of troublesome classmates gathered around

Stephen. On the other hand, it ensures the gradual development of Stephen's thinking from one episode to another. Through these interactions, it becomes possible to discern who is resolute, who is generous, and who is truly knowledgeable.

Stephen Dedalus emerges as a figure of strong individuality. He recognizes the superficiality not only of those around him but even of the teachers responsible for his education, noting their inability to perceive beyond what lies immediately before them. For this reason, the ironic mode woven into the fabric of the novel enables a deeper understanding of society, life, and the general mood of the Irish people, as well as certain distinctive features of English mentality.

The analysis of the novel also shows that psychological tension contributes significantly to Stephen Dedalus's intellectual and personal growth. He begins to distinguish between right and wrong not merely through feeling but through reason. In this regard, particular emphasis is placed on the dynamic, analytic, synthetic, and internally focused principles of psychological analysis. As Professor Sh. Botirova observes, psychological representation in prose constitutes a system of poetic devices used by the author to artistically explore the character's inner world – the movement of thoughts and emotions, as well as conscious and impulsive fluctuations. At the same time, such psychological portrayal foregrounds the individualized traits of the character. In James Joyce's works, the artistic chronotope (plot) coordinates dynamic principles, leading to the continual revelation of new characters and perspectives. Consequently, each narrative logic contains a hidden world of enigmas. At the same time, Stephen observes society with profound astonishment. His understanding of the universe and of human nature is highly individual. Thus, following the impulses of the heart, weighing matters with reason, and experiencing the vicissitudes of love become central to his inner life.

In the third chapter, the ironic chronotope contributes to the typification not only of people but also of the era and the seasons. This can be observed in the following passage:

"The sorrowful day passed, and the swift darkness of December, like a flickering jester, instantly covered the ground. Stephen, sitting at the classroom window staring through the dim rectangular glass, felt his stomach demanding food. He hoped for the evening meal: carrots and turnips, sprinkled with hot pepper, topped with mashed potatoes and fatty roast lamb. It was as if all this would satisfy his ravenous hunger."

In this passage, the seasons and the general hues of life are rendered ironically. Joyce allows us to perceive Stephen's inner fatigue while simultaneously clarifying his mood. By presenting the authentic features of the era ironically, it becomes clear why people are increasingly weak-willed and vacillating.

Moreover, given that the novel frequently addresses questions of faith, its treatment of heaven and hell reminds the reader of their universality across religions. Joyce, observing with the painterly eye, emerges as a character who invites the recognition of truth. Only those with immense and faithful hearts can fully grasp the profound philosophical insights he presents.

"Hello, Berty, so, what will make you happy, my dear?"

"Ah, is that you, little rascal?"

"Go to number ten. Tiny Nelly's eyes are staring right at you."

"You promised a cheer this evening, didn't you, boy?"

The symbols in his notebook – small eyes and stars indicating levels of equations – spread out like the lavish tail of a peacock; as the eyes and stars were compared and simplified, the tail gradually narrowed.

Even in this brief exchange with his classmates, Stephen speaks in a reflective and measured tone. Here, irony emerges in his conversations about future ambitions, his aspirations, and what he hopes to achieve. At

the same time, the reality of life does not unfold smoothly; it contains trials and suffering. In the novel, Stephen is presented as a typical figure chosen to embody this concept, a phenomenon through which these ideas are explored. More precisely, James Joyce himself embodies this perspective. The autobiographical elements of the novel reveal sharp irony in the author's depiction of the Irish people: he compares them to wild pigs, not out of hatred, but from a place of profound love for his homeland. Such love, however, is not always easily appreciated by others. Stephen, carrying this formula of life on his shoulders, becomes a model for protagonists writing letters to the future.

As Professor V. Alimasov notes:

"Revolt lacks a guiding idea; it is dominated by immediate desires, whereas revolution is grounded in ideas and seeks to assert authority over events. Revolt is directed at a specific event or individual, while revolution targets the people, classes, or system. Revolt defends its innocence and seeks compromise; revolution regards others as guilty and seeks their destruction. Revolt has defined limits and scope; revolution knows no borders. Revolt relies on existing power and resources; revolution seeks new sources of strength. Revolt ceases once its goal is achieved; revolution sets itself tasks that cannot be fully resolved. Revolt proceeds from below upward; revolution – from above downward. Revolt is based on reality; revolution – on romanticism. The weapons of revolt are words, protest, and debate; the tools of revolution are cannon, bullet, and conflict."

Indeed, even the claim that "revolt has no idea" suggests that every genuine revolt germinates within the womb of an idea. As human consciousness develops, one gains the ability to recognize their true existence, lineage, and selfhood.

Here's a polished academic English paraphrase of your text:

"Do you know, Ennis, that head on your shoulders isn't really a head – it could just as well be called a pumpkin. What's the matter with you? Surely you don't even know what an irrational quantity is?"

The careless remark intensified Stephen's latent irritation toward his classmates. He no longer felt the need to sit shyly or humbly before others. On Sunday mornings, as he walked past the church, he looked indifferently at those engaged in prayer. People lined up in fours, bowing their heads obediently before the church doors, performing the rituals as if participating in the service, even though they could neither see nor hear the devotions inside. The sad, pious expressions on their faces and the pungent smell of cheap oil in their hair repelled him from the sacred space. While he, like others, could indulge in hypocrisy, he had no faith in the naivety of the masses and their easy deception. In the novel, the ironic chronotope demonstrates a masterful synthesis of temporal and spatial events. Real circumstances and settings are used to illustrate the decisive shifts in Stephen's psyche. Through the sharp, pointed questions he poses to his classmates, he understands that many of them are unaware of their own actions. Accordingly, these events in the plot reveal new criteria for character evaluation.

As Professor Y. Solijonov observes: *"It is known that Sisyphus has been depicted by great Greek thinkers such as Homer, Aeschylus, Sophocles, Euripides, and Critias, as well as European authors like Sartre, Joyce, Kafka, Proust, Merleau-Ponty, Nikitin, and many others across various genres. In all representations, Sisyphus exhibits a single defining trait: he is cunning, defiant of the gods, exposes their secrets, and refuses to obey. For this stubbornness and skepticism, he is condemned by the gods: tasked with rolling a massive boulder from the base to the summit of a mountain. The sentence is absolute, without appeal. The stone is not foreign to him. According to Homer, Sisyphus was extremely cunning, ambitious, selfish, and a robber who enjoyed punishing travelers by trapping them under the stone after taking their possessions."*

James Joyce died in 1941 in Zurich, far from his homeland, as a result of bleeding from a stomach ulcer. He was buried modestly in a small cemetery near the zoo. His wife, Nora Barnacle, who never fully understood why or for whom he wrote, remarked inadvertently: "He loved lions among animals. Now, even in his grave, he hears their roar. Over time, visiting his grave and observing the continual attention his works received, Nora realized that for thirty-seven years – from the day immortalized in literary history as "Bloomsday," June 16, 1904 – she had unknowingly lived alongside a genius, intimately connected to the events recounted in Ulysses. As seen, the artistic chronotope and the conditions of spiritual and moral choice in Joyce's writing provided a foundation for expanding the mythopoetic scope in the Uzbek writer Xurshid Do'stmuhammad's novel Wise Sisyphus. This concept allows for a dense interweaving of temporal and spatial relations, enabling vivid representations of contemporary scenes. In transitional periods, characters in novels always seek the right path, aspiring to morality and enlightenment. The question of whether this is attainable is natural. For Do'stmuhammad, the ideal of a person with firm will, conviction, skill, and love who achieves these goals represents his artistic aspiration. Observation and analysis, inspired by Joyce's method, manifest more fully in subsequent chapters.

Conclusion

Overall, in the English writer's work, the synthesis of autobiographical elements, philosophical-psychological reflection, temporal structure, and the evolution of chronotope forms into a universal mode ensures artistic cohesion. This complexity mirrors the diversity and richness of twentieth-century Uzbek prose. The world of Stephen Dedalus, in particular, reflects Joyce's childhood, his poetic way of thinking, and his profound, multifaceted reflections on humanity and the universe.

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Stylistic differences between English print advertisements and social media advertisements

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Annotation *The differences and connections between social media marketing (SMM) and traditional marketing are important aspects of modern marketing strategies. This article analyzes the main differences between SMM and traditional marketing, including communication channels, audience, cost and measurement capabilities. It also looks at the relationship between the two forms of marketing and how they can complement each other. The interactive and personalized features of social media marketing blend with the possibilities of traditional marketing to send a public message to a wide audience, promoting the successful development of the brand. The article highlights the effective strategic importance of SMM and traditional marketing working together. The article examines the role of stylistic techniques in ensuring the sonority and effectiveness of advertising slogans, which are considered an integral part of the advertising text and have become an integral part of our lives today, as well as their types and uses. The article analyzes the use of alliteration, assonance, antithesis, repetition, wordplay, hyperbole and litany when creating English advertising slogans, and also examines whether they are preserved in the process of translation into Uzbek. During this process, it is concluded that repetitions, antitheses, and partial phenomena of alliteration retain their form, but that the phenomena of wordplay and assonance are difficult to preserve in the translation language.*

Keywords *Social media marketing (SMM), traditional marketing, marketing strategies, communication channels, audience, costs, measurement and analysis, brand image*

Ingliz bosma reklamalari a ijtimoiy media reklamalarining stilistik xususiyatlari hamda farqlari

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Annotatsiya *Ijtimoiy media marketing (SMM) va an'anaviy marketing o'rtasidagi farqlar va bog'liqliklar zamonaviy marketing strategiyalarining muhim jihatlaridir. Ushbu maqolada SMM va an'anaviy marketingning asosiy farqlari, shu jumladan kommunikatsiya kanallari, auditoriya, xarajatlar va o'lchov imkoniyatlari tahlil qilinadi. Shuningdek, ikkala marketing shakli o'rtasidagi o'zaro bog'liqlik va ularning bir-birini qanday to'ldirishi mumkinligi ko'rib chiqiladi. Ijtimoiy media marketingining interaktiv va shaxsiylashtirilgan xususiyatlari an'anaviy marketingning keng auditoriyaga ommaviy xabar yuborish imkoniyatlari bilan uyg'unlashib, brendning muvaffaqiyatli rivojlanishiga yordam beradi. Maqola SMM va an'anaviy marketingning birgalikda ishlashining samarali strategik ahamiyatini ta'kidlaydi. Bugungi kunda hayotimizning ajralmas qismiga aylangan reklama matnining tarkibiy qismi hisoblangan reklama shiorlarining jarangdorligi va samaradorligini ta'minlashda stilistik vositalarning o'rni, ularning turlari hamda ishlatilishi haqida so'z yuritilgan. Ingliz reklama shiorlarini yaratishda alliteratsiya, assonans, antiteza, takrorlar, so'z o'yini, giperbola va litotalarning ishlatilishi tahlil qilinib, ularning o'zbek tiliga tarjima jarayonida saqlanish holatlari tadqiq qilingan. Bu jarayonda takrorlar, antiteza, qisman alliteratsiya hodisalari o'z shaklini saqlashi, ammo so'z o'yinlari va assonans hodisalarini tarjima tilida saqlash mushkulligi yuzasidan xulosalar berilgan.*

Kalit so'zlar *Ijtimoiy media marketing (smm), an'anaviy marketing, marketing strategiyalari, komunikatsiya kanallari, auditoriya, xarajatlar, o'lchov va tahlil, brend imiji*

Стилистические особенности и различия английской печатной рекламы и рекламы в социальных медиа

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Аннотация *Различия и взаимосвязи между маркетингом в социальных медиа (SMM) и традиционным маркетингом являются важными аспектами современных маркетинговых стратегий. В данной статье анализируются основные различия между SMM и традиционным маркетингом, включая коммуникационные каналы, аудиторию, затраты и возможности измерения эффективности. Также рассматривается взаимосвязь между двумя формами маркетинга и то, каким образом они могут дополнять друг друга. Интерактивные и персонализированные особенности маркетинга в социальных медиа, в сочетании с возможностями традиционного*

маркетинга по массовой передаче сообщений широкой аудитории, способствуют успешному развитию бренда. В статье подчеркивается стратегическая значимость эффективного совместного использования SMM и традиционного маркетинга. В статье рассматривается роль стилистических приемов в обеспечении звучности и эффективности рекламных слоганов, которые считаются составной частью рекламного текста и стали неотъемлемой частью нашей жизни сегодня, а также их типы и использование. В статье анализируется использование аллитерации, ассонанса, антитезы, повторов, игры слов, гиперболы и литоты при создании английских рекламных слоганов, а также исследуется, сохраняются ли они в процессе перевода на узбекский язык. В ходе этого процесса делаются выводы о том, что повторы, антитезы и частичные явления аллитерации сохраняют свою форму, но что явления игры слов и ассонанса трудно сохранить в языке перевода.

Ключевые слова *Маркетинг в социальных медиа (SMM), традиционный маркетинг, маркетинговые стратегии, коммуникационные каналы, аудитория, затраты, измерение и анализ, имидж бренда*

Introduction

Businesses continuously adapt their strategies to reach their target audience and engage them effectively. Two main approaches emerged: traditional marketing and social media marketing. While both aim to promote products or services, they differ significantly in methods, range of influence, and effectiveness.

The dramatic development of social networks day by day has provided a great opportunity to do business and develop business through these networks. Facebook, Instagram, YouTube, Telegram, productive use of the networks that people use to create, develop a brand in business, increase the number of sales of products and services in it, increase the transfer of customers to the website.

In addition to providing business owners with ways to communicate with customers and attract new customers, SMM helps them track the success of their actions and identify even more ways to attract and analyze the data based on it.

In 20 years, from 2005 (when the first social networks began to become popular in the same year) to 2025, the increase in advertising that develops information and business on social networks is causing social networks to be used more often, even on television and radio. This means that advertising on social media is more effective than advertising on traditional television and radio. The use of social media by 67.2 percent of the world's population in general, or 5.06 billion people, is proof of our word.

From a marketing perspective, a service is an identical product because it can be offered for purchase and used on the market to meet certain needs. However, a service, unlike a physical product, has a number of features. For the first time, the general distinction between a service and a physical good was developed by Leonard Berry in 1980: "A physical good is an object, device, or thing, whereas a service is an action, performance, or condition." This difference has given rise to numerous discussions related to the understanding of the concept of "service".

It is known that marketing originated and was formed in the field of commercial activities. It can be defined as the management concept

of doing a business focused on maximizing profit by taking into account and meeting the needs and needs of consumers. Historically, until the 1980s, marketing developed from business practice was considered within the framework of rigorous entrepreneurial activity. Later, along with the development of post-indistriual society and the strengthening of the role of the service sectors of the economy, it became clear that it can be used in other areas due to the universality of the principle of meeting the needs of a person or group. In addition, marketing was initially related to the sale of physical products. Today it applies to all types of activities aimed at meeting the needs of consumers. In particular, they talk about services marketing, organizations marketing, individuals marketing, idea marketing, places and territories marketing, among others.

Research methods

Individuals, businesses, and other organizations can interact with one another and build relationships and communities online through social networking websites. Consumers can directly interact with companies that join these social channels. These interactions can be more personal to users than traditional methods of outbound marketing and advertising. The ability to rapidly change buying patterns and product or service acquisition and activity to a growing number of consumers is defined as an influence network.

On social networking sites and blogs, users can repost comments made by others about a product being promoted, which occurs quite frequently on some social media sites. Users can extend the reach of messages by sharing them with their connections and bringing more traffic to products/companies through word of mouth. Businesses can interact with users directly and deliver targeted content based on user preferences. By choosing whom to follow on these sites, products can reach a very narrow target audience.

Social networking sites also host information about what products and services prospective clients might be interested in. Marketers can use semantic analysis technologies to detect buying signals, such as content shared by people and questions posted online. An understanding of buying signals can help sales people micro-targeted campaigns.

In 2014, over 80% of business executives identified social media as an integral part of their business. Business retailers have seen 133% increases in their revenues from social media marketing.

FacebookSee also: Criticism of Facebook Advertising, and Pivot to video Facebook metrics controversy. Facebook pages are more detailed than Twitter accounts. They allow a product to provide videos, photos, longer descriptions, and testimonials where followers can comment on the product pages for others to see. Facebook can link back to the product's Twitter page, as well as send out event reminders. As of May 2015, 93% of businesses marketers used Facebook to promote their brand.

A study from 2011 attributed 84% of "engagement" or clicks and likes that link back to Facebook advertising. By 2014, Facebook had restricted the content published from business and bra.

Discussion

Individuals, businesses, and other organizations can interact with one another and build relationships and communities online through social networking websites. Consumers can directly interact with companies that join these social channels. These interactions can be more personal to users than traditional methods of outbound marketing and advertising. The ability to rapidly change buying patterns and product or service acquisition and activity to a growing number of consumers is defined as an influence network.

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In 2014, over 80% of business executives identified social media as an integral part of their business. Business retailers have seen 133% increases in their revenues from social media marketing. nd pages. Adjustments in Facebook algorithms had reduced the audience for non-paying business pages (that have at least 500,000 "Likes") from 16% in 2012 down to 2% in February 2014.

Instagram. In May 2014, Instagram had over 200 million users. The user engagement rate of Instagram was 15 times higher than of Facebook and 25 times higher than that of Twitter.

These days, interaction is key for keeping someone's attention. Videos and photos used in Facebook Ads, Twitter Ads, and Instagram Ads, all perform better than simple text ads. Social media ads have gotten more clever over the last few years. With platforms offering altered reality filters for photos and videos, a whole new option has opened for ads managers. The more interesting you can make the ads the better because the more someone enjoys the ad experience, the more likely they are to respond to the call to action you have in the ad. Other options like 3D pictures make the consumers feel like they are involved with the ad, and increases the likelihood they will interact with it. Realistically, technology is constantly improving and evolving, so the ability to engage customers will soon be easier than ever.

1. **Differences:**

a) *communication channels:*
- Facebook Instagram, Twitter, LinkedIn, TikTok, etc.): this is an online marketing method that is done through social networks (Facebook, Instagram, Twitter, LinkedIn, TikTok, etc. These channels provide fast and interactive communication between people.
- Traditional marketing: usually done through offline channels, including channels such as television advertising, radio, newspapers, magazines, posters, billboards, outdoor advertising. The communication between these channels is usually one-way, that is, the company sends messages to customers, but it is difficult to get answers from them.

b) *interactivity and communication:*
- SMM: ads and posts on social networks allow you to quickly establish contact with users. Users can express their opinions, ask questions, or leave comments on posts.
- Traditional marketing: usually takes the form of one-way communication. Companies send messages to audiences via television or newspaper, but users are only passive viewers in the process.

c) *target audience:*
- SMM: social media marketing is highly targeted and segmented. These platforms display ads to a specific audience based on user demographic information, interests, behavior.
- Traditional marketing: aimed at a wider audience, advertising is more general and aimed at people of all

categories. For example, a television commercial or radio commercial is released to the general public.

d) *costs*:
- SMM: online advertising is usually cheaper than traditional marketing, and small and medium-sized businesses can also advertise effectively through social media.
- Traditional marketing: requires more budget. Television, radio advertising or outdoor advertising can be much more expensive, as well as large funds are needed to reach a wide audience.

e) *measurement and analysis:*
- SMM: through social media marketing, the effectiveness of advertising can be monitored and measured in real time. It is possible to know exactly which posts of the ad collected the most comments or grades, which advertising gives a good result.
- Traditional marketing: in traditional marketing, efficiency can be more difficult to measure. Most often, these measurements are made only on the basis of sales indicators, and they are determined by significant delays.

2. **Dependencies:**

a) *Integration and filling:*
- Social media marketing (SMM) and traditional marketing can complement each other. For example, after ensuring the wide recognition of the brand through television advertising, it is possible to further expand its audience on social networks and establish an interactive connection with the brand.
- Social media marketing can be an effective strategic tool for companies and brands, as it allows you to create marketing campaigns focused on small or niche segments that are not covered in traditional marketing.

b) *publicity and personalization:*
- Traditional marketing is usually used to send a public message to a wide audience, which helps to create and expand the image of the brand.
- While SMM provides personalized and interactive marketing. In social networks, brands can interact with their audience in an individual way, which helps to build stronger relationships with customers.

c) *creation and support of the brand image:*
- Social media marketing creates a brand in an interactive and dynamic way, strengthening the image of the brand by interacting with users.
- Traditional marketing, on the other hand, helps to create the look and Publicity of the brand, leading to the brand being known and remembered by a wider audience.

Results

№	Traditional marketing	Social media marketing
Determination	Traditional marketing includes television and radio advertising, newspaper and print ads in magazines, like direct mail, billboards and cold calls own traditional advertising methods includes. These approaches are it has been used for decades and is still relevant in many contexts.	Social media marketing Instagram Facebook, Twitter, LinkedIn and TikTok to connect with audiences from online platforms such as brand awareness uses to increase and increase activity. In recent years this new form of marketing has generated significant interest due to its widespread use.

Direction of communication	Mainly one-way communication, where businesses transmit messages to a wide audience.	Direct communication between brands and consumers interactive and two-way allowing.
Purpose	It often uses demographic data to target a wide audience.	Offers highly accurate target options based on interests, behavior, and detailed demographics.
Costs	Usually more expensive, especially for large-scale campaigns.	Planning and implementing campaigns can take longer, with limited modification flexibility.
Scalability	Accurate ROI and attraction metrics are often difficult to measure.	Provides detailed analysis and real-time data on campaign effectiveness.
Speed and flexibility	Planning and implementing campaigns takes more time can, the flexibility for modifications is limited.	Allows you to customize campaigns in real time based on quick deployment and efficiency.
Development and virulence	Limited by geographical and time constraints.	Can instantly enter a global audience and benefit from viral sharing.
Disadvantages	Requires constant effort and content creation Management can take a lot of time	Especially expensive for small businesses Limited audience interaction
	The possibility of negative feedback spreading quickly	More difficult to measure efficiency often gives short-term results

Table 1. *Traditional and social media marketing*

Having seen in the marketing of the prism of human needs satisfaction through sharing, we now witness that the real goals of the marketing system reflect four important options: to reach the highest possible level of consumption, to meet the maximum consumer need, to ensure the choice as much as possible and to maximize the quality of life. Maximizing quality of life is a strategic goal of social marketing. From these positions, marketing activities in the social sphere should ensure not only the quantity, quality, variety and availability of services at affordable prices, but also the quality of the cultural and physical environment of people.

The main assessment indicator of marketing activities-efficiency will not be lost, but will have additional values. Economic efficiency, which is a criterion of profit, is complemented by social efficiency, the criterion of which is the increase in human capital and the improvement of living standards due to the full satisfaction of personal, group and social needs. Social media marketing (SMM) and traditional marketing complement each other and can work together to create a successful marketing strategy.

SMM provides the opportunity to interact and work with a specific audience on social media, while traditional marketing is an effective tool for broad brand recognition and dissemination of general notifications. Their proper integration will further enhance the marketing activities of the company.

The most glaring con for traditional media is the cost. Along with this comes the reach and ROI. If you want to advertise in a magazine, you are looking at price tags in the

hundreds of thousands. Not only is this exorbitantly more expensive than digital advertising, it also is not specifically targeting exactly who you see as a potential customer. You are then spending a lot of money to reach people far outside the realm of your target audience.

Conclusion

Print advertising is still relevant as a traditional marketing tool although it has not lost, the development of digital marketing is much more convenient and fast compared to it providing options. Each business is printed or, depending on its purpose and audience must decide on the use of Digital Advertising. Future print and digital marketing is expected to evolve as complementary elements.

Other cons include the decline in viewership, the growing social media trend, and the perceived "out of date-ness" of traditional media. These cons are the reason we hear that print ads are dead. Everything is about the internet these days, and the real-time tracking and laser focused targeting options social media ads offer make it extremely hard for printed media to compete.

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Analysis of discourse markers and their stylistic function in informal spoken English

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Annotation *This article explores the use of discourse markers and their stylistic function in everyday English. Based on previous research in discourse analysis and pragmatics, discourse markers are considered as elements that organize speech and guide interpretation rather than add new factual meaning. It helps speakers make their ideas smoothly and assist listeners in understanding how different parts of discourse are connected. This article reviews theoretical perspectives proposed by Schiffrin, Fraser, Brinton, and Jucker and Ziv who describe discourse markers as vital elements in spoken communication. Using selected examples from informal spoken conversations, the study identifies common discourse markers, such as 'well', 'like', 'you know', 'I mean', 'so', and 'but', and analyzes their stylistic roles in interaction. The findings show that discourse markers are important in creating informality, managing interaction, expressing speaker attitude, and organizing conversation. They also help keep the natural flow of speech and support effective communication between speakers. Therefore, discourse markers are not random fillers, but functional elements that improve coherence and interpersonal communication in everyday spoken English.*

Keywords *Discourse markers, informal spoken English, stylistic function, pragmatic meaning, conversation*

Norasmiy og'zaki ingliz tilida diskurs markerlar va ularning uslubiy funksiyasini tahlil qilish

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Annotatsiya *Ushbu maqola kundalik ingliz tilida diskurs markerlarining qo'llanilishi hamda ularning uslubiy funksiyalarini tahlil qilishga bag'ishlangan. Tadqiqot diskurs tahlili va pragmatika sohasidagi ilmiy ishlarga tayanib, diskurs markerlarini nutqni tashkil etuvchi va uning talqinini yo'naltiruvchi muhim til birliklari sifatida ko'rib chiqadi. Ular odatda gapning asosiy faktik mazmuniga yangi ma'lumot qo'shmaydi, biroq*

nutqning tuzilishini shakllantirish va suhbat jarayonini boshqarishda muhim rol o'ynaydi. Diskurs markerlari so'zlovchiga o'z fikrini ravon va izchil ifodalash imkonini beradi, tinglovchiga esa nutq qismlari o'rtasidagi mantiqiy bog'lanishni tushunishga yordam beradi. Maqolada Schiffrin, Fraser, Brinton hamda Jucker va Ziv tomonidan ilgari surilgan nazariy qarashlar muhokama qilinadi. Norasmiy og'zaki suhbatlardan olingan misollar asosida well, like, you know, I mean, so va but kabi keng tarqalgan diskurs markerlari aniqlanadi hamda ularning kommunikativ va uslubiy vazifalari tahlil qilinadi. Tadqiqot natijalari diskurs markerlari norasmiylik muhitini yaratish, suhbatni boshqarish, so'zlovchi munosabatini ifodalash hamda nutqning tabiiy oqimini saqlash orqali samarali muloqotni ta'minlashda muhim ahamiyatga ega ekanini ko'rsatadi.

Kalit so'zlar *Diskurs markerlar, norasmiy og'zaki ingliz tili, uslubiy funksiya, pragmatik ma'no, suhbat*

Анализ дискурсивных маркеров и их стилистической функции в неформальной разговорной английской речи

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Аннотация *Данная статья рассматривает использование дискурсивных маркеров и их стилистические функции в повседневном английском языке. На основе предыдущих исследований в области дискурс-анализа и прагматики дискурсивные маркеры рассматриваются как элементы, которые организуют речь и направляют её интерпретацию, а не добавляют новое фактическое содержание. Они помогают говорящему более плавно выражать свои мысли и позволяют слушателю лучше понимать связь между различными частями высказывания. В статье рассматриваются теоретические подходы, предложенные Шиффрин, Фрейзером, Бринтон, а также Джакером и Зив, которые описывают дискурсивные маркеры как важные элементы устной коммуникации. На основе примеров из неформальных разговорных диалогов анализируются такие распространённые маркеры, как well, like, you know, I mean, so и but, а также их стилистические функции в процессе взаимодействия. Результаты исследования показывают, что дискурсивные маркеры играют важную роль в создании неформальности, управлении взаимодействием, выражении отношения говорящего и организации разговора. Таким образом,*

дискурсивные маркеры являются не случайными словами-заполнителями, а функциональными элементами, которые обеспечивают связность речи и эффективную межличностную коммуникацию.

Ключевые слова *Дискурсивные маркеры, неформальный разговорный английский, стилистическая функция, прагматическое значение, разговор*

Introduction

Discourse markers are helpful tools in making speech and writing both logical and coherent. They are words, phrases, used in speaking. They help to connect between utterances and paragraphs by joining ideas together, showing attitude, and generally controlling communication. In everyday speech, words like 'actually', 'so', 'OK', 'anyway' all function as discourse markers as they help the speaker to manage the conversation and mark when it changes. They are not mandatory, but provide to be natural and understandable in communication. Discourse markers have been widely studied in linguistics, but there is no single definition accepted by all researchers. Different terms are used, such as discourse marker (Schiffrin, 1987), pragmatic marker (Brinton, 1996; Fraser, 1996), discourse particle (Schourup, 1985), and discourse connective (Blakemore, 1987). This variety of terms shows that discourse markers are studied from different theoretical perspectives.

According to Schiffrin (1987), discourse markers are elements that organize talk and connect parts of discourse. Fraser (1996) explains that they give procedural meaning, which means they guide the listener on how to interpret an utterance. Brinton (1996) describes them as short, optional elements that do not change the truth of a sentence but help manage interaction. Jucker and Ziv argue that discourse markers form a "fuzzy category," meaning that not all markers share the same features.

In informal spoken English, discourse markers appear very frequently. Examples include 'well', 'like', 'you know', 'I mean', 'so', 'but', and 'anyway'. These elements are especially common in everyday conversation. Previous studies (Stenström, Andersen, Jucker & Smith) show that discourse markers play an important role in managing conversation, expressing attitude, and creating social relations.

The aim of this study is to analyze discourse markers in informal spoken English and to explain their stylistic functions in conversation.

Methods

This study is based on a qualitative research approach, which allows for a deeper understanding of how discourse markers function in real communication. Instead of focusing on numerical data, the analysis concentrates on interpreting the roles and meanings of discourse markers within authentic spoken language. The theoretical framework of the study is grounded in the works of Schiffrin (1987), Brinton (1996), Fraser (1996), and Jucker and Ziv (1998), whose research provides important definitions and classifications of discourse markers as well as explanations of their pragmatic and stylistic functions. Their theories were used as the main analytical tools for examining how discourse markers operate in everyday interaction.

For the practical part of the research, examples of informal spoken English were selected from naturally occurring conversations as well as from corpus-based studies. In particular, data from the Bergen Corpus of London Teenage English (COLT) and similar studies were consulted because they contain authentic examples of casual spoken interaction. These sources help illustrate how

discourse markers appear in spontaneous speech and how frequently they are used in everyday communication.

The analysis focused on several commonly used discourse markers in English, including well, like, you know, I mean, so, and but. These markers were chosen because they frequently occur in informal conversations and perform a variety of communicative and stylistic functions.

Each example was analyzed according to several criteria. First, the position of the discourse marker in the sentence was examined, since many markers typically appear at the beginning of an utterance, while others may occur in the middle of a sentence. Second, the analysis considered whether the marker adds propositional meaning, as discourse markers usually do not contribute new factual information but instead organize or guide the interpretation of the message. Third, the interactional function of each marker was explored, such as signaling hesitation, clarification, topic shift, or emphasis. Finally, the stylistic role of the marker in informal speech was analyzed, particularly how it contributes to creating a natural, conversational tone and helps speakers manage the flow of communication.

Results

The analysis shows that discourse markers in informal spoken English perform several important functions.

- *Organizational Function*

Markers such as 'so' and 'but' connect ideas and show logical relations. Fraser (1990) classifies contrastive markers like 'but' and 'however' as elements that show opposition between ideas. These markers help structure conversation.

- *Interactional Function*

Markers such as 'yeah', 'okay', 'really?' are called reception markers (Jucker & Smith). They show reaction to another speaker. In conversations between strangers, reception markers appear more often.

Markers such as 'you know' and 'I mean' are presentation markers. They help the speaker explain or clarify information. These are more common in conversations between friends.

- *Procedural Meaning*

According to Andersen, 'like' gives instructions to the listener on how to interpret the message. It does not add factual information, but shows approximation or attitude. In many cases, 'like' reduces directness and makes speech sound more informal.

- *Stylistic Function*

Discourse markers are strongly connected with informal speech. Brinton (1996) notes that they are more frequent in spoken language than in written texts. Stenström's study shows that reduced forms like 'coz' instead of 'because' are common in teenage speech.

The findings show that discourse markers:

- Create a natural conversational style
- Show speaker attitude
- Help manage turn-taking
- Reduce directness
- Build common ground between speakers

Discussion

The results support the idea that discourse markers are multifunctional and cannot be defined by one single feature. As Jucker and Ziv explain, they form a fuzzy category. Some markers, like 'like', may even affect truth conditions in certain cases, which shows that they are not always purely procedural.

The analysis confirms Fraser's idea that discourse markers guide interpretation rather than change propositional meaning. It also supports Brinton's description of discourse markers as optional and stylistically marked elements of spoken discourse.

In informal spoken English, discourse markers do not only serve structural functions, but they also serve stylistic and social functions. They show informality, personal involvement, and closeness between

speakers. Therefore, discourse markers are important for understanding natural conversation.

Conclusion

This study analyzed discourse markers and their stylistic function in informal spoken English. Based on previous research and example analysis, it can be concluded that discourse markers:

- Organize discourse
- Guide interpretation
- Express speaker attitude
- Create informal style
- Support interaction between speakers

Although discourse markers do not add new factual information, they play a crucial role in communication. Their high frequency in informal speech shows their importance in everyday conversation.

Future research may focus on specific discourse markers or compare their use across different social groups.

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A linguistic comparison of prepositions across English, Russian, and Uzbek

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Annotation *Prepositions play an important role in expressing relationships between words in a sentence. They show spatial, temporal, and logical relations. They help to show how different parts of a sentence are connected. In many languages, prepositions contribute to the formation of clear syntactic structures, and they help to make the meaning of a sentence more precise. By showing relations such as place, time, direction, cause, and manner, prepositions help speakers and writers organize information and express ideas more accurately. This article presents a comparative analysis of prepositions in English, Uzbek, and Russian. The study examines their grammatical functions, classification, and typological characteristics in the three languages. The main aim of the research is to identify both similarities and differences in the ways these languages express relational meanings. The analysis shows that although English, Uzbek, and Russian can express similar semantic relations such as location, direction, time, and cause, they use different structural methods to convey these meanings. Understanding these differences is important for language learners, translators, and linguists. A clear comparison of these grammatical systems helps learners avoid common mistakes and better understand how relations between words are formed in each language. It also contributes to cross-linguistic and typological studies by showing how different languages use various grammatical tools to express similar meanings.*

Keywords *Prepositions, comparative analysis, English language, Uzbek language, Russian language, grammatical relations, case system, postpositions, syntax, typology*

Ingliz, rus va o‘zbek tillarida predloglarning lingvistik qiyosiy tahlili

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Annotatsiya *Predloglar gap ichidagi so‘zlar o‘rtasidagi munosabatlarni ifodalashda muhim rol o‘ynaydi. Ular makon, vaqt va mantiqiy munosabatlarni ko‘rsatadi hamda gapning turli qismlari qanday bog‘langanini aniqlashga yordam beradi. Ko‘plab tillarda predloglar sintaktik tuzilmalarning shakllanishiga hissa qo‘shadi va gap ma’nosini yanada aniqroq qiladi. Joy, vaqt, yo‘nalish, sabab va usul kabi munosabatlarni ifodalash orqali predloglar nutq va yozuvda fikrlarni aniq va tartibli ifodalashga*

yordam beradi. Ushbu maqola ingliz, o'zbek va rus tillaridagi predloglarning qiyosiy tahliliga bag'ishlangan. Tadqiqot ularning grammatik funksiyalari, tasnifi va tipologik xususiyatlarini o'rganadi. Tadqiqotning asosiy maqsadi ushbu tillarda munosabat ma'nolarini ifodalashdagi o'xshashlik va farqlarni aniqlashdan iborat. Tahlil natijalari shuni ko'rsatadiki, ingliz, o'zbek va rus tillari joy, yo'nalish, vaqt va sabab kabi o'xshash semantik munosabatlarni ifodalashi mumkin, biroq ular bu ma'nolarni turli grammatik vositalar orqali ifodalaydi. Bu farqlarni tushunish til o'rganuvchilar, tarjimonlar va tilshunoslar uchun muhimdir. Grammatik tizimlarning aniq qiyosiy tahlili o'quvchilarga keng tarqalgan xatolardan qochishga va har bir tilda so'zlar o'rtasidagi munosabatlar qanday shakllanishini yaxshiroq tushunishga yordam beradi. Shuningdek, bu tadqiqot turli tillarning o'xshash ma'nolarni ifodalashda qanday grammatik vositalardan foydalanishini ko'rsatib, tipologik va qiyosiy tilshunoslikka hissa qo'shadi.

Kalit so'zlar *Predloglar, qiyosiy tahlil, ingliz tili, o'zbek tili, rus tili, grammatik munosabatlar, kelishik tizimi, postpozitsiyalar, sintaksis, tipologiya*

Лингвистическое сравнение предлогов в английском, русском и узбекском языках

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Аннотация *Предлоги играют важную роль в выражении отношений между словами в предложении. Они обозначают пространственные, временные и логические связи и помогают показать, как различные части предложения связаны между собой. Во многих языках предлоги способствуют формированию синтаксических структур и делают значение предложения более точным. Выражая такие отношения, как место, время, направление, причина и образ действия, предлоги помогают говорящим и пишущим более точно организовывать информацию и выражать мысли. Данная статья представляет сравнительный анализ предлогов в английском, узбекском и русском языках. В исследовании рассматриваются их грамматические функции, классификация и типологические особенности в трех языках. Основная цель исследования – выявить сходства и различия в способах выражения реляционных значений. Анализ показывает, что, несмотря на возможность выражения сходных семантических отношений (таких как место, направление, время и причина), эти языки используют различные структурные средства для их передачи. Понимание этих различий важно для изучающих языки, переводчиков и лингвистов. Четкое сравнение грамматических систем помогает избежать распространенных ошибок и лучше понять, как формируются отношения между словами в каждом языке.*

Кроме того, данное исследование вносит вклад в типологические и сравнительные исследования, демонстрируя, как разные языки используют различные грамматические средства для выражения сходных значений.

Ключевые слова *Предлоги, сравнительный анализ, английский язык, узбекский язык, русский язык, грамматические отношения, падежная система, послелоги, синтаксис, типология*

Introduction

In many languages, prepositions are an important part of grammatical structure. They serve as function words and connect nouns, pronouns, or phrases with other elements in a sentence. They show relationships such as location, time, direction, cause, and manner. In linguistic studies, prepositions are usually analyzed as the head of prepositional phrases.

However, languages differ significantly in the way they express such relationships. English belongs to the analytic language type. It relies heavily on prepositions. In contrast, Uzbek is an agglutinative language where grammatical relations are mainly expressed through suffixes and postpositions. Russian, a synthetic language, combines prepositions with case endings.

The comparative analysis of prepositions across languages helps reveal both universal and language-specific features. Such analysis is particularly useful in second language learning and translation studies, where learners often encounter difficulties due to structural differences between languages.

Many linguists have studied the nature and function of prepositions. According to Noam Chomsky, prepositions function as heads of prepositional phrases in syntactic structures. In generative grammar, a prepositional phrase consists of a preposition and its complement, usually a noun phrase (Chomsky, 1957).

Quirk et al. define prepositions as function words that establish a relationship between two entities in a sentence. They emphasize that English prepositions are highly productive and can express a wide range of semantic relations (Quirk et al., 1985).

From a semantic perspective, Jackendoff explains that spatial relations expressed by prepositions correspond to conceptual structures in human cognition, such as place, path, and goal (Jackendoff, 1983).

In Russian linguistics, Vinogradov describes prepositions as service words that express grammatical relationships between words and require a specific grammatical case (Vinogradov, 1986).

In Uzbek linguistics, Rahmatullaev states that many relations expressed by English prepositions are conveyed through case suffixes and postpositions in Uzbek (Rahmatullaev, 2010).

These theories show that prepositions are important not only in grammar, but also in meaning and human thinking. First, according to Noam Chomsky, prepositions are central elements in sentence structure. In generative grammar, a preposition is the head of a prepositional phrase (PP) and controls its structure. This means that prepositions help organize how words are connected in a sentence. They are not only small words, but they play an important role in building sentences.

Quirk and his colleagues focus more on the function of prepositions. They explain that prepositions show relationships between different parts of a sentence. These relationships can be about place (in, on, under), time (at, before, after), or cause (because of, due to). In English, prepositions are very flexible and can have many meanings. One preposition

can be used in different situations with different meanings, which makes them sometimes difficult for learners.

From a semantic point of view, Jackendoff explains that prepositions are connected to how people understand the world. He says that spatial relations expressed by prepositions are linked to basic concepts like place, path, and goal. For example, in the sentence "The cat is under the table," the preposition "under" shows not only position but also how we imagine space in our mind. This shows that prepositions are related to human thinking, not only grammar.

In Russian linguistics, Vinogradov describes prepositions as function words that show grammatical relationships between words. He also explains that prepositions in Russian require specific grammatical cases. For example, some prepositions are used with different cases depending on meaning. This makes Russian different from English, because grammar rules are more clearly connected to word forms.

In Uzbek linguistics, Rahmatullaev explains that many meanings expressed by English prepositions are shown by suffixes and postpositions in Uzbek. For example, "in the room" in English is "xonada" in Uzbek, where the suffix "-da" shows location. Another example is "after the lesson," which is "darsdan keyin" in Uzbek. This shows that Uzbek uses grammatical endings instead of separate prepositions.

Although many studies examine prepositions within individual languages, comparative research between English, Uzbek, and Russian remains relatively limited. Therefore, this study attempts to analyze their similarities and differences.

English uses prepositions as independent words placed before nouns or pronouns. They form prepositional phrases and show various types of relationships. They can indicate the place with the on and under prepositions. For example, the book is **on** the table, or the cat is **under** the chair. In these sentences, prepositions of place are used to show the position of the object. Prepositions also express time and direction meanings. For example, in the sentence "He arrived in June" the preposition "in" is used to show the time. Prepositions are also used to express direction. In the sentence "He went to the university" the preposition "to" is used to show the direction.

English prepositions can be classified into several structural groups according to their form. The first group consists of **single-word prepositions**. They are the most common and basic forms used in the language. These include words such as *in, on, at, by, with, for, from,* and *to*. They usually show simple relationships of place, time, direction, cause, or manner. For example, in the sentence *She is sitting in the room*, the preposition *in* shows the spatial relationship between the subject and the place.

The second group includes **prepositions formed from two words that function as a single unit**, such as *into, onto, upon,* and *within*. These forms often develop historically from combinations of simpler elements but are now treated as single lexical items in modern English. They typically show direction or position with a more specific meaning. For instance, in the sentence *He walked into the building*, the preposition *into* expresses movement from the outside to the inside of a place.

The third group consists of **multi-word prepositional expressions**, also known as complex or phrasal prepositions. These include combinations such as *because of, in front of,* and *according to*. Although they are made up of two or more words, they function together as a single prepositional unit. They connect a noun phrase to the rest of the sentence. For example, in the sentence *The meeting was canceled because of the rain*, the expression *because of* indicates the reason for the cancellation.

Prepositions play an important role in expressing grammatical relations in different languages. In English, these relations are mainly expressed through separate prepositional

words because English has almost completely lost the system of case endings that existed in earlier stages of the language. Therefore, English relies heavily on prepositions to show relationships between words in a sentence, such as location, direction, time, cause, and possession. For example, in the sentence *The book is on the table*, the preposition *on* indicates the spatial relationship between the book and the table.

The Uzbek language differs significantly from English because it is an agglutinative language, meaning that grammatical meanings are usually expressed through suffixes attached to the base word. Many relations that English expresses with prepositions are conveyed in Uzbek through **case suffixes** or **postpositions**. For instance, in the sentence *Kitob stolda* (The book is on the table), the suffix **-da** expresses the locative meaning that corresponds to English prepositions such as *in* or *on*. Uzbek case endings include **-da** for location, **-ga** for direction, and **-dan** for source or origin. For example, *U maktabga ketdi* means *He went to school*, where **-ga** expresses direction. Similarly, *U Toshkentdan keldi* means *He came from Tashkent*, where **-dan** indicates the source.

In addition to case suffixes, Uzbek also uses postpositions, which are grammatical elements placed after the noun rather than before it, as in English. Common Uzbek postpositions include *bilan* (with), *uchun* (for), and *haqida* (about). For example, the sentence *Men do'stim bilan keldim* means *I came with my friend*, where *bilan* expresses the relationship between the speaker and the friend.

The Russian language, unlike Uzbek, uses prepositions together with grammatical cases. The meaning of a preposition in Russian often depends on the grammatical case of the noun that follows it. For example, in the sentence *Книга на столе* (The book is on the table), the preposition *на* works together with the case ending of *стол* to express location. Another example is *Он идет в школу* (He goes to school), where the preposition *в* indicates direction.

Russian prepositions can be grouped according to their meanings. Spatial prepositions include *в* (in), *на* (on), *под* (under), and *за* (behind). For instance, *Кошка под столом* means *The cat is under the table*. There are also temporal prepositions such as *в* (in), *до* (before), and *после* (after). An example is *Мы встретимся после урока*, which means *We will meet after the lesson*. Furthermore, many Russian prepositions require specific grammatical cases. For example, *в* followed by the accusative case expresses direction (*Он идет в школу* – He goes to school), while *в* with the prepositional case indicates location (*Он учится в школе* – He studies at school).

A comparative analysis of English, Uzbek, and Russian shows both similarities and differences in the way these languages express grammatical relations. One important similarity is that all three languages use special grammatical elements to express spatial, temporal, and logical relationships between parts of a sentence. In addition, these relations play a crucial role in the overall structure and meaning of sentences in each language.

However, there are also significant differences. English relies primarily on independent prepositional words to express grammatical relations. Uzbek, in contrast, mainly uses case suffixes and postpositions attached to nouns. Russian represents an intermediate system in which prepositions function together with grammatical case endings.

These differences can be clearly seen in translation. For example, the English sentence *She went to the university* uses the preposition *to* to indicate direction. In Uzbek, the same meaning is expressed through the suffix **-ga**, as in *U universitetga ketdi*. In Russian, the direction is expressed by the preposition *в* combined with the accusative case, as in *Она пошла в университет*. Thus, although the three languages express similar relationships, they use different grammatical mechanisms to do so.

These differences often cause difficulties for language learners because the same relationship may be expressed in different grammatical forms.

Conclusion

The comparative analysis of prepositions in English, Uzbek, and Russian languages demonstrates that although these languages express similar semantic relations, they use different grammatical systems to do so. English relies on independent prepositions, Uzbek mainly uses case suffixes and postpositions, and Russian combines prepositions with case endings. These structural differences highlight the typological diversity of languages.

Understanding these distinctions is important for linguistics, translation studies, and foreign language teaching. Further research may focus on semantic categories of prepositions and their role in cross-linguistic communication.

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A Linguacognitive Analysis of the Concept of Time in English Phraseological Units

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Annotation *This paper will analyze the presentation of the idea of time in English phraseological units both in literal and metaphorical contexts. The study examines the underlying cognitive patterns and conceptual metaphors using a set of 25 commonly used time-related idioms and expressions, including: buy time, gain time, kill time, time flies, time is money, bide your time, long time no see, once upon a time, and only time will tell. The analysis reveals that English speakers tend to perceive time using four key metaphorical models, including time as a resource (spend time, waste time, time is money), time as something moving (time flies, time after time), time as a measure or spatial dimension (mark time, watch the time), and time as something abstract or experience (only time will tell, time alone will tell). These metaphors show time cognition to be shaped not only by embodied experiences and cultural values but also to be represented in the form of stable and phraseological forms. The work has added to cognitive linguistics and phraseology work by showing the idioms and fixed expressions are sources of shared conceptualizations of time, which are the manifestations of universal cognitive tendencies as well as reflections of English cultural views.*

Keywords *Time, English phraseology, Conceptual metaphor, Cognitive linguistics, Idioms, Temporal cognition, Linguacognitive analysis*

Ingliz tilidagi frazeologik birliklarda vaqt konseptining lingvokognitiv tahlili

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Annotatsiya *Ushbu maqolada ingliz tilidagi frazeologik birliklarda vaqt konseptining ifodalanishi ham to'g'ridan-to'g'ri, ham metaforik kontekstlarda tahlil qilinadi. Tadqiqot 25 ta keng qo'llaniladigan vaqtga oid idiom va iboralar asosida ularning ortida yotgan kognitiv modellari va konseptual metaforalarini o'rganadi. Jumladan, buy time, gain time, kill time, time flies, time is money, bide your time, long time no see, once upon a time, va only time will tell kabi iboralar tahlil qilinadi. Tahlil natijalari shuni ko'rsatadiki, ingliz tilida so'zlashuvchilar vaqtni asosan to'rtta asosiy metaforik model orqali tushunadilar: vaqt resurs sifatida (spend time, waste time, time is money), vaqt harakatlanuvchi narsa sifatida (time flies, time after time), vaqt o'lchanadigan yoki fazoviy o'lcham sifatida (mark time, watch the time), hamda vaqt abstrakt yoki tajriba jarayoni sifatida (only time will tell, time alone will tell). Ushbu metaforalar vaqtni idrok etish jarayoni nafaqat insonning jismoniy tajribasi va madaniy qadriyatlari bilan bog'liqligini, balki til tizimida barqaror frazeologik birliklar shaklida mustahkamlanganligini ham ko'rsatadi. Tadqiqot kognitiv lingvistika va frazeologiya sohalariga hissa qo'shib, idiomlar va turg'un iboralar vaqt haqidagi umumiy konseptual tasavvurlarni ifodalashini, ular orqali*

universal kognitiv tendensiyalar hamda ingliz madaniy qarashlari aks etishini namoyon etadi.

Kalit so'zlar *Vaqt, ingliz frazeologiyasi, konseptual metafora, kognitiv lingvistika, idiomlar, temporal kognitsiya, lingvokognitiv tahlil*

Лингвокогнитивный анализ концепта времени в английских фразеологических единицах

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Аннотация *В данной статье анализируется представление концепта времени в английских фразеологических единицах как в буквальном, так и в метафорическом контексте. Исследование рассматривает лежащие в основе когнитивные модели и концептуальные метафоры на материале 25 широко употребляемых идиом и выражений, связанных со временем, включая: buy time, gain time, kill time, time flies, time is money, bide your time, long time no see, once upon a time, и only time will tell. Анализ показывает, что носители английского языка обычно воспринимают время через четыре основные метафорические модели: время как ресурс (spend time, waste time, time is money), время как движущийся объект (time flies, time after time), время как измеряемая или пространственная величина (mark time, watch the time), а также время как абстрактный или опытный процесс (only time will tell, time alone will tell). Эти метафоры показывают, что когнитивное восприятие времени формируется не только телесным опытом и культурными ценностями, но и закрепляется в языке в виде устойчивых фразеологических единиц. Данное исследование вносит вклад в развитие когнитивной лингвистики и фразеологии, демонстрируя, что идиомы и устойчивые выражения выступают источником коллективных концептуализаций времени и отражают как универсальные когнитивные тенденции, так и культурные особенности английского языка.*

Ключевые слова *Время, английская фразеология, концептуальная метафора, когнитивная лингвистика, идиомы, темпоральная когниция, лингвокогнитивный анализ*

Introduction

One of the categories that are considered to be very significant in human life is time. Time has a powerful effect on the manner in which we think, behave and talk though we are unable to see or feel it (Hall, 1983). Time in the English language is not only described grammatically e.g. by way of tense but also by the use of fixed expressions and idioms (Gibbs, 1994). As cognitive linguistics demonstrates, abstract concepts such as time are usually decoded using metaphorical mappings of concrete experiences, i.e. space, motion or daily activities.

Metaphors are not simple devices of literary expression, they are also primary modes

of thought (Lakoff & Johnson, 1980). In the same way, it is through idioms and phraseological units that patterns in sharing concepts are encoded and both cognition and culture are represented (Kövecses, 2010). The phrases, including *buy time, gain time, kill time, time flies, time is money, bide your time, long time no see, once upon a time, and only time will tell*, demonstrate that the English people structure their ideas about time in consistent, common and well-established patterns.

The metaphorical character of time is still a topic of study, but time-related phraseological units are still not systematically analyzed. Much of the earlier work is usually on single words or idiom as an example, and not a system which represents common mental patterns. This research paper addresses this gap by examining 25 popular English temporal idioms and expressions to identify the most prevalent conceptual metaphors and patterns of thought underlying it.

The following questions are answered in the research:

- *Which are the primary conceptual metaphors of the concept of time within the English phraseological units?*
- *How these expressions are cognitively formulated?*
- *What are the ways in which such phraseological units mirror the English linguistic world view and cultural values?*

The analysis of stabilized idiomatic expressions as opposed to the study of separate words allows this research to be involved with the realization of how abstract notions, such as time, are organized in the mind and manifested linguistically.

Theoretical framework

To comprehend the way human beings conceptualize time, both cognitive linguistic theories and phraseological analysis have to be used. The current research relies on a number of the ideas that form the basis of cognitive linguistics and phraseology.

Abstract ideas like time are defined in terms of more concrete sensory experiences in a metaphorical way (Lakoff & Johnson, 1980). As an example, such statements as spend time, kill time, and time is money show how time as a valuable resource is also conceptualized. Such metaphors are not mere figures of speech; they represent certain basic cognitive patterns based on which people think.

According to Alexander Kunnin, idioms and phraseological units are fixed mental images of conceptual knowledge (Fillmore, 1982). They are able to encode common cognitive and cultural patterns and store them in language. Examples of the ways in which English encodes these conceptual structures are time-related idioms *like buy time, bide your time and time alone will tell*. Phraseology enables the researcher to investigate shared mental model, rather than word sense.

Cognition has the foundation of bodily experience (Talmy, 2000; Langacker, 1987).

Schema Image schemas include PATH, CONTAINER, and SOURCEGOAL, which are useful in organizing the abstract domains such as time. As an example, *time flies* depicts movement and velocity whereas mark time depicts spatial determination of time.

Metaphorical expression is influenced not only by culture but also cognition (Koeveses, 2010). In English, time metaphors indicate cultural values, e.g., **efficiency** (*time is money*), **patience** (*bide your time*), **inevitability** (*only time will tell*). These idioms show the grouping of abstract concepts in time by the English linguistic worldview.

Integration of Theories

This study is a combination of the Conceptual Metaphor Theory, phraseology research, and embodied cognition, which offers an analytical approach to age-related English temporal idioms. Phraseological units serve as storage of cognitive and cultural information, demonstrating the expression of the abstract notions such as time in consistent, commonly known forms.

Methodology

This paper uses the linguacognitive approach to the conceptualization of time in

English phraseological units. This methodology will be a combination of phraseological analysis, conceptual metaphor theory, and cognitive linguistic modeling to uncover the cognitive structures that are used to formulate time expressions in English. The data used in the study are twenty-five standard English idioms and phraseological units of time containing such phrases as b*uy time, gain time, kill time, mark time, time flies, time after time, any time now, time is money, bide your time, watch the time, time and a half, have time to kill, long time no see, once upon a time, time alone will tell, only time will tell, have a high old time and it's about time*. These idioms have been chosen due to their being stable phraseological structures largely employed in everyday communication and thus they indicate common conceptual and cultural arrangements in the English lingo community. Alexander Kunnin considers that phraseological units retain collective cultural experience and serve as rigid linguistic structures containing conceptual knowledge. This is why the study of idioms could be regarded as one of the efficient methods to explore the way the abstract concept like time is reflected in language.

To confirm that the chosen expressions are genuine and used expressions in the contemporary English, the well-known English idiom dictionaries and electronic corpora, which include the Corpus of Contemporary American English and the British National Corpus, were consulted to prove that the expressions are original and are widely used and used by the language users (Sinclair, 1991).

Only those idioms that have an implicit or explicit mentioning of the time, and exhibit a definite metaphorical form, were included in the corpus. Three key principles, namely, temporal relevance, idiomatic stability and cognitive representativeness, were used as the selection criteria. Temporal relevance refers to the idiom making direct or indirect reference to time, length, sequence, or experience of time. Idiomatic stability is associated with the fixed and traditional expression of phraseological expressions, which means that they stand out against the free combinations of words. Cognitive representativeness implies that the idiom displays a conceptual metaphor/cognitive model that is connected with the time perception. With such criteria, the research is able to concentrate on idioms; that truly captures common mental constructs and not by chance figurative applications.

The analytical process is divided into a number of steps. First of all, the gathered idioms were clustered based on their semantic areas so that the key conceptual areas related to time could be defined. One can identify repetitive conceptual patterns and patterns in the metaphoric language via semantic field analysis (Kövecses, 2010). As an example, *time is money, buy time, and gain time* are some of the idioms that exhibit the conceptualization of time as a valuable resource whereas, time flies are the idioms used to depict time as a moving object. Equally, the conceptualization of time as something that can be controlled and measured is presented in the idioms of *mark time* and *watch the time*. Contrary to this, phrases like *only time will tell or time alone* will tell portray time as an experience where events unfold gradually showing their results. The discovery of these semantic categories assists in the demonstration of the systematicity of the metaphorical thinking concerning the time.

The second analysis phase involves the process of finding the conceptual metaphors behind the idioms. This step is founded on the concepts of the Conceptual Metaphor Theory formulated by George Lakoff and Mark Johnson, who believe that abstract concepts are perceived by metaphorical transfers out of more tangible regions of human life. An example is the idiom time is money, which is the reflection of the metaphor TIME IS A RESOURCE, in which time is conceptualized as something award-winning, which can be expended, conserved, or squandered. Similarly, time flies is an example of the metaphor TIME IS A Moving Object, which implies that time is

a moving object that moves along a path. Idioms like bide your time portray the metaphor TIME AS Opportunity which stresses on being patient and waiting. By the discovery of such mappings, the study unveils how the phraseological units carry common conceptual models, which organize the human experience of time.

The last form of analysis uses cognitive modeling via the embodied cognition theories brought out by Leonard Talmy and Ronald Langacker. According to these scholars, abstract concepts have a basis on bodily experience and have basic schemas of images like movement, containment, and trajectory. In this context, idiomatic language, such as time flies, can be viewed using the image schema of movement along a route, and phrases such as mark time could be connected to the concept of parts of time that are limited by boundaries. In the same way, the phrases like time only will tell portray the experiential development of events with time. The linkage of the phraseological units to these cognitive schemas shows that the temporal idioms are not the arbitrary expressions, but it is a manifestation of more profound cognitive processes which helps the speaker conceptualize time.

In general, phraseological analysis, conceptual metaphor theory, and cognitive linguistic modeling come up with a holistic methodological approach to researching the linguistic aspect of time (Wierzbicka, 1992). This combined methodology allows detecting not only the metaphorical rule but also the cognitive pattern underlying English time related idioms in order to comprehend that language is the mirror of the large cultural and cognitive pattern of the time experience.

Analysis and Discussion

The study of the English time-related phraseological units demonstrates that the idea of time is organized with the help of some prevailing conceptual metaphors. These metaphors indicate how speakers perceive and bind temporal experience with the help of cognitive processes. The gathered idioms have shown that time is commonly thought as a resource, a moving thing, a measurable aspect and an experience.

Among the most apparent conceptual metaphors detected in the corpus, there is the metaphor TIME IS A VALUABLE RESOURCE. This image displays the thought that time is like material or economic resources that are usable, can be saved and can be lost. The notions of *buy time, gain time and kill time* are good examples of illustrating this conceptual mapping. In the phrase *buy time*, the verb buy implies that time is a resource that can be acquired or prolonged with the help of particular actions in the same way as money can be used to buy the goods. Equally, the term *gain time* connotes gaining more time, which contributes to supporting the claim that time is something that possesses value and can be amassed. The expression *kill time* is used when there is the notion of wasting or using time when there is nothing constructive to do. One of the most obvious instances of this metaphor is the phrase that *time is money,* which literally causes time and financial resources to be equated with productivity and economic worth. This metaphor indicates the application of modern industrial society where efficiency and productivity are the key elements (Lakoff & Johnson, 1980). In a phraseological point of view, with the help of such idioms the attitude to the time and to the work of culture is also saved, and the language indicates the social values (Kunnin, 2005).

The other conceptual metaphor that is significant in the data is TIME IS A MOVING ENTITY. This metaphor conceptualizes time as something that moves or flows usually very fast and uncontrollably. Examples of this pattern of conceptual are idioms like *time flies and time after time*. The phrase time flies implies that *time runs very fast,* particularly when an individual is given something to look forward to or that time is spent in something that has a meaning. The metaphor is indicative of the way human beings perceive time in that time seems

to be in a hurry when something good happens. Cognitive linguistically, such a metaphor can be translated into motion-based image schemas of Leonard Talmy and Ronald Langacker, who hold the position that abstract concepts are commonly organized in terms of spatial and motion-based experiences. Time after time is also used to show the progressive action in any direction in time making it more about repetition and continuity. These words indicate that a human mind tends to visualize the time in terms of movement and pathway metaphors.

The third conceptual model that is witnessed in the corpus is TIME AS A MEASURABLE DIMENSION. Time in this model has been considered as something that is calculable, controllable or observable. *Watch the time, mark time* and *time and a half* are some of the idioms that depict this conceptualization. Watch the time is the term that signifies the necessity to pay close attention to the time constraints, which, in turn, implies that the time is an operationalized value in the context of most everyday activities. Equally, *mark time* is staying put or postponing the movement until it is the right time. Time in this case is theorized as an orderly aspect of where actions are arranged. The fact that an extra working time is paid more is indicated by the term *time and a half*, a term that further confirms that time is an economic and quantifiable aspect of contemporary societies. The expressions depict temporal concepts as being tightly intertwined with systems of measurement and social organization.

The other set of idioms is conceptualizing time as an interpretative and experience process. The phrases only time will tell and time alone will tell demonstrate the fact that the real meaning or the result of the happenings becomes evident only after some time. Time as a revelation or evaluation force that unearths the truth in these expressions comes out over a period of time. On the same note, any time now is an idiom that implies an expected event that is soon to happen, and this can be viewed as psychological understanding of near time. These statements indicate that time is not only a quantifiable dimension, but also an experiential process that knowledge and understanding is acquired.

Corpus contains also idioms, which represent social and cultural experiences, which are related to time. In fact, the term long time no see implies the awareness of a long time since the last time two people met and this demonstrates the power of time in constructing social relations. Similarly, the time use as a narration frame in discourse is presented in the traditional expression of a narrative once upon a time, which tells a story in an unspecified past. The other one is the phrase have a high old time which can be used to mean that one enjoyed oneself immensely at a certain time. Those words show that time is not the cognitive notion alone but also cultural and communicative device which organizes human interaction.

Lastly, the idiom it is about time indicates the thought that something must have taken place at some time and the current moment is the right time that something should take place. This term explains how speakers analyze the occurrence as compared to the anticipated time conventions. On the cognitive level, these idioms demonstrate the way human beings structure experience based on the temporal anticipation and social norms.

On the whole, the discussion has shown that English phraseological units that concern time are organized around a few prevailing conceptual metaphors such as the conceptualization of time as a resource, conceptualization of time as a moving entity, conceptualization of time as a measurable dimension, and conceptualization of time as an experience process (Adam, 1995).

These metaphors are part of the primary cognitive processes where speakers are enabled to learn the abstraction idea of time in the form of more concrete experiences of movement, value, measurement, and social interaction. The results confirm the hypothetic

assumptions of the cognitive linguistics and prove that the phraseological units represent linguistic images of common conceptual knowledge.

Conclusion

This paper introduced the linguacognitive representation of the notion of time in the English phraseological units. The discussion has shown that time-related idioms are indicative of the systematic conceptual frames and not arbitrary figurative phrases. The study found out that there are a number of dominant conceptual metaphors, which influence the linguistic presentation of time, by analysis of the most frequently used idioms like **buy time, kill time, time flies, time is money, bide your time, long time no see and only time will tell.**

The findings demonstrate that English phraseological units conceptualize time in a number of major cognitive models. The first and most noticeable one is TIME AS A VALUABLE RESOURCE that echoes the economic and practical worth of time in the contemporary societies. The metaphorical meaning of time as something controllable, savable or lossable is reflected in such phrases like buy time, gain time and time is money. A second model is time AS A Moving ENTITY which is captured in phrases such as *time flies* and time is something that moves along a path. This metaphor shows how a human being feels time passing along and has a subjective sense of time.

Also in the analysis, the model of TIME AS A MEASURABLE DIMENSION was found and this appears in phrases like watch the time and mark time. These idioms demonstrate that time is usually regarded as an organized system which may be quantified and arranged according to human processes. The next conceptual pattern that has been found in the work is the TIME AS AN Experiential Process, which is represented in the expressions as o*nly time will tell or time alone will tell.* These words highlight the significance of time to disclose the results and develop human cognition of the events.

The data substantiates the theoretical presumptions of cognitive linguistics and especially the notion put forward to which conceptual abstractions are organized according to metaphorical mappings on the basis of daily experience (Lakoff & Johnson, 1980). Besides, the work affirms the position of phraseological units are stable components of language that retain communal cognitive and cultural information (Kunnin, 2005).

In conclusion, the study illustrates that English time-related idioms can be used to gain effectual understanding of how practisers mind time. The combination of phraseological analysis, conceptual metaphor theory, and cognitive linguistic modeling helps the study to make a better insight into the connection between language, cognition, and culture. Future studies can extend the list of idioms or they can compare the use of the time phraseology in various languages to understand the cross-cultural variation in conceptualizing time.

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Gender as a sociolinguistic construct in anglophone magazine texts

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Annotation *Anglophone magazines circulate social common sense through compact formats that merge advice, entertainment, and consumption. Gender emerges in this discourse as an organized set of expectations produced by recurring editorial routines. The article applies a discourse analytic model that traces gender meaning across address alignment, role naming, agency allocation, modality, evaluation, credibility cues, and limited multimodal anchoring. Texts are segmented into cover lines, headlines, leads, and body units, then coded at clause and paragraph level to capture stable patterning. Findings show denser obligation and self management scripts in lifestyle and intimacy sections, while capacity and entitlement are foregrounded in leadership, work, and competition. Authority is distributed unevenly: generalized expertise more often legitimizes body and relationship norms, whereas institutional proof more often validates status and achievement. The framework identifies where magazine language shifts from description to norm setting and where representation consolidates a hierarchy of roles across issues in mainstream titles.*

Keywords *Gender construction, sociolinguistics, magazine discourse, Anglophone magazines, identity positioning, agency, modality, multimodality*

Anglofon jurnal matnlarida genderning ijtimoiy tilshunoslik konstruksi sifatida qurilishi

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Annotatsiya *Maqolada ingliz tilidagi jurnallar ixcham maslahat, ko'ngilochar va iste'molga yo'naltirilgan formatlar orqali ijtimoiy tasavvurni qanday barqarorlashtirishi yoritiladi. Bunday diskursda gender tayyor xususiyat emas, takrorlanuvchi tahririy amallar natijasida ishlab chiqiladigan kutishlar majmuasi sifatida ko'rinadi. Tahlil modeli murojaat mosligi, rolni nomlash, agentlikni taqsimlash, modal ma'no, baholash birliklari, ishonchlilik signallari va cheklangan multimodal tayanchlarni bir tizimda kuzatadi. Matnlar muqova satri, sarlavha, kirish va asosiy bo'limlarga ajratilib, band va gap darajasida kodlandi. Natijalar turmush tarzi hamda yaqin munosabat bo'limlarida majburiyat va o'zini boshqarish ssenariylari ko'proq jamlanishini, yetakchilik va raqobat mavzularida esa qobiliyat hamda huquqiylik ustunlashishini ko'rsatadi. Vakolat taqsimoti notekis: tana va yaqinlik me'yorlari ko'pincha umumiy ekspertlik bilan, maqom va yutuq esa institut dalillari bilan mustahkamlanadi. Model jurnalda tasvir normaga aylanuvchi nuqtalarni aniqlashga xizmat qiladi. Shuningdek, baholash va rol nomlari birikishi ijtimoiy obrazlarni toraytirib, o'quvchida tez taniladigan persona yaratadi. Shu yo'l bilan matn tavsifdan tarbiyaviy ko'rsatmaga o'tadi va mazkur signal o'quvchi xulqiga ham ko'chadi barqaror.*

Kalit so'zlar *Gender konstruksiyasi, ijtimoiy tilshunoslik, anglofon jurnallar, jurnal diskursi, identiklikni pozitsiyalash, agentlik, modallik, multimodallik*

Гендер как социолингвистический конструкт в англоязычных журнальных текстах

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Аннотация *В статье показано, как англоязычные журналы через краткие форматы совета, развлечения и потребления закрепляют повседневный здравый смысл. Гендер рассматривается не как врождённая характеристика, а как набор ожиданий, который создаётся повторяющимися редакционными практиками. Применена операциональная дискурс аналитическая модель, связывающая гендерное значение с адресацией, называнием ролей, распределением агентности, модальностью, оценочной лексикой, сигналами авторитетности и ограниченными мультимодальными якорями. Тексты сегментированы на обложечные строки, заголовки, лиды и корпусные фрагменты, затем закодированы на уровне клаузы и абзаца. Результаты показывают, что в разделах образа жизни и отношений накапливаются сценарии обязанностей и самоконтроля, а в темах лидерства и соревнования усиливаются сценарии способности и права действовать. Авторитет распределён несимметрично: нормы тела и интимности чаще легитимируются обобщённой экспертизой, тогда как статус и достижения подтверждаются институциональными доказательствами. Модель фиксирует переход от описания к нормированию и показывает, как репрезентация превращается в иерархию ролей. Повторяемые оценочные шаблоны формируют узнаваемую персону читателя и поддерживают её за пределами медиаконтекста в разных рубриках и выпусках.*

Ключевые слова *Гендерный конструкт, социолингвистика, англоязычные журналы, журнальный дискурс, позиционирование идентичности, агентность, модальность, мультимодальность*

Introduction

Magazines remain one of the most efficient media technologies for circulating social common sense. Anglophone titles travel through print distribution, licensed editions, and platform based feeds, carrying a recognizable vocabulary of aspiration, intimacy, success, and self management. Their impact depends not only on topics but on stable ways of speaking: headlines compress evaluation into short formulas, advice formats turn preference into duty, and recurring rubrics train readers to interpret everyday life through repeatable categories. In this environment gender is not a background variable. It operates as an organizing principle that shapes who is addressed, whose voice is treated as expertise, which emotions are framed as legitimate, and which trajectories are presented as realistic. Because magazines often blend

information with entertainment and consumption with morality, they can stabilize norms while presenting them as personal choice.

A sociolinguistic view treats gender as meaning produced in social practice rather than as a fixed style attached to a biological category. Eckert and McConnell Ginet (2013) foreground practice and change, arguing that linguistic forms become gender relevant through indexical links to stance, persona, and community expectations. In magazines these links are designed to be instantly readable. Direct address builds a relationship between writer and reader through second person orientation and simulated conversational closeness. Stance markers attach value to routine activities, so that grooming, dieting, negotiating, or leading can be framed as virtue, discipline, competence, or risk. Genre conventions then stabilize these cues across issues, so the same evaluative clusters return in headlines, captions, and advice sequences, and a gendered persona becomes familiar.

Performativity theory clarifies why repetition is decisive. Butler (2006) explains that gender acquires the appearance of naturalness through reiterated discursive acts that cite norms until they feel like reality. Magazine genres intensify citation because they depend on fast recognizability. Tips, rules, quizzes, and makeover narratives generate a steady rhythm of prescriptions framed as care, empowerment, or realism. Within these frames obligation and permission are distributed unevenly. Some identities are addressed as agents who choose and act, while others are addressed as projects that must be managed, improved, and monitored. Representation follows the same mechanism. When images of women and men are paired with predictable evaluations, the text supplies shortcuts for judging bodies, ambitions, and relationships, and invites readers to internalize those shortcuts as common sense.

Applied research on English magazine discourse shows that construction is achieved through coordinated strategies rather than isolated lexical choices. Laletina (2007) describes how directive sequences, evaluative economies, and stable role repertoires cooperate across sections to produce recognizable personae and normalize unequal distributions of agency. Yet research often separates identity positioning from representation, as if the voice addressing the reader could be analyzed independently from the social images it circulates. The present framework treats them as a single system. It models Anglophone magazine discourse as a site where address, modality, evaluation, and authority cues jointly shape the reader as a social subject and shape gender as a public category.

Literature review

Scholarship on gender and language has moved from searching for stable masculine and feminine speech styles to explaining how gender becomes meaningful through norms, institutions, and routine communicative practices. Cameron (1992) advances this shift by treating claims about gender difference as ideological work that can disguise hierarchy as natural variation. For magazine analysis this perspective is practical because it directs attention to what is framed as normal, tasteful, respectable, and credible in mediated talk. In glossy formats norms are rarely defended openly. They are embedded in habitual evaluation, in advice genres that convert preference into obligation, and in rubrics that train readers to classify selves and others quickly. A Cameron shaped reading therefore treats gender as regulation through language rather than reflection of pre given identity.

A second line of research foregrounds power and ideology in discourse. Lazar (2005) develops feminist critical discourse analysis and treats gender as a political category reproduced through everyday textual choices and institutional genres. This approach moves magazine studies beyond counting representations and toward tracing how authority is built, how blame is assigned, and

how moral expectations are naturalized. In magazine texts the most consequential mechanism is often the distribution of epistemic rights: who is permitted to define a problem, who is framed as needing improvement, and whose desire is treated as universal. Advice columns, makeover narratives, and expert quotations become sites where gendered obligation is legitimized and made to feel reasonable.

A third approach strengthens sociolinguistic explanation by integrating the visual with the verbal. Kress and van Leeuwen (2006) offer a grammar for describing how images organize meaning through composition, gaze, distance, and framing. In magazines identity positioning is rarely purely linguistic. The implied reader is constructed through the alignment of headline style, photographic posture, layout hierarchy, and the placement of quoted voices. Visual design structures who is centered, who is observed, and which bodies become exemplary. This multimodal lens supports a combined account of representation and interaction: cover images address viewers, captions anchor interpretation, and repeated compositional patterns stabilize a persona across issues.

Dissertation based research provides applied detail that theoretical models alone often lack. Zinovieva (2018) shows how glossy magazine discourse constructs masculinity and femininity through stable thematic zones and recurrent linguistic mechanisms, especially evaluative clusters and directive routines that allocate agency unevenly. Skulkin (2014) complements this by focusing on rhetoric and genre, describing how the gender ideal is sustained through persuasive organization and controlled alternation of intimacy and authority. Together these traditions support a constructionist conclusion: magazines do not merely portray gender, they manufacture recognizable gendered personae by repeating stance, obligation, evaluation, and credibility cues until they become habitual.

Methods

The analysis was conducted in three main stages. First, the selected texts were converted into a plain textual format and segmented into structural components, including the cover line, headline, lead, body, and closing sections. This step ensured that the discourse structure of the magazine articles could be examined systematically. Second, a corpus-assisted analysis was carried out to identify frequently occurring linguistic clusters, particularly those related to direct address, evaluation, and expressions of obligation. This stage helped reveal recurring patterns in the way language constructs interaction with the reader. Third, rule-guided coding was applied at both clause and paragraph levels in order to categorize the identified linguistic features.

The coding framework conceptualizes gender as an indexical meaning that connects specific language choices with the construction of stance and persona. In this respect, particular attention was paid to elements such as forms of address, expressions of agency, modality, and signals of credibility. This approach follows sociolinguistic practice-based perspectives on language and gender, as discussed in (Eckert & McConnell-Ginet, 2013). In addition to linguistic features, certain visual elements were also considered when they functioned as discourse anchors. Specifically, aspects such as gaze direction, framing, and caption placement were examined because they contribute to positioning the reader as a social subject and reinforce the interpretative framework of the discourse.

Layer	Unit	Core question	Observable cues	Analytic output
Address alignment	paragraph	Who is invited to belong	you, we, rhetorical questions, intimacy markers	implied reader community
Role nomination	clause	Which identities are named	mother, leader, expert, girlfriend, athlete, boss	role inventory and defaultness
Agency allocation	clause	Who acts and who adapts	active verbs, passive framing, causation patterns	agentive hierarchy
Modality obligation	clause	What is treated as duty	must, should, need, allowed, can	norm density and permission range
Evaluation economy	phrase	What counts as good	moral adjectives, success labels, risk labels	value regime
Authority scaffolding	paragraph	Who grants legitimacy	named institutions, unnamed experts, rankings, statistics	credibility distribution
Multimodal anchoring	layout unit	How meaning is fixed visually	gaze, distance, salience, caption anchoring	reinforced persona cue

Table 1. *Coding Scheme for Gender as a Sociolinguistic Construct in Anglophone Magazine Texts*

Results and discussion

Across the different sections of the magazines, identity positioning is largely shaped by the interaction between forms of address and modal expressions. In sections devoted to lifestyle and intimate relationships, there is a noticeably higher frequency of obligation markers that relate to body management, relationship maintenance, and competence within the household sphere. Through these linguistic patterns, the implied reader is constructed as someone responsible for managing outcomes and anticipating possible social judgment. The discourse implicitly suggests that failure to meet these expectations may lead to negative evaluation. As a result, the reader is positioned as a careful manager of personal and interpersonal responsibilities who must constantly monitor and regulate her actions in order to avoid perceived shortcomings.

In contrast, sections that focus on leadership, achievement, and competition demonstrate a different modal orientation. Here, language tends to emphasize capacity, possibility, and entitlement. These features contribute to the construction of a persona that is associated with initiative, strategic risk-taking, and the pursuit of public recognition. The contrast between these two clusters of discourse is not merely stylistic or decorative. Rather, it reveals an uneven distribution of agency across different role domains. In one set of roles, self-correction and constant improvement are framed as moral responsibilities, while in the other, expansion, ambition, and experimentation are presented as legitimate opportunities for advancement.

Representation within the discourse is further shaped through relatively stable associations between evaluative language and role naming. When particular role labels appear in the text, they are frequently accompanied by value-laden descriptors that restrict or narrow the possible interpretation of those roles. For instance, qualities such as care, emotional sensitivity, and physical attractiveness tend to cluster around notions of moral worth and

personal virtue. By contrast, attributes such as strength, confidence, and decisiveness are more commonly linked with legitimacy, authority, and leadership. These recurring evaluative pairings contribute to the gradual normalization of specific gendered expectations.

Authority cues within the discourse further reinforce this pattern. Advice related to appearance, personal relationships, and emotional well-being often relies on generalized forms of expertise, such as anonymous recommendations or commonly accepted lifestyle norms. In comparison, advice concerning status, career achievement, or leadership tends to reference institutional sources, rankings, statistical indicators, or other forms of quantified evidence. This difference produces a form of credibility asymmetry within the discourse. One set of norms is presented as self-evident and natural, while the other is framed as measurable, competitive, and merit-based. Such patterns support the broader observations identified in Elena S. Zinovieva's research on glossy magazine discourse, which demonstrates how repeated evaluative templates and directive routines contribute to the large-scale normalization of gendered role expectations (2018).

Section type	Main discourse function	Dominant stance	Typical modality	Authority type	Typical persona outcome
Cover lines	instant categorization	high evaluation	compressed obligation	ranking logic	desirable identity target
Advice columns	conduct regulation	supportive certainty	strong should and need	unnamed expert	compliant self management
Feature profiles	legitimacy building	admiration	can and will	institutions and metrics	agentive achievement
Relationship features	moral framing	empathy plus warning	must and cannot	common sense voice	responsibility for harmony
Style and body features	norm stabilization	aspirational judgment	must and should	generalized expertise	continuous improvement
Business and work features	status scripting	competitive ness	can and allowed	named authorities	entitlement to act

Table 2. *Pattern Map of Gendered Meaning Making Across Magazine Sections*

The results also highlight the point where magazine language shifts from description to norm setting. The shift is often marked by modality and evaluation that transform an observable practice into a moralized expectation. In lifestyle rubrics obligation verbs and risk labels convert routine choice into duty, while soft address creates the impression of friendly guidance. In work and competition rubrics the language more often frames agency as capacity and right, supported by institutional citations that present success as objective. The reader is thus invited into different regimes of responsibility depending on the section, which supports Lazar (2005) on how domination can operate through ordinary language that appears caring and reasonable.

Finally, multimodal anchoring strengthens verbal cues. Layout salience and gaze direction can assign centrality and exemplary status to certain bodies and postures, while captions narrow interpretation

by linking images to evaluative scripts. In the terms of Kress and van Leeuwen (2006), interactional meaning is built through visual contact and distance, and magazines use these resources to stabilize the implied persona. The combined effect is a portable social signal: readers learn a recognizable set of stances and expectations and can carry them beyond the magazine context into everyday self-interpretation.

Conclusion

Anglophone magazines construct and reinforce gender identities most effectively through subtle, repeated routines rather than through explicit ideological statements. Forms of address create an implied reader community, positioning norms as shared and taken-for-granted knowledge. Modality transforms preferences and suggestions into perceived duties, presenting identity as an ongoing project that requires constant self-regulation. Evaluation patterns further shape gendered roles by linking moral and social value to particular traits, such as care and attractiveness with virtue, or strength and decisiveness with authority. Authority cues reinforce these patterns by distributing credibility unevenly across domains, lending some norms a sense of self-evidence while others are framed as measurable or institutional. When these mechanisms operate together across multiple sections, magazines produce a coherent and persistent social signal of gender that not only organizes identities within the texts themselves but also extends into readers' broader cultural and social experiences. In this way, gender in media discourse is actively constructed, normalized, and circulated, shaping expectations and behaviors beyond the magazine pages.

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Metaphorical Conceptualization and Translation of Gender Terminology in Human Rights Discourse: A Corpus-Based Socio-cognitive Study

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Annotation *This study investigates the metaphorical conceptualization and translation of gender-related terminology in contemporary human rights discourse from a socio-cognitive perspective. While gender terminology has been widely discussed within feminist linguistics and terminology studies, limited research has explored how metaphorical models structure these terms cognitively and how such models influence their translation across languages. Drawing on cognitive linguistics, particularly Idealized Cognitive Models (ICMs) and frame semantics, the article examines how key gender concepts, such as gender equality, empowerment, and discrimination are metaphorically framed in English human rights texts. Using a corpus-based approach, the study analyzes collocational patterns and contextual realizations of selected gender terms in a reference corpus of international human rights reports. The findings demonstrate that gender terminology is not semantically neutral; rather, it is structured through dominant metaphorical mappings (e.g., gender equality as balance, discrimination as barrier, empowerment as force). These cognitive structures shape not only conceptual understanding but also translation strategies. A comparative analysis of English-Uzbek translation cases reveals that metaphorical frames are frequently reconfigured due to linguistic, cultural, and ideological factors. The study argues that translation of gender terminology requires frame-sensitive interpretation rather than formal equivalence. By integrating corpus linguistics, cognitive semantics, and socio-cognitive terminology theory, this research contributes to applied linguistics and translation studies, offering a model for analyzing contested social terminology in multilingual contexts.*

Keywords *Gender terminology, human rights discourse, conceptual metaphor, Idealized Cognitive Models (ICM), frame semantics, socio-cognitive terminology, corpus-based analysis, translation studies, gender equality, discrimination metaphor*

Inson huquqlari diskursida gender terminologiyasining metaforik konseptuallashuvi va tarjimasi: korpusga asoslangan sotsiokognitiv tadqiqot

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Annotatsiya *Ushbu tadqiqot zamonaviy inson huquqlari diskursida genderga oid terminologiyaning metaforik konseptuallashuvi va tarjimasini sotsiokognitiv nuqtayi nazardan o'rganadi. Gender terminologiyasi Feminist Linguistics va terminologiya tadqiqotlarida keng muhokama qilingan bo'lsa-da, ushbu terminlarning kognitiv*

jihatdan metaforik modellari orqali qanday tuzilishi hamda bunday modellarning turli tillar o'rtasidagi tarjimaga qanday ta'sir ko'rsatishi yetarli darajada o'rganilmagan. Cognitive Linguistics, xususan Idealized Cognitive Models (ICM) va Frame Semantics nazariyalariga tayanib, maqolada gender tengligi, imkoniyatlarni kengaytirish va kamsitish kabi asosiy gender tushunchalarining ingliz tilidagi inson huquqlari matnlarida metaforik tarzda qanday ifodalanishi tahlil qilinadi. Korpusga asoslangan yondashuvdan foydalangan holda, tadqiqot xalqaro inson huquqlari hisobotlaridan tuzilgan referens korpusda tanlangan gender terminlarining kollokatsion xususiyatlari va kontekstual qo'llanishini tahlil qiladi. Natijalar shuni ko'rsatadiki, gender terminologiyasi semantik jihatdan neytral emas; aksincha, u ustun metaforik moslashuvlar orqali shakllanadi (masalan, gender tengligi – muvozanat sifatida, kamsitish – to'siq sifatida, imkoniyatlarni kengaytirish – kuch sifatida talqin qilinadi). Ushbu kognitiv tuzilmalar nafaqat tushunchaviy anglashni, balki tarjima strategiyalarini ham belgilaydi. Ingliz va o'zbek tillari o'rtasidagi tarjima holatlarining qiyosiy tahlili metaforik freymlarning ko'pincha lingvistik, madaniy va mafkuraviy omillar ta'sirida qayta shakllanishini ko'rsatadi. Tadqiqot gender terminologiyasini tarjima qilishda formal ekvivalentlikdan ko'ra freymga sezgir talqin muhimligini ta'kidlaydi.Kognitiv semantika va sotsiokognitiv terminologiya nazariyalarini integratsiya qilish orqali mazkur tadqiqot Applied Linguistics hamda Translation Studies sohalariga hissa qo'shadi, hamda ko'p tilli kontekstlarda bahsli ijtimoiy terminologiyani tahlil qilish uchun konseptual model taklif etadi.

Kalit so'zlar *Gender terminologiyasi, inson huquqlari diskursi, konseptual metafora, Idealized Cognitive Models (ICM), Frame Semantics, sotsiokognitiv terminologiya, korpusga asoslangan tahlil, Translation Studies, gender tengligi, kamsitish metaforasi*

Метафорическая концептуализация и перевод гендерной терминологии в дискурсе прав человека: корпусно-ориентированное социокогнитивное исследование

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Аннотация *Данное исследование посвящено метафорической концептуализации и переводу гендерной терминологии в современном дискурсе прав человека с социокогнитивной точки зрения. Хотя гендерная терминология широко обсуждалась в феминистской лингвистике и терминологических исследованиях, ограниченное количество работ рассматривало, как метафорические модели когнитивно структурируют эти термины и как такие модели влияют на их перевод на другие языки. Опираясь на когнитивную лингвистику, особенно на Идеализированные когнитивные модели (ICM) и семантику фреймов, исследование анализирует, каким образом ключевые гендерные концепты, такие как гендерное равенство, расширение возможностей и дискриминация, представлены метафорически*

в англоязычных текстах о правах человека. С использованием корпусного подхода исследуются коллокационные паттерны и контекстуальные реализации выбранных гендерных терминов в референтном корпусе международных отчетов по правам человека. Результаты показывают, что гендерная терминология не является семантически нейтральной; она структурирована через доминирующие метафорические соответствия (например, гендерное равенство как баланс, дискриминация как барьер, расширение возможностей как сила). Эти когнитивные структуры формируют не только концептуальное понимание, но и стратегии перевода. Сравнительный анализ англо-узбекских переводов показывает, что метафорические фреймы часто перестраиваются под влиянием лингвистических, культурных и идеологических факторов. Исследование подчеркивает, что перевод гендерной терминологии требует интерпретации, чувствительной к фреймам, а не формальной эквивалентности. Интеграция корпусной лингвистики, когнитивной семантики и социокогнитивной теории терминологии вносит вклад в прикладную лингвистику и переводоведение, предлагая модель анализа спорной социальной терминологии в многоязычных контекстах.

Ключевые слова *Гендерная терминология, дискурс прав человека, концептуальная метафора, Идеализированные когнитивные модели (ICM), семантика фреймов, социокогнитивная терминология, корпусный анализ, переводоведение, гендерное равенство, метафора дискриминации*

The growing prominence of gender discourse in global academic, legal, and political arenas has significantly transformed contemporary linguistic research. Within the anthropocentric paradigm, language is understood not merely as a system of formal structures but as a medium through which social meanings, identities, and power relations are constructed and negotiated. "In this context, gender-related terminology occupies a central position, functioning as both a cognitive instrument and a discursive mechanism that shapes public understanding of equality, rights, and social justice" (Ergasheva & Haitqulov, n. d.).

Human rights discourse represents one of the most influential domains in which gender terminology is produced, standardized, and disseminated. International conventions, policy reports, and advocacy documents frequently employ terms such as *gender equality*, *empowerment*, *gender mainstreaming*, and *discrimination* as key conceptual categories. However, these terms are far from semantically neutral. They are embedded in specific ideological frameworks and structured through underlying cognitive models that guide interpretation. As abstract social constructs, gender-related concepts are often understood through metaphorical mappings and frame-based categorization, which shape how reality is conceptualized and communicated.

"Despite substantial contributions from feminist linguistics and critical discourse analysis, the cognitive foundations of gender terminology remain insufficiently explored, particularly in relation to translation. Traditional terminology theory has tended to treat terms as stable and context-independent units" (Ergasheva, 2019). In contrast, socio-cognitive

approaches emphasize that terms are dynamic, prototype-based, and discourse-sensitive entities. This perspective is especially relevant for gender terminology, where meaning evolves across institutional contexts and sociocultural environments.

The process of translation further complicates the conceptual structure of gender terms. Translating gender-related terminology involves not only lexical transfer but also the negotiation of frames, metaphors, and culturally embedded meanings. When terms developed within English-dominant human rights discourse are transferred into other linguistic systems, they may undergo semantic shifts, frame reconfiguration, or ideological reinterpretation. Formal equivalence alone cannot adequately account for these transformations, particularly in contexts where gender discourse has emerged under different historical and sociopolitical conditions.

Against this background, the present study investigates the metaphorical conceptualization and translation of gender terminology in human rights discourse from a corpus-based socio-cognitive perspective. Drawing on conceptual metaphor theory, Idealized Cognitive Models (ICMs), and frame semantics, the research examines how key gender terms are cognitively structured in English human rights texts and how these structures influence translation strategies in English-Uzbek contexts. By integrating corpus linguistics with cognitive and translation studies, the article proposes a comprehensive analytical framework for examining gender terminology as a dynamic cognitive-discursive system.

The study contributes to applied linguistics and translation research by demonstrating that gender terminology cannot be understood or translated effectively without accounting for its metaphorical and frame-based conceptual organization. Ultimately, the findings highlight the necessity of frame-sensitive and concept-oriented approaches to the translation of socially contested terminology in multilingual human rights communication (Ergasheva, 2021).

"Although gender and language have been extensively examined within feminist linguistics, sociolinguistics, and critical discourse analysis, three significant gaps remain insufficiently addressed" (Ergasheva, 2024).

First, much of the existing scholarship focuses on representational patterns, linguistic sexism, or ideological critique, while comparatively less attention has been given to the cognitive structuring of gender terminology. The metaphorical and frame-based organization of key gender concepts in institutional human rights discourse remains underexplored from a systematic corpus-based perspective.

Second, traditional terminology studies have often approached terms as fixed designations attached to stable concepts. However, contemporary sociocognitive theory suggests that terms are dynamic, context-sensitive, and structured through prototypes and Idealized Cognitive Models (ICMs). Gender terminology, being socially contested and politically embedded, exemplifies this dynamic nature. Yet, empirical studies integrating sociocognitive terminology with corpus evidence remain limited.

Third, translation studies have addressed ideological shifts and cultural mediation in gender-related texts, but relatively few studies have examined how metaphorical frames influence translation outcomes. The interaction between cognitive models and translation strategies in the context of human rights discourse requires further investigation, particularly in non-Western linguistic settings.

Addressing these gaps, the present study integrates corpus linguistics, cognitive semantics, and sociocognitive terminology theory to analyze the metaphorical conceptualization and translation of gender terminology. By examining collocational patterns and frame structures in English human rights texts and comparing them with

translation instances in Uzbek, the study offers a multidimensional account of how gender terms function cognitively and discursively across languages.

The primary aim of the present study is to investigate the metaphorical conceptualization and translation of gender terminology in human rights discourse from a corpus-based sociocognitive perspective. The research proceeds from the assumption that gender-related terms are not merely lexical units but cognitively structured and discursively embedded constructs whose meanings are shaped by metaphorical models and frame-based categorization. In this regard, the study seeks to uncover how key gender concepts are organized conceptually in English human rights texts and how these cognitive structures affect their translation into Uzbek.

In order to achieve this aim, the study first identifies dominant metaphorical models structuring central gender-related terms in contemporary human rights discourse (Moyer, 2007). Particular attention is given to the ways abstract notions such as equality, empowerment, and discrimination are conceptualized through recurring metaphorical mappings. The analysis further examines the frame-based organization of selected gender concepts by applying the theoretical tools of Idealized Cognitive Models (ICMs) and frame semantics. Through this approach, the study aims to reveal the underlying conceptual architecture that stabilizes and contextualizes gender terminology within institutional discourse.

In addition, the research employs corpus-based methods to analyze collocational and contextual patterns of gender terms, thereby identifying statistically and semantically significant tendencies in their usage. The corpus evidence provides empirical grounding for the cognitive analysis and enables the detection of dominant conceptual trends.

"A further objective of the study is to explore how metaphorical frames influence translation strategies in English–Uzbek contexts" (Ergasheva, Alimov, Mamurova, 2021). The research examines whether conceptual structures are preserved, modified, or reconfigured in translation and investigates the extent to which semantic shifts reflect broader cultural and ideological differences. Ultimately, the study seeks to determine how a sociocognitive approach can enhance the conceptual adequacy and interpretative precision of translating socially contested terminology in multilingual human rights communication.

Guided by these objectives, the research addresses the following central questions: What metaphorical models structure key gender-related terms in contemporary human rights discourse? How are these terms cognitively organized through frames and Idealized Cognitive Models? What collocational patterns reveal the conceptual tendencies of gender terminology in corpus data? How do metaphorical frames influence translation strategies and semantic shifts in English-Uzbek translation? And finally, to what extent can a sociocognitive approach improve the conceptual accuracy and discursive coherence of gender term translation?

This research makes several theoretical and practical contributions.

Theoretically, it advances the integration of cognitive linguistics and sociocognitive terminology within gender studies, demonstrating that gender-related terms are structured through systematic metaphorical and frame-based models.

Methodologically, it combines corpus-based analysis with cognitive modeling and translation analysis, offering a replicable framework for studying socially contested terminology.

Practically, the findings provide guidance for translators, terminologists, and policymakers working with gender-related documents in multilingual human rights contexts.

By positioning gender terminology as a dynamic cognitive-discursive system rather

than a static lexical inventory, the study contributes to ongoing debates in applied linguistics and translation studies.

This study adopts a qualitative–quantitative research design grounded in corpus linguistics and cognitive semantic analysis. The methodological framework integrates sociocognitive terminology theory, conceptual metaphor theory, and translation analysis in order to examine how gender-related terminology is structured and transferred across languages within human rights discourse.

The empirical material consists of a corpus of English-language human rights documents, including international conventions, policy reports, and institutional publications focusing on gender equality and women's rights. The corpus was selected on the basis of relevance, representativeness, and terminological density. Texts were chosen from official institutional sources to ensure terminological consistency and discursive authority. The size of the corpus was sufficient to identify recurring lexical patterns and conceptual tendencies rather than isolated stylistic instances.

The first stage of analysis involved identifying key gender-related terms with high conceptual salience, such as *gender equality*, *empowerment*, *gender mainstreaming*, and *discrimination*. These terms were selected due to their frequency and centrality in institutional gender discourse. A collocational analysis was conducted within a ±5-word span to determine statistically and semantically significant lexical patterns surrounding the target terms. This window allowed for the identification of conceptual associations without extending beyond the immediate semantic environment of the term.

In order to assess the strength of lexical associations, normalized frequency counts and Mutual Information (MI) scores were considered. Log-likelihood testing was applied where necessary to compare the prominence of selected terms within the gender-focused corpus against reference usage patterns (Ergasheva, 2020).

The quantitative data were not treated as self-sufficient results but as indicators guiding deeper semantic interpretation.

The second stage of the research involved metaphor identification and cognitive modeling. Metaphorical expressions were identified using a procedure based on contextual meaning comparison and semantic contrast between basic and contextual senses. Once metaphorical instances were established, they were grouped into broader source domains (e.g., BALANCE, FORCE, BARRIER, PATH). These domains were then modeled using Idealized Cognitive Models (ICMs) and frame semantics to reconstruct the conceptual structure underlying each gender-related term.

The third stage focused on translation analysis. A parallel examination of selected English texts and their Uzbek translations was conducted to identify shifts in metaphorical framing and conceptual structure. Rather than evaluating translation in terms of formal equivalence alone, the analysis concentrated on frame preservation, frame modification, and frame loss. Particular attention was paid to instances where metaphorical models were reinterpreted due to cultural, linguistic, or ideological factors.

Throughout the study, qualitative interpretation remained central. Quantitative findings served as empirical support, but the primary objective was to understand how gender terminology is cognitively organized and how this organization influences translation decisions. By combining corpus-based evidence with frame analysis and translation comparison, the methodology enables a multidimensional investigation of gender terminology as a dynamic cognitive-discursive system.

Corpus analysis reveals that the term *gender equality* is rarely used in isolation. It systematically co-occurs with lexical items such as *achieve*, *promote*, *ensure*, *advance*, *progress*, *gap*, *balance*, and *barriers*. These collocational

patterns indicate that the concept is cognitively structured through several dominant metaphorical models rather than functioning as a purely abstract legal category.

One of the most salient conceptual mappings identified in the corpus is:

Gender equality as balance

Frequent co-occurrence with lexical items such as *balance*, *equal participation*, *equal representation*, and *parity* suggests that equality is conceptualized through the source domain of physical equilibrium. In this model, society is implicitly framed as a system that becomes stable only when proportions between men and women are harmonized. The metaphor activates a spatial and measurable image schema: imbalance implies injustice, while balance implies fairness and stability.

This conceptualization carries important ideological implications. By framing equality as balance, discourse implicitly presents gender inequality as a structural asymmetry that must be corrected through institutional adjustment. The metaphor naturalizes the idea that social justice is a matter of restoring equilibrium.

Another recurrent model identified in the corpus is:

Gender equality as a journey or process

Collocates such as *progress*, *path*, *towards*, *milestones*, *advance*, and *roadmap* indicate the presence of a PATH schema. Equality is presented not as a static state but as a dynamic process requiring movement and direction. Within this frame, institutions and governments are positioned as agents guiding society toward a desired destination.

This metaphor emphasizes temporality and gradual development. It also introduces the possibility of delay, stagnation, or regression, which reinforces the performative dimension of policy discourse.

A third conceptualization emerging from the data is:

Gender equality as a structural construction

Collocates including *framework*, *mechanism*, *institutional reform*, and *legal foundation* suggest that equality is understood as something that can be built, reinforced, or institutionalized. In this frame, legal systems and governance structures function as construction tools. The metaphor legitimizes legislative intervention by conceptualizing equality as an engineered outcome rather than a spontaneous social development.

The term *discrimination* demonstrates even stronger metaphorical structuring. Its most frequent collocates include *eliminate*, *combat*, *fight*, *barriers*, *obstacles*, *root causes*, and *violence*.

The dominant conceptual mappings include:

Discrimination as a barrier

The frequent co-occurrence with *barriers*, *obstacles*, *limitations*, and *restrictions* activates a spatial blockage schema. Within this model, discrimination prevents movement along the metaphorical path toward equality. This aligns with the previously identified PATH model of equality, creating a coherent cognitive system: discrimination blocks the journey; equality requires removal of barriers.

Discrimination as an enemy or force

Lexical patterns such as *combat discrimination*, *fight discrimination*, and *eliminate discrimination* suggest a WAR or FORCE schema. Discrimination is conceptualized as an adversary that must be actively resisted. This metaphor intensifies the urgency of institutional action and frames policy measures as protective or defensive strategies.

Notably, this adversarial framing increases the emotional and ideological weight of the term. It moves the concept beyond legal categorization into moral and political mobilization.

The term *empowerment* reveals a consistent FORCE schema in the corpus. It frequently co-occurs with verbs such as *strengthen*, *enable*, *support*, *increase capacity*, and *enhance participation*. Here, empowerment is conceptualized as the transfer or activation of energy and capability.

Empowerment as energy transfer

Within this model, individuals or groups are portrayed as recipients of strength that allows them to act. Institutions become agents that "provide" or "facilitate" empowerment. The metaphor presupposes an initial state of power imbalance and conceptualizes empowerment as corrective reinforcement.

This model is particularly relevant in translation, as the FORCE schema may be weakened or neutralized depending on lexical choices in the target language.

The comparative analysis of English texts and their Uzbek translations demonstrates that metaphorical frames are not always preserved intact. In some cases, spatial metaphors such as "barriers" are translated into more abstract legal terminology, which reduces the cognitive vividness of the original frame. Similarly, war-related metaphors may be softened into neutral administrative expressions.

In other instances, conceptual shifts reflect cultural adaptation. For example, metaphors emphasizing structural reform may be translated in ways that foreground moral or social harmony rather than institutional engineering. Such shifts indicate that translation is not a purely linguistic operation but a conceptual negotiation process.

The findings suggest that gender terminology translation requires frame-sensitive awareness. When metaphorical models are altered, the cognitive and ideological resonance of the term changes as well. Therefore, conceptual equivalence becomes more crucial than formal equivalence.

The findings of the analysis confirm that gender terminology in human rights discourse is not conceptually neutral or semantically fixed. Instead, it is systematically structured through recurring metaphorical models and frame-based cognitive patterns. The identification of dominant schemas such as BALANCE, PATH, BARRIER, FORCE, and STRUCTURE demonstrates that abstract social concepts are consistently grounded in embodied and spatial experience. This supports the central premise of cognitive linguistics that abstract domains are understood through metaphorical mappings from more concrete source domains.

"The conceptualization of *gender equality* as BALANCE and PATH reveals a dual cognitive structure: equality is simultaneously perceived as a measurable equilibrium and as a progressive movement toward a future goal. These two models reinforce one another, forming a coherent discursive system. The BALANCE schema legitimizes corrective intervention by presenting inequality as structural asymmetry, while the PATH schema introduces temporality and institutional responsibility. Such metaphorical structuring is not accidental but reflects the ideological orientation of institutional human rights discourse, which frames social change as both necessary and manageable" (Ergasheva & Mulladjanova, n. d.).

"Similarly, the modeling of *discrimination* as BARRIER and ENEMY intensifies its moral and political weight. The barrier metaphor aligns logically with the journey model of equality: if equality is a path, discrimination is the obstacle blocking movement" (Steen, 2010). This interlocking metaphorical system creates a stable conceptual network in which policy action becomes cognitively justified. The war-like framing of discrimination further mobilizes urgency, presenting institutional efforts as protective and corrective measures rather than administrative procedures.

From a sociocognitive terminology perspective, these findings challenge the traditional assumption that terms function as static labels attached to stable concepts. Instead, gender-related terms appear as dynamic conceptual nodes embedded in discourse (Fillmore, 1982). Their meanings are shaped not only by definitional boundaries but also by prototypical associations and contextual frames. This observation aligns with sociocognitive approaches to terminology, which emphasize the fluidity and contextual variability of specialized vocabulary. Gender

terminology, as a socially contested and politically embedded system, exemplifies this dynamic nature.

The translation analysis further demonstrates that metaphorical frames are vulnerable to reconfiguration during cross-linguistic transfer. When spatial or force-based metaphors are weakened, neutralized, or replaced with abstract legal expressions, the conceptual intensity of the original term may diminish. This shift does not necessarily indicate mistranslation but reflects deeper differences in socio-cultural framing (Ergasheva, 2025).

In contexts where gender discourse has developed along different historical trajectories, translators may unconsciously prioritize conceptual compatibility over metaphorical preservation.

These findings suggest that translation of gender terminology requires more than lexical equivalence, it demands cognitive alignment. A frame-sensitive approach enables translators to recognize underlying conceptual structures and evaluate whether these structures are preserved or transformed in the target language. Such awareness becomes particularly crucial in human rights discourse, where terminological precision carries ideological and legal consequences.

Moreover, the results highlight the broader interaction between language, ideology, and institutional power. The metaphorical structuring of gender terminology contributes to the normalization of specific perspectives on equality, justice, and social change. "By repeatedly activating certain frames, discourse shapes collective understanding and influences policy implementation. Translation, in turn, participates in this process by either maintaining or modifying the conceptual architecture of key terms" (Faber, 2012).

Overall, the study demonstrates that gender terminology operates as a cognitive-discursive system rather than a simple lexical inventory (Temmerman, 2000). Integrating corpus-based analysis with frame semantics and translation studies provides a multidimensional understanding of how socially significant terminology is structured, circulated, and reinterpreted across languages. This integrative perspective reinforces the importance of combining empirical linguistic evidence with cognitive and sociocultural analysis in examining contemporary human rights discourse.

This study set out to examine the metaphorical conceptualization and translation of gender terminology in human rights discourse from a corpus-based sociocognitive perspective. The findings demonstrate that gender-related terms such as *gender equality*, *discrimination*, and *empowerment* are not semantically neutral designations but cognitively structured constructs embedded in institutional discourse. Their meanings are shaped through recurring metaphorical models and frame-based configurations that guide interpretation and influence communicative practice.

"The corpus analysis revealed that gender equality is predominantly conceptualized through BALANCE and PATH schemas, presenting equality as both structural equilibrium and progressive movement" (Wodak, 2009). Discrimination is framed as BARRIER and ENEMY, reinforcing its representation as an obstacle or adversarial force that must be removed or confronted. "Empowerment, in turn, is structured through FORCE and CAPACITY metaphors, conceptualizing social change as the activation or transfer of power. These interconnected models form a coherent cognitive network that underpins the ideological orientation of contemporary human rights discourse" (United Nations, 1979).

The translation analysis further showed that metaphorical frames do not always remain intact in cross-linguistic transfer. Shifts in framing, whether through abstraction, neutralization, or cultural adaptation, may alter the conceptual intensity and ideological

resonance of gender terms. This finding underscores the importance of moving beyond formal equivalence toward frame-sensitive translation strategies. Conceptual alignment rather than lexical substitution becomes essential in ensuring semantic adequacy in multilingual human rights communication.

The study contributes to applied linguistics, cognitive linguistics, and translation studies by integrating corpus-based methods with sociocognitive terminology theory and frame semantics. It demonstrates that gender terminology should be understood as a dynamic cognitive-discursive system shaped by linguistic, cultural, and institutional factors. Methodologically, the research offers a replicable framework for analyzing socially contested terminology in other domains of public discourse (Steen, 2010).

At a broader level, the findings highlight the role of language in constructing social reality. By activating specific metaphorical frames, human rights discourse shapes collective perceptions of justice, inequality, and reform. Translation participates in this process, mediating between conceptual systems and influencing how gender-related ideas circulate across linguistic communities (Ergasheva, Mamurov, Jakhonov, 2019).

Future research may expand the corpus to include additional languages and genres, conduct diachronic comparisons of gender terminology evolution, or investigate the reception of translated gender terms in target cultures. Such directions would further illuminate the complex interaction between cognition, discourse, and translation in shaping contemporary social knowledge.

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Passive voice constructions in English

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Annotation *This article examines the significance of Passive Voice and provides information about the diversity of its forms, many of which are not appreciated in discussions of the passive voice's purported flaws. The following is a description of three reasons why the passive voice is used, based on psycholinguistic study findings: First, speakers employ the passive voice to accommodate accessible concepts; second, the passive form enables writers to maintain topic continuity and adhere to the Given-New principle of communication; and third, passive sentences are not communicatively equivalent to actives, so active sentence paraphrases may occasionally distort the writer's message. The study emphasizes that the passive uniquely allows for the omission of the agent, which is essential when the doer is unknown, irrelevant, or when the emphasis is meant to be on the recipient or outcome of the action rather than its instigator. The article concludes that mastering the passive voice enhances, rather than diminishes, a writer's expressive capacity, enabling more precise emphasis, better coherence, and alignment with natural cognitive processing.*

Keywords *Passive sentences, psycholinguistics, linguistics, grammatical categories*

Ingliz tilida majhul nisbat konstruktsiyalari

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Annotatsiya *Ushbu maqola majhul nisbatning ahamiyatini o'rganadi va uning turli shakllari haqida ma'lumot beradi. Ularning ko'pchiligi majhul nisbatning taxmin qilingan kamchiliklari haqidagi muhokamalarda e'tibordan chetda qoladi. Quyida psixolingvistik tadqiqotlar natijalariga asoslanib majhul nisbatni ishlatishning uchta sababi keltirilgan: birinchidan, so'zlovchilar aniq tushunchalarni ifodalash uchun majhul nisbatni qo'llaydilar; ikkinchidan, majhul shakl mualliflarga mavzu uzluksizligini saqlash va muloqotda ma'lum-yangi tamoyiliga rioya qilish imkonini beradi; va uchinchidan, majhul gaplar faol gaplar bilan kommunikativ jihatdan ekvivalent emas, shuning uchun aniq gaplarni boshqacha ifodalash ba'zan muallifning xabaridagi ma'noni buzishi mumkin. Tadqiqot shuni ta'kidlaydiki, majhul nisbat faqat sub'ektni o'chirib tashlashga imkon beradigan yagona shakldir, bu esa harakatning ijrochisi noma'lum, ahamiyatsiz yoki e'tibor harakatni*

boshlovchiga emas, balki uning qabul qiluvchisiga yoki natijasiga qaratilgan hollarda muhimdir. Maqolada ta'kidlanishicha, majhul nisbatni puxta egallash muallifning ifoda imkoniyatlarini cheklamaydi, balki kengaytiradi, muhim jihatlarni aniqroq ta'kidlashga, matnning yaxlitligini va tabiiy kognitiv jarayonlarga mos kelishini ta'minlashga imkon beradi.

Kalit so'zlar *Majhul nisbat, psixolingvistika, tilshunoslik, grammatik toifalar*

Конструкции страдательного залога в английском языке

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Аннотация *В данной статье рассматривается значение страдательного залога и приводится информация о разнообразии его форм, многие из которых не учитываются в дискуссиях о предполагаемых недостатках пассивного залога. Ниже приводится описание трех причин использования пассивного залога, основанное на результатах психолингвистических исследований: во-первых, говорящие используют пассивный залог для передачи понятных концепций; во-вторых, пассивная форма позволяет авторам сохранять непрерывность темы и соблюдать принцип «известного-нового» в коммуникации; и, в-третьих, пассивные предложения не являются коммуникативно эквивалентными активным, поэтому перефразирование активных предложений может иногда искажать смысл сообщения автора. В исследовании подчеркивается, что пассивная форма как единственная позволяет опускать субъект, что имеет решающее значение в тех случаях, когда исполнитель действия неизвестен, не имеет значения или когда акцент делается не на инициаторе действия, а на его адресате или результате. В статье делается вывод, что овладение пассивной формой не ограничивает, а, напротив, расширяет выразительные возможности автора, позволяя более точно выделять важные моменты, обеспечивая лучшую связность текста и соответствие естественным когнитивным процессам.*

Ключевые слова *Страдательный залог, психолингвистика, лингвистика, грамматические категории*

Introduction

Students, scholars, and professional writers have been taught for generations that the passive voice should be avoided. The idea that the active voice is strong, direct, and explicit while the passive voice is weak, evasive, and indirect has been present in everything from grammar lectures in the classroom to style guides of esteemed scientific publications. This advice, which has been given so frequently that it has become common knowledge, has caused many writers to see the passive construction as a mistake that has to be fixed rather than a characteristic of the language that needs to be understood.

In the past, students, scholars, and professional writers have been advised to avoid the passive voice. The passive voice is not a grammatical mistake but a sophisticated linguistic tool – one that serves crucial functions in communication (Ferreira, 2020). Research has shown that passive sentences help writers maintain topic continuity, conform to the natural flow of given and new information, and accurately convey meaning in contexts where the active voice falls short.

The article offers a fresh look at the passive voice. Instead of repeating the familiar cautions, the article explores the grammar of the passive, its many faces, and the psycholinguistic reasons people use it – why we, as writers and speakers, naturally turn to the passive. The article claims, with findings from cognitive psychology and linguistics, that the passive is not just acceptable but, in fact, necessary for clear and effective writing. Ultimately, readers should come to see that mastering the passive actually increases, not decreases, our ability to express ourselves in English.

We first have to understand the mechanics of the passive voice beyond the straightforward formula frequently found in style guides in order to completely appreciate it. Fundamentally, the passive voice is a grammatical construction that modifies the usual connection between a verb's action and subject. The agent, or person performing the action, is the subject of an active sentence. In "The researcher conducted the experiment," for instance, the activity is carried out by "the researcher," the subject. However, in a passive sentence, the patient or theme – the thing that receives the action or is impacted by it – becomes the subject. The focus is shifted from the researcher to the experiment itself in the line "The experiment was conducted by the researcher".

While English often uses a form of the verb "to be" alongside a past participle, this is not the only way to express the passive. The auxiliary verb "get" also creates passive constructions, such as in "The vase got broken during the move," which can sometimes imply an element of accidental misfortune or even a reflexive action. Furthermore, the agent, introduced by the preposition "by," is often omitted entirely. This omission is not a flaw but a feature; it allows a sentence to exist where the doer is unknown, obvious, or irrelevant to the point being made.

The passive voice, however, is not a single, cohesive structure. The dynamic passive and the stative passive are the two main categories that should be distinguished. An action or event is described by the dynamic passive. "The door was closed by the janitor at 5 PM" describes an occurrence. On the other hand, a resultant state is described by the stative passive. The statement "The door was closed when I arrived" sums up the door's state.

Recognizing the passive as a collection of flexible instruments for accurate expression rather than as a single, weak construction requires an understanding of this intricacy.

Verbs and their arguments – the sentences that verbs co-occur with to enhance their meaning – serve as the foundation for this examination of the passive voice and its purposes. A verb will occur with a variety of

semantic types and numbers of arguments, depending on its meaning. In English, a single argument is linguistically encoded as the subject of simple intransitive verbs like arrive (The lab materials arrived). Intransitive verbs cannot occur in the passive form with just one argument (this constraint is unique to English).

These days languages such as English use transitive verbs – these typically pair with both a doer and something receiving the action, often called a direct object. Instead of only one form, most of these subject-plus-object actions show up either actively or passively across sentences. While grammar sorts words into slots like subject or object, meaning shapes who does what to whom – and that shifts based on the verb itself. Take analyze: it naturally pulls in someone doing the analyzing plus whatever gets broken down. Experts label those parts differently – one as the force behind the act, the other as what's acted upon. (Levin, 1993). One phrase gets one role, yet how those match up can shift across languages. Take "Pat analyzed the results," sitting in the top left box of the image – here, doer ties to who leads the sentence, receiver hooks to what follows. Sentence shape changes, but meaning stays anchored through these links.

It is claimed that there is more than one type of passive construction. One way to note passive constructions apart involves looking at the verb and how it organizes participants. "Analyze" – this kind of verb links an active doer and a thing being acted upon. Through passivation, the thing receiving action moves into the spotlight as subject, while the doer slips back, possibly appearing later in a by-clause.

However, not every verb fits that pattern. Some verbs also connect two elements – one before, one after – but here it's more about someone sensing or feeling something, paired with what they experience. One example of this verb type is "impress", which co-occurs with an argument expressing a thing that is in some sort of psychological state, known as the experiencer, and an entity that caused or triggered that state, the theme (sometimes also called the stimulus) (Belleti & Rizzi, 1988; Jackendoff, 1972). Verbs like impress have a distinctive lexical property, which is that the active form grammatically encodes the theme as subject and the experiencer as object – the opposite of what we see with verbs such as analyzes, in which the thematic role associated with humans and animates occurs as the subject of the active. An active sentence with such a verb, then, will often result in a sentence in which the inanimate entity precedes the animate, as in "The results impressed Pat".

When do speakers form passives, and how? This question fits within psycholinguistics, which examines selection among syntactic alternatives. Choices in grammar reveal patterns shaped by cognitive processing. Sometimes structure follows meaning; at other times, ease of production guides the choice. Speakers weigh possibilities without awareness. The path to one form over another involves subtle influences - context, emphasis, even rhythm. Passive forms emerge under certain conditions, not randomly. Research tracks these moments to uncover underlying principles. How syntax unfolds in real time becomes clearer through such study. Each utterance carries traces of mental organization.

One grammatical option explored by researchers involves selecting either active or passive constructions – just like studies examining double-object against prepositional dative structures, shown through sentences such as "The student handed the professor the assignment" compared to "The student handed the assignment to the professor" (Bock & Irwin, 1980; Bock & Warren, 1985). Earlier reasoning suggests that passives can shift a more animate entity into the subject role, especially when certain verbs – in cases like impress or frighten – would place that being as the direct object in an active frame.

Overall, there are three general reasons why speakers and writers sometimes choose the passive voice. What matters here is the way

details unfold, helping listeners form a clear picture of the whole point. This pattern supports understanding by maintaining continuity from one statement to the next (Erteschik-Shir, 2007; Lambrecht, 1996). Long ago, studies began revealing how learning connects to what a person already knows. To link fresh thoughts with familiar ones, people often rely on a method named by Herb Clark and peers – the Given-New approach. Within sentences, expression tends to start with shared understanding before introducing unfamiliar elements. This pattern supports clearer meaning, as earlier work by V. Ferreira and Yoshita showed in 2003, along with findings from Haviland and Clark in 1974. Shared context becomes the base when listeners and speakers align through this structure. A good example appears when someone taking part asks about timing. Suppose they ask, "How long will the experiment last?" One smooth answer might run: "The experiment will lasts 30 minutes." In contrast, saying "Thirty minutes is how long the experiment will last" feels unusual. Part of that awkwardness arises since what follows becomes known before what was already understood.

Second aspect involves ease of access to knowledge: familiar elements often appear early in a sentence (Ferreira, 2008). Placing known content at the start reduces pressure on real-time formulation during speech or writing. Such positioning aids smooth delivery without disrupting thought organization. Each choice reflects underlying pressures rather than random preference. Studies show this approach named Easy-First (MacDonald, 2013) appear again and again in different tongues.

Ease of access defines what accessibility means; researchers suggest people may choose the passive voice due to mental associations that simplify its production. Still, one could argue such tendencies offer little reason to favor passives since spontaneous choices in writing often fail clarity or elegance. Possibly, familiarity aids early composition – yet strong expression demands reworking original phrasing later on. Such critique holds merit: skilled authors routinely refine their work across versions, removing lines once acceptable yet ultimately unprofessional. Meanwhile, findings from language studies indicate how word availability during speech links closely to how information gets structured naturally. When a subject becomes part of ongoing conversation, it gains presence in thought through natural exposure. Priming methods simply replicate such conditions within controlled settings. Because attention tends to stay near what has been introduced, relevance increases without effort. What enters awareness easily often stays there, shaped by continued reference. Thus, ease of recall and conversational focus frequently coincide.

Last, a reason emerges: the passive voice carries traits unique enough to shape its own role, one stretching beyond individual words alone, according to earlier analysis (Goldberg, 1995). One key trait of the passive voice lies in its capacity to exclude a verb's participant. For instance, "The data were analyzed" compared with "The data were analyzed by the first author." Some traditional critics view the omission of the doer – the phrase introduced by – as problematic, arguing it hides responsibility, much like in "Mistakes were made." Yet in many situations, knowing who performed an action holds little importance or remains uncertain. Under such conditions, being able to drop the performer becomes functional. A researcher might state, "The review date for my grant has been postponed," not to obscure facts but simply because the responsible party is unidentified – and beside the point. What matters most often rests elsewhere. It might have been clearer had the researcher stated that the grant review date was delayed. That version focuses on what matters – the timing – rather than an unnamed actor. Who made the change adds little value here. The central point remains the schedule shift, not the person behind it. Emphasis belongs where impact lies.

Passive voice is an intricate and essential grammatical structure that is crucial element of English. It guarantees that our writing flows naturally from one thought to the next by enabling us to preserve topic consistency. It allows us to control the emphasis and weight of our phrases, putting emphasis where it works best.

Conclusion

It facilitates the alignment of our sentences with our brains' established cognitive preferences, which aim to position prominent, animated entities in the subject position. Mastery of the passive voice does not limit expression but rather broadens it for the student learning English, the scholar publishing research, and the professional writer creating lucid prose. The objective is to comprehend passives rather than to avoid them; that is, to identify when their structure is in line with how readers naturally assimilate information, when their use produces coherence, and when their emphasis helps the narrative. While Active Voice may be more direct and easier to understand, the significance of Passive Voice in linguistics still remains.

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Linguocultural meaning of colours in phraseology (on materials of English, Russian and Uzbek)

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Annotation *This article is devoted to a linguacultural analysis of colour designations within phraseological units in the English, Russian, and Uzbek languages. The relevance of this study is determined by the growing interest in modern linguistics in color semantics as a means of reflecting national worldviews, cultural values, and the characteristics of collective consciousness. Based on English, Russian, and Uzbek phraseology, the author analyzes the expression of a person's financial status, origin, and behavioral characteristics. Particular attention is paid to comparing universal and nationally specific models of colour symbolization. The results of the study demonstrate that color designations in phraseology are closely linked to the historical experience of people, their way of thinking, and value system. Comparative approach allows to identify both general patterns and the unique characteristics of each linguoculture in the interpretation of colour symbolism. This article examines how colour components enhance the figurativeness and evaluative value of set expressions. The analysis demonstrates that the same colour can have both similar and different cultural associations in different languages. This demonstrates the complex interaction between universal cognitive mechanisms and national and cultural specifics. Of particular importance is identifying cases where color designation becomes a marker of social status, wealth, poverty, or moral evaluation of a person. The obtained results can be used in further research in phraseology, linguoculturology and comparative linguistics. The article's materials are also of interest for studying the national and cultural specificity of linguistic units in the context of intercultural communication.*

Keywords *Lexeme, national-cultural specificity, worldview, idiom, linguistic picture, colour lexicon*

Frazeologiyada rangning lingvokulturologik ma'nosi (ingliz, rus va o'zbek tillari materiallari asosida)

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Annotatsiya *Ushbu maqolada ingliz, rus va o'zbek tillari frazeologik birliklarida rang belgilarining lingvomadaniy tahlilini o'rgangan. Ushbu tadqiqotning dolzarbligi zamonaviy tilshunoslikda rang semantikasiga milliy dunyoqarash, madaniy qadriyatlar va jamoaviy ong xususiyatlarini aks ettirish vositasi sifatida qiziqishning ortib borayotganidan kelib chiqqan. Ingliz, rus va o'zbek frazeologiyasidan foydalangan holda, muallif shaxsning moliyaviy holati, kelib chiqishi va xulq-atvor xususiyatlarining ifodaslashni tahlil qilgan. Rang ramziyligining universal va milliy*

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o'ziga xos modellarini taqqoslashga alohida e'tibor qaratilgan. Tadqiqot natijalari shuni ko'rsatadiki, frazeologiyadagi rang belgilari odamlarning tarixiy tajribasi, ularning fikrlash tarzi va qadriyatlar tizimi bilan chambarchas bog'liq. Qiyosiy yondashuv rang ramziyligini talqin qilishda har bir lingvomadaniyatning umumiy qonuniyatlarini ham, o'ziga xos xususiyatlarini ham aniqlash imkonini beradi. Maqolada rang komponentlari barqaror iboralarning obrazliligi va baholovchanligini qanday kuchaytirishi ko'rib chiqilgan. Tahlil shuni ko'rsatdiki, turli tillarda bir xil rang ham o'xshash, ham farqli madaniy assotsiatsiyalarga ega bo'lishi mumkin. Bu universal kognitiv mexanizmlar va milliy-madaniy o'ziga xosliklarning murakkab o'zaro ta'siridan dalolat beradi. Rangni belgilash ijtimoiy mavqe, boylik, qashshoqlik yoki insonning axloqiy bahosi belgisi bo'lib qoladigan holatlarni aniqlash alohida ahamiyatga ega. Olingan natijalar frazeologiya, lingvokulturologiya va qiyosiy tilshunoslik bo'yicha keyingi tadqiqotlarda qo'llanilishi mumkin. Maqola materiallari madaniyatlararo muloqot nuqtai nazaridan til birliklarining milliy-madaniy xususiyatlarini o'rganish uchun ham qiziqish uyg'otadi.

Kalit so'zlar *Leksema, milliy-madaniy xoslik, dunyoqarash, ibora, lingvistik rasm, ranglar leksikoni*

Лингвокультороло гическое значение цвета во фразеологии (на материале английского, русского и узбекского языков)

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Аннотация *Данная статья посвящена лингвокультурному анализу цветовых обозначений в фразеологических единицах английского, русского и узбекского языков. Актуальность исследования обусловлена растущим интересом в современной лингвистике к цветовой семантике как средству отражения национальных мировоззрений, культурных ценностей и особенностей коллективного сознания. На основе английской, русской и узбекской фразеологии автор анализирует выражение финансового положения, происхождения и поведенческих характеристик человека. Особое внимание уделяется сравнению универсальных и национально-специфических моделей цветовой символики. Результаты исследования показывают, что цветовые обозначения во фразеологии тесно связаны с историческим опытом людей, их образом мышления и системой ценностей. Сравнительный подход позволяет выявить как общие закономерности, так и уникальные особенности каждой лингвокультуры в интерпретации цветовой символики. В данной статье исследуется, как цветовые компоненты усиливают образность и оценочную ценность устойчивых выражений. Анализ показывает, что один и тот же цвет может иметь как схожие, так и различные культурные ассоциации в разных языках. Это демонстрирует сложное взаимодействие между универсальными когнитивными механизмами и национальной и культурной спецификой. Особое значение*

имеет выявление случаев, когда цветовое обозначение становится маркером социального статуса, богатства, бедности или моральной оценки человека. Полученные результаты могут быть использованы в дальнейших исследованиях в области фразеологии, лингвокультурологии и сравнительной лингвистики. Материалы статьи также представляют интерес для изучения национальной и культурной специфики языковых единиц в контексте межкультурной коммуникации.

Ключевые слова *Лексема, национально-культурная специфика, мировоззрение, идиома, языковая картина, цветовая лексика*

Introduction

Colour-denoting vocabulary is increasingly becoming the focus of modern researchers working in linguistics, comparative typology, etymology, psychology, and related disciplines. This interest stems from the fact that units with colour semantics simultaneously exhibit common, universal patterns and distinct national and cultural characteristics, reflecting the unique worldviews of different peoples. As stated by N.N Kozlova, the color names (coloratives) of a particular language have a distinct national-cultural specificity and are significant elements for constructing a fragment of the national picture of the world of the corresponding linguacultural community (Kozlova, 2010).

The symbolic meaning of colour is directly determined by the specific communicative situation, the composition of the participants in the conversation, and their attitude toward the subject of speech. The general semantics of colour is formed by a combination of paradigmatic, syntagmatic, and derivational connections between its components. Lexemes denoting colour are subject to pragmatic and stylistic analysis, which takes into account their structural and semantic characteristics (Khodjalepesova, 2000).

The problem of color designations in linguistics has been studied by many scholars. Among them are a host of Uzbek scholars – I.M. Khodjalepesova, A. Mamirov, S.M. Djalilova, G.R. Rakhimova, but also foreign researchers: A.P. Vasilevich, E.G. Soselia, A.V. Kolmogorova, S.A. Fetisov, B. Berlin, P. Kay, A. Vezhbitskaya, and many others.

S.G. Ter-Minasova emphasizes that differences in the linguistic division of reality, including the color continuum, are explained by the peculiarities of people's living and working conditions. It is precisely the practical needs of society that necessitate either a more detailed or, conversely, a more generalized linguistic representation of the world (Ter-Minasova, 2000).

According to N.V. Serov's logical-linguistic concept, "the semantics of colour designations is currently the primary cultural characteristic uniting people through the natural semiotic principle of color interaction" (Serov, 1997). Each language has its own layer of lexemes denoting colour. The color lexicons of the compared languages differ in both the number of units and their qualitative characteristics. However, a universal feature of the color worldviews of English, Russian and Uzbek is the functioning of central color designations, that is, basic colors, as well as synonymous series, including derivative hues.

Each colour carries a specific symbolism and is usually associated with specific objects in the surrounding world. During colour perception, a person focuses on individual characteristics, qualities, and features of various objects and phenomena. The feelings and associations evoked by a particular colour are

in many ways similar to the sensations evoked by an object or phenomenon traditionally perceived in that colour scheme.

Let's analyze phraseology of English, Russian and Uzbek.

Unconsidered spending can seriously undermine a person's financial situation. This is precisely the situation described in the English idiom *white elephant* – an expensive item that only brings losses because its upkeep costs are not justified by its usefulness (Oxford Dictionary of Idioms, 2000). The expression comes from Thai culture, and the word "white" is no coincidence: it symbolizes the sacredness, rarity, and special status of such a "treasure." The noun "elephant," a zoonym denoting the largest land animal, is associated with the natural world of the tropical regions of Asia and Africa. In the historical and cultural tradition of Siam, now Thailand, the elephant served as a religious symbol. In Thai culture, this animal represents noble human qualities – strength, wisdom, honor, dignity, talent, well-being, and national prosperity – that is, a set of values embodied in an idealized image (Fomicheva, 2021). The adjective "white" is traditionally associated with rarity, sacredness, purity, and uniqueness. Even in ancient times, white was primarily associated with positive meanings, including goodness, joy, purity, health, procreation, peace, and harmony (Mironova, 2005).

Debts often lead to a deterioration of a person's financial situation. The phraseology *in the red* means "being in debt", "overspending", or "incurring financial losses" (Oxford Dictionary of Idioms, 2000). The preposition "in" indicates staying inside a certain state or situation. The article "the" concretizes this condition, and the substantive adjective "red" is associated with the idea of losses and a negative balance. In the financial and accounting tradition, "red" was usually used to indicate debt or a negative balance, while "black", on the contrary, marked profit and a positive balance (Oxford Dictionary of Idioms, 2000). In Western culture, red is considered one of the basic cultural colours. The colour red is presented as one of the early stages in the development of the colour lexicon and a universal basic color category. After the opposition white/black, red appears at the second stage of the formation of basic colour names in the language. Red is understood primarily as and an important element of the typology of colour lexicon. According to the concept of B. Berlin and P. Kay, red is one of the basic colour terms, which is psychologically significant, stable in use, and occupies an important place in the universal system of colour designations (Berlin, 1969).

Idiom *white-collar job* denotes office, administrative, or intellectual work. It is based on a metonymic transfer from a piece of clothing to a type of professional activity. The white color here is cognitively associated with cleanliness, formality, and neatness, while the collar itself becomes a symbol of official status and professional respectability. L.N. Mironova underlines that white signifies goodness, purity, dominance (power), food (plant-based), hunting prowess, generosity, fertility, maturity, remembrance of ancestors (Mironova, 2005). Analyzing expression is contrasted with a *blue-collar job*, that is, a physical, working profession. Historically, the expression appeared in English in the early 20th century. It stems from the fact that office workers, clerks, and office workers typically wore white shirts with white collars. This distinguishing feature began to distinguish them from manual laborers. This expression is usually associated with education, office environment, career and higher social prestige.

Russian expression *красный каблук* (lit. red heel) describes a young dandy chasing fashion (Birikh, 2005). "Red heels" served as a distinctive sign of young dandies, and over time, the dandies themselves, concerned with their appearance and position in society, began to be ironically called *красный каблук*. The origins of this tradition date back to 17th-century France, when King Louis XIV decreed that only members of the royal court were allowed to wear red heels. This fashionable

detail was later adopted by the Russian nobility. Symbolically, red is consistently associated with energy, passion, wealth, as well as with flamboyance, provocation, and a desire for expressiveness.

Russian phraselogisms *белая кость* (lit. white bone) (Birikh, 2005) and *голубая кость* (lit. blue bone), which have a sarcastic connotation, denote a person of noble origin, associated with the aristocratic or noble class. Colour "белый" (lit. white) in Russian associates with nobility, purity, high moral and social qualities. Somatic component "кость" (lit. bone) symbolizes part of human's or animal's body, in given case, it denotes inner essence, origin, ancestry of person. This means that social status is perceived as something innate, linked to human nature itself. Phrases are most likely originated in a class society, where nobles were considered people of special, high birth. Over time, mentioned idioms became not only a designation for an aristocrat but also an ironic expression, used to mock someone's supposed privilege.

According to S.M. Djalilova, in phraseological units of the Uzbek language, natural and social associations occupy key positions, which distinguishes them from European languages, where more abstract symbolic meanings dominate (Djalilova, 2024).

Uzbek phraseological unit *sariq chaqasi yo'q* (lit. no yellow small copper coin) (O'zbek tilining izohli lug'ati, 2020). denotes "absence of money". The word "sariq" (lit. yellow) implies color and serves as a characteristic of a specific object. Figuratively, it evokes the idea of cheap metal, simplicity, and insignificant value. The noun "chaqa" in the Uzbek language means a small coin, small money, an insignificant sum of money. In colloquial speech, it has long become a symbol of an insignificant amount of money, almost worthless. Component "yo'q" (lit. no) expresses a complete denial of the existence of something. From a cognitive point of view, the analyzed idiom represents the concept of "poverty" through the image of the absence of a minimum monetary unit. In the linguacultural aspect, the described idiom reflects the peculiarities of the Uzbek linguistic picture of the world, in which material status is often understood through specific everyday images. The expression not only states the lack of money, but can also carry a socially evaluative connotation. It speaks of need, constraint, a poor life, and sometimes of a person's helplessness in the material sphere.

Next Uzbek idiom *ko'kka sovurmoq* (lit. throw into the blue) (O'zbek tilining izohli lug'ati, 2020) demonstrates wastefulness. It means "throw into the sky". Lexeme "ko'k" (lit. blue) symbolizes "sky". Linguist A. Mamirov mentions that, in Uzbek culture, the color blue is associated with the sky, harmony, and tranquility (Mamirov, 2025). Verb "sovurmoq" (lit. waste). In this case, the sky symbolizes a space of loss, inaccessibility, emptiness. What is "thrown into the sky" can no longer be retrieved or reassembled. Therefore, the expression has acquired the meaning of throwing money away, squandering. The idiom has a negative connotation as demonstrates a culturally marked image of an irresponsible attitude towards material goods. It condemns a person who does not value work, does not know how to manage his wealth wisely, spends money in vain and does not think about the well-being of his family and the future. In Uzbek linguoculture, attitudes toward money, property are linked to the thrift, responsibility, family duty, and prudent housekeeping.

Conclusion

Expression *oq uy, ola bargak* (lit. white house, many-coloured decoration) implicates luxury, wealth. Colour white, in this case, is connected with high social status of person, well-being. Phrase "oq uy" (lit. white house) associates with luxurious house. Word combination "ola bargak" (lit. many-coloured decoration) enhances the image of decorativeness, variegation, and ornamentation. Earlier mixed colours denoted financial stability. The result is an image of a home that immediately catches the eye and perceived as an indicator of material wealth.

Thus, comparative analysis shows that color in phraseology reflects the peculiarities of worldviews, value systems, and economic experience of different peoples, while labor productivity also evaluates a person's financial situation, origin, behavior, and social morals.

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Practical Identification of Emotional Meaning Based on Collocational Analysis

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Annotation *Emotional meaning is an important component of linguistic communication because speakers constantly express feelings, attitudes, and evaluations through language. While traditional linguistic studies often focus on words that directly denote emotions, modern approaches emphasize the role of lexical interaction in forming emotional meaning. This article investigates the practical identification of emotional meaning in English through collocational analysis of lexical units. The research combines corpus-based analysis with discourse examples from literary texts and media sources. The data were collected from authentic texts and linguistic corpora such as the British National Corpus and the Corpus of Contemporary American English. Particular attention is given to structural patterns of emotional collocations, including adjective-noun, verb-noun, and adverb-adjective combinations. The results demonstrate that emotional meaning frequently emerges from regular patterns of lexical co-occurrence rather than from isolated lexical items. The study also discusses the pedagogical and linguistic implications of collocational analysis for vocabulary teaching and second language learning.*

Keywords *Emotional meaning, collocation, lexical units, corpus analysis, emotional vocabulary, discourse analysis, semantic relations, language teaching*

Kollokatsion tahlil asosida emotsional ma’noni amaliy aniqlash

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Annotatsiya *Emotsional ma’no til orqali muloqot jarayonining muhim tarkibiy qismi hisoblanadi, chunki nutq egasi til yordamida nafaqat ma’lumot uzatadi, balki o‘z his-tuyg‘ulari, munosabati va bahosini ham ifodalaydi. An’anaviy tadqiqotlarda emotsiyalarni ifodalovchi so‘zlar ko‘pincha alohida birlik sifatida o‘rganilgan bo‘lsa, zamonaviy lingvistik yondashuvlar emotsional ma’noning ko‘pincha leksik birliklarning o‘zaro bog‘lanishi orqali shakllanishini ta’kidlaydi. Ushbu maqolada ingliz tilida emotsional ma’noni aniqlash jarayoni leksik birliklarning kollokatsion tahlili asosida o‘rganiladi. Tadqiqot korpus materiallari hamda badiiy va ommaviy axborot vositalari matnlaridan olingan misollarni tahlil qilishga asoslanadi. Natijalar shuni ko‘rsatadiki, emotsional ma’no ko‘pincha alohida so‘zlarda emas, balki ularning odatiy leksik birikmalari orqali yuzaga keladi. Bundan tashqari, kollokatsion tahlil yashirin emotsional ohanglarni aniqlash imkonini beradi, ular alohida so‘zlar darajasida har doim ham sezilmaydi. Tadqiqot natijalari kontekstning leksik birliklarning emotsional talqiniga sezilarli ta’sir ko‘rsatishini tasdiqlaydi. Ushbu yondashuv tilshunoslik tadqiqotlarida hamda ingliz tilini o‘qitish amaliyotida samarali qo‘llanishi mumkin.*

Kalit so'zlar *Emotsional ma'no, kollokatsiya, leksik birliklar, korpus tahlili, emotsional leksika, diskurs tahlili, semantik munosabatlar, til o'qitish*

Практическое выявление эмоционального значения на основе коллокационного анализа

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Аннотация *Эмоциональное значение является важным компонентом языковой коммуникации, поскольку с помощью языка говорящий выражает не только информацию, но и свои чувства, отношение и оценку происходящего. В традиционных лингвистических исследованиях внимание в основном уделялось словам, непосредственно обозначающим эмоции. Однако современные подходы подчеркивают, что эмоциональное значение часто формируется в результате взаимодействия лексических единиц в речи. В данной статье рассматривается практическое выявление эмоционального значения на основе коллокационного анализа лексических единиц в английском языке. Исследование основано на анализе материалов языковых корпусов, а также примеров из художественных и медийных текстов. Результаты показывают, что эмоциональное значение часто возникает не изолированно, а формируется через устойчивые лексические сочетания. Дополнительно установлено, что контекст играет ключевую роль в формировании эмоциональной окраски и влияет на интерпретацию лексических единиц. Полученные результаты могут быть использованы при анализе дискурса и в практике преподавания английского языка. Они также открывают перспективы для дальнейших исследований в области эмоциональной семантики и корпусной лингвистики. Особое значение полученные выводы имеют для межкультурной коммуникации, где точная интерпретация эмоциональной окраски высказываний играет ключевую роль.*

Ключевые слова *Эмоциональное значение, коллокация, лексические единицы, корпусный анализ, эмоциональная лексика, дискурсивный анализ, семантические отношения, преподавание языка*

Introduction

Human language serves not only as a system for transmitting factual information but also as a means of expressing feelings, attitudes, and subjective evaluations. In everyday communication, speakers constantly interpret events emotionally and communicate their reactions through language. Because of this, the relationship between emotion and language has attracted considerable attention in modern linguistics.

Traditionally, emotional meaning has been associated with lexical items that explicitly denote emotional states such as *joy*, *fear*, *anger*,

or *sadness*. However, many linguistic studies have demonstrated that emotional meaning is not limited to such words. Emotional interpretation often arises through contextual usage and through the interaction between lexical units within discourse. Words rarely function independently; instead, they tend to occur together in patterns that become conventional in language.

One of the key concepts for understanding these patterns is **collocation**, which refers to the tendency of certain words to co-occur more frequently than would be expected by chance. According to Sinclair, lexical meaning is strongly influenced by recurrent patterns of co-occurrence in authentic language use (Sinclair, 1991). These patterns reveal how speakers organize linguistic knowledge and construct meaning through habitual lexical combinations.

Corpus linguistics has made it possible to investigate collocations systematically by analyzing large collections of authentic texts. Corpus-based research shows that collocations are not random but reflect meaningful associations between lexical units. Stubbs notes that the analysis of collocations provides important insights into how speakers conceptualize experience through language (Stubbs, 2001).

In the case of emotional language, collocations often reveal subtle semantic relationships. For example, the noun *fear* frequently occurs with adjectives such as *deep*, *growing*, or *intense*. Similarly, verbs like *tremble*, *shake*, or *overcome* regularly appear in contexts describing emotional reactions. These patterns demonstrate that emotional meaning is frequently reinforced through lexical combinations rather than through isolated words.

Another important aspect of emotional language is its evaluative function. Speakers use emotional expressions not only to describe feelings but also to evaluate situations and influence the attitudes of listeners. Martin and White emphasize that evaluative language plays a crucial role in discourse because it allows speakers to position themselves toward events and communicate their perspectives (Martin & White, 2005).

The present article aims to explore how emotional meaning can be identified through collocational analysis of lexical units in English. The research combines corpus-based methods with discourse analysis of examples drawn from literary texts and media discourse. Such an approach makes it possible to examine emotional collocations in different communicative contexts.

The objectives of the study are as follows:

- to describe the methodology used for identifying emotional collocations
- to analyze structural patterns of emotional lexical combinations
- to examine how emotional meaning develops through collocational interaction
- to discuss the pedagogical implications of studying emotional collocations in language education

By addressing these objectives, the research contributes to the broader understanding of how emotional meaning is constructed in language and how collocational patterns shape semantic interpretation.

The identification of emotional meaning in language requires the analysis of authentic linguistic data. For this reason, the present research combines corpus-based analysis with contextual examination of discourse examples. Such an approach allows the researcher to observe both statistical patterns of lexical co-occurrence and the semantic interpretation of these patterns in real communication.

The data for the study were collected from several types of linguistic material in order to capture emotional language across different communicative contexts.

The first group of sources consisted of *literary texts*. Fiction provides rich examples of emotional language because authors frequently describe characters' feelings, psychological states, and interpersonal

relationships. Literary narratives, therefore, contain numerous expressive lexical combinations that illustrate how emotional meaning is constructed in discourse.

The second group included *media texts,* particularly newspaper articles and online news reports. Journalistic discourse often combines factual information with emotional evaluation. Reporters may employ expressive vocabulary to emphasize the significance of events or attract the reader's attention. Research shows that emotional language in media discourse plays an important role in framing public perception of events (Bednarek, 2008).

The third source of data was *spoken language material* obtained from linguistic corpora. Spoken discourse reflects spontaneous emotional reactions and interpersonal interaction. Conversational speech, therefore, provides valuable examples of emotional collocations used in everyday communication.

In addition to manually selected texts, the research used electronic corpora such as the *British National Corpus (BNC) and the Corpus of Contemporary American English (COCA).* Corpus resources allow researchers to examine thousands of authentic examples and identify patterns of lexical co-occurrence. Hunston notes that corpus analysis reveals linguistic regularities that might not be visible through introspection alone (Hunston, 2002).

The selection of lexical units for analysis followed several criteria. First, the research included words that directly denote emotional states, such as *fear*, *anger*, *joy*, and *anxiety*. These words provide clear examples of emotional vocabulary.

Second, evaluative words were included in the dataset. Such words express emotional attitudes toward events rather than naming emotions directly. Examples include adjectives such as *shocking*, *wonderful*, *tragic*, and *disturbing*.

Third, the study considered verbs describing emotional reactions, for example, *tremble*, *burst*, *snap*, and *sigh*. These verbs often appear in contexts describing emotional responses.

Finally, the frequency of occurrence and contextual relevance were taken into account. Lexical items that repeatedly appeared in emotionally significant contexts were selected for further analysis.

Several methods were employed in the research. The primary method was *collocational analysis,* which examines the habitual co-occurrence of lexical units. Corpus tools allow researchers to identify frequent word combinations and measure their statistical significance (McEnery & Hardie, 2012).

Another method was *contextual semantic analysis*, which involves interpreting collocations within their surrounding discourse. Emotional meaning often depends on context, each example was analyzed in relation to the communicative situation. The research also used a *classification of collocational patterns*. Extracted collocations were grouped according to structural models such as adjective-noun or verb-noun combinations.

Finally, elements of *discourse analysis* were applied to examine how emotional collocations function within larger textual structures.

In order to illustrate how emotional meaning is formed through lexical interaction, a small corpus sample was examined. The analysis focused on several frequently occurring emotional lexical units such as *fear, joy, anger, sadness,* and *surprise*. These lexical items were selected because they represent basic emotional concepts that commonly appear in English discourse. Examples were collected from literary texts, online media articles, and electronic corpora, including the *Corpus of Contemporary American English (COCA) and the British National Corpus (BNC).* The goal of the analysis was not only to identify collocations but also to examine how emotional meaning develops through repeated lexical combinations.

The results demonstrate that emotional nouns frequently occur together with

adjectives that indicate *intensity, evaluation, or duration of emotional experience*. Such combinations are highly conventionalized and often appear across different discourse types.

Emotional word	Collocation	Structural pattern	Example context
Fear	deep fear	adjective + noun	The character felt **deep fear** as the storm approached.
Fear	overwhelming fear	adjective + noun	Witnesses described an **overwhelming fear** among the crowd.
Joy	pure joy	adjective + noun	The children shouted with **pure joy**.
Joy	great joy	adjective + noun	The news brought **great joy** to the family.
Anger	intense anger	adjective + noun	His voice reflected **intense anger**.
Anger	sudden anger	adjective + noun	She reacted with **sudden anger**.
Sadness	deep sadness	adjective + noun	The speech was filled with **deep sadness**.
Sadness	quiet sadness	adjective + noun	A sense of **quiet sadness** remained after the event.
Surprise	genuine surprise	adjective + noun	She looked at him with **genuine surprise**.
Surprise	complete surprise	adjective + noun	The announcement came as a **complete surprise**.

Table 1. *Examples of Emotional Collocations in English Discourse*

The corpus observations confirm that several structural models dominate emotional collocations in English. The most common structures identified in the data include:

1. *Adjective + Noun*

This pattern appears most frequently in the dataset. Adjectives function as modifiers that specify the degree or quality of emotional experience. For example:

- *deep sadness*
- *intense anger*
- *overwhelming fear*

Such combinations help speakers express subtle differences between emotional states. As Sinclair points out, frequent lexical associations contribute significantly to the formation of meaning in language use (Sinclair, 1991).

2. *Verb + Noun*

Another important pattern involves verbs that describe emotional reactions. In these constructions, the verb represents a behavioral manifestation of emotion. Examples include:

- *burst into tears*
- *fight back tears*
- *tremble with fear*

These expressions portray emotions as dynamic processes that influence human behavior.

3. *Adverb + Adjective*

The third structural model includes combinations where adverbs intensify emotional adjectives. Examples include:

- *deeply worried*
- *extremely happy*
- *utterly shocked*

Such constructions demonstrate how emotional meaning can be strengthened through lexical modification.

Although the present study does not aim to conduct a full statistical corpus analysis, several tendencies can be observed from corpus examples.

First, emotional nouns tend to combine with a relatively **limited set of adjectives** that frequently function as intensifiers. For instance, adjectives such as *deep, intense, overwhelming,* and *great* appear repeatedly with emotional nouns.

Second, emotional collocations often reflect **conceptual metaphors** in which emotions are represented as forces or physical experiences. Expressions like *"overcome with joy" or "consumed by anger"* illustrate this tendency. According to Wierzbicka, emotional concepts are often structured through metaphorical language that reflects human experience and cultural models (Wierzbicka, 1999).

Third, different discourse types show distinct preferences in emotional language. Media texts often contain emotionally evaluative vocabulary used to emphasize the significance of events, whereas literary texts display greater variation in emotional description.

The results of the analysis confirm that emotional meaning often arises from interactions among lexical units rather than from individual words alone. Collocations function as linguistic patterns that help speakers organize emotional experience in discourse.

This observation supports the view that lexical meaning is partly shaped by patterns of language use. Stubbs argues that collocations reveal the semantic associations that exist between words in actual communication (Stubbs, 2001).

Furthermore, emotional collocations often serve an evaluative function in discourse. Speakers use such expressions not only to describe feelings but also to influence how listeners interpret events. As Martin and White note, evaluative language plays a central role in interpersonal communication because it allows speakers to express attitudes and judgments (Martin & White, 2005).

The analysis also revealed several mechanisms through which emotional meaning emerges in collocations.

One mechanism is metaphorical representation. Emotions are often conceptualized through metaphors involving physical processes. Expressions such as *consumed by anger* or *overcome with joy* represent emotions as powerful forces affecting individuals.

Another mechanism involves evaluative description of events. Words like *tragic* or *astonishing* convey emotional attitudes toward situations rather than describing internal feelings.

The findings of the study also have practical implications for language teaching. In many educational contexts, vocabulary learning focuses primarily on individual words and their dictionary meanings. However, research shows that learners need to understand how words combine with others in authentic language use.

Nation emphasizes that collocational knowledge is an essential component of vocabulary competence (Nation, 2001). Students who learn typical collocations are better able to produce natural and fluent speech.

Teaching emotional collocations is particularly valuable because emotional language often carries cultural and pragmatic meanings that may not be obvious from dictionary definitions alone. By learning typical collocational patterns, language learners can develop a more nuanced understanding of emotional expression in English.

In language education, vocabulary instruction often focuses on individual words and their definitions. However, linguistic studies show that learners also need to understand how words combine with others in

natural discourse. Nation emphasizes that effective vocabulary learning includes knowledge of typical collocations (Nation, 2001). Students who learn collocations are more likely to produce natural and fluent language.

The study of emotional collocations is also important for developing *emotional competence in second language learning*. Understanding emotional language helps learners interpret attitudes and evaluations in authentic communication. From a theoretical perspective, the research supports the view that lexical meaning is shaped by patterns of usage in discourse. As Apresyan argues, lexical meaning includes not only denotational information but also evaluative and expressive components reflecting the speaker's attitude (Apresyan, 1995).

The present study has examined the practical identification of emotional meaning through collocational analysis of lexical units in English discourse. By analyzing examples from literary texts, media sources, and linguistic corpora, the research identified several structural patterns of emotional collocations.

The results demonstrate that emotional meaning frequently emerges from patterns of lexical interaction rather than from isolated lexical items. Collocational structures such as adjective–noun, verb–noun, and adverb–adjective combinations play an important role in expressing emotional attitudes.

The findings highlight the value of corpus-based approaches in studying emotional language and emphasize the pedagogical importance of teaching collocations in vocabulary instruction. The empirical analysis confirms that emotional meaning in English frequently emerges through regular collocational patterns. The interaction between lexical units allows speakers to express emotional intensity, evaluation, and interpersonal attitudes in a flexible and nuanced manner. These findings demonstrate the importance of collocational analysis for both linguistic research and practical language education.

Future research may explore cross-linguistic comparisons of emotional collocations or investigate how emotional language varies across cultural contexts.

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Linguostatistical Analysis of Anthropocentrism-Based Paremiological Units in English and Uzbek

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Annotation *Paremiological units such as proverbs, sayings and aphorisms are an integral part of any linguistic component and are an invaluable tool for understanding the history, lifestyle, culture and mentality of the people speaking in a particular language. Paremiological units in English serve as a vivid example of the understanding of the linguistic world picture by English-speaking peoples, where the paremiological fund in the Uzbek language is a whole structure that embodies the national and cultural characteristics of the Uzbek people. Anthropocentric aspects focused on the human factor are of great importance in paremiological units in the English and Uzbek languages. This article provides a comparative analysis of the expression of anthropocentrism in paremiological units in English and Uzbek from a linguostatistical point of view, based on the minimum paremiological fund of these languages.*

Keywords *Paremiology, paremia, paremiological unit, proverb, saying, aphorism, folklore, folk wisdom, anthropocentrism, gender, national-cultural aspect, linguistic world picture*

Ingliz va o‘zbek tillaridagi antropotsentrizmga asoslangan paremiologik birliklarning lingvostatistik tahlili

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Annotatsiya *Maqollar, matallar, hikmatli so‘z va aforizmlar kabi paremiologik birliklar har qanday lingvistik komponentning ajralmas qismi bo‘lib, ma’lum bir tilda so‘zlashuvchi xalqning tarixi, turmush tarzi, madaniyati va mentalitetini tushunish uchun bebaho vosita hisoblanadi. Ingliz tilidagi paremiologik birliklar ingliz tilida so‘zlashuvchi xalqlar tomonidan dunyoning lisoniy tasvirini tushunishning yorqin namunasi bo‘lib xizmat qilsa, o‘zbek tilidagi paremiologik fond o‘zbek xalqi milliy-madaniy xususiyatlarini o‘zida mujassam etgan bir butun tuzilmadir. Inson omiliga qaratilgan antropotsentrik jihatlar ingliz va o‘zbek tilidagi paremiologik birliklarda ulkan ahamiyat kasb etadi. Ushbu maqolada ingliz va o‘zbek tillaridagi paremiologik birliklarda antroposentrizmning ifodalanishi mazkur tillarning paremiologik fondi minimumi asosida lingvostatistik nuqtai nazardan qiyosiy tahlil etiladi.*

Kalit so‘zlar *Paremiologiya, paremiya, paremiologik birlik, maqol, matal, xalq og‘zaki ijodi, xalq donologi, antropotsentrizm, gender, milliy-madaniy jihat, dunyoning lisoniy tasviri*

The Lingua Spectrum
Cogito, ergo sum

Jurnal Oliy Attestatsiya Komissiyasi tomonidan 2025-yil 4-yanvar kuni 366/5-sonli qaror bilan tavsiya etilgan milliy ilmiy nashrlar ro'yxatiga kiritilgan

Лингвостатистический анализ паремиологических единиц, основанных на антропоцентризме, в английском и узбекском языках

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Аннотация *Паремиологические единицы, такие как пословицы, поговорки, изречения и афоризмы, являются неотъемлемой частью любого языка и представляют собой ценный источник для понимания истории, образа жизни, культуры и менталитета народа. Английские паремиологические единицы служат ярким примером отражения языковой картины мира англоязычных народов, тогда как паремиологический фонд узбекского языка представляет собой целостную систему, воплощающую национально-культурные особенности узбекского народа. Антропоцентрические аспекты, сосредоточенные на человеческом факторе, занимают важное место в паремиологических единицах английского и узбекского языков. В данной статье с лингвостатистической точки зрения проводится сравнительный анализ выражения антропоцентризма в паремиологических единицах английского и узбекского языков на основе минимального паремиологического фонда этих языков.*

Ключевые слова *Паремиология, паремия, паремиологическая единица, пословица, поговорка, народное творчество, народная мудрость, антропоцентризм, гендер, национально-культурный аспект, языковая картина мира*

Kirish

O‘tgan asrning 30 yillarigacha tilshunoslikka doir tadqiqotlar asosan ikki – qiyosiy - tarixiy hamda sistem-strukturaviy paradigma doirasida olib borishga asoslangan. Mazkur davrda asosiy urg‘u til tizimi, uning tarkibi va bir tildagi leksik, grammatik, stilistik hamda fonetik hodisalar alohida bir tizim sifatida mavjud bo‘lishi, hamda ma’lum bir tildagi til birliklarining boshqa tildagi ekvivalentlari bilan o‘xshash va farqlanuvchi jihatlarni tahlil qilishga qaratiladi. 20 asrning 30 yillaridan boshlab “tilda inson” masalasi - antropotsentrizmni o‘rganish alohida yo‘nalish sifatida shaklana boshladi. So‘nggi deyarli bir asr davomida umumiy tilshunoslik fani sohasida til va undan foydalanuvchi inson orasidagi bog‘liqlikning turli xususiyatlarini o‘rganuvchi pragmatika, psixolingistika, sotsiolingvistika, etnolingvistika, kognitiv tilshunoslik, lingvokulturologiya, gender tilshunosligi kabi antropotsentrik yondashuvga asoslangan ko‘plab tilshunoslik tarmoqlari paydo bo‘ldi, hamda ular hozirgacha muttasil ravishda rivojlanib, tadqiq etilmoqda. Til va inson masalasida tildan foydalanuvchi erkak va ayol jinsi vakillarining o‘ziga xos jihatlari o‘tgan asrning ikkinchi yarmidan boshlab fan sifatida shakllanib kelayotgan gender tilshunosligining asosiy ob’ekti sanaladi. Tilning leksik, grammatik, stilistik va fonetik qatlamlari birliklari turli jins vakillari tomonidan turlicha qo‘llanilishi mumkin, ya’ni tilning deyarli barcha sohalari tizim sifatida tilning gender aspektida o‘rganilishi mumkin (Кирилина, 2000).

Antropotsentrizm falsafiy ta'limot sifatida insonning ma'naviy va tashqi dunyosini o'zining irqiy, fiziologik, milliy, geografik, psixologik va ijtimoiy xususiyatlariga ko'ra qamrab oladi. Tilshunoslikda antropotsentrizm ushbu xususiyatlarni umuman tilning lug'at tarkibi va boshqa lisoniy birliklar, xususan, paremiya orqali ifodalashning lisoniy vositasi bo'lib xizmat qiladi. Maqollarda dunyo tasviri va inson qanday bo'lishi kerakligi, uning qimmatli va salbiy fazilatlari va jamiyatdagi xatti-harakatlar me'yorlari millat vakillarining aqliy (mental) timsolida va xalq donishmandligida aks ettirilganligi sababli, ingliz tilidagi paremiyalar Britaniya xalqining turmush tarzi, mamlakatning geografik joylashuvi, tarixi va an'analari, madaniyati, asrlar davomida saqlanib kelinayotgan ijtimoiy-madaniy o'rnini yaqqol ifodalaydi, hamda ingliz xalqining ijtimoiy va madaniy hayotidagi o'zgarishlarga munosabatda bo'lib, qadriyatlar tizimi, jamoat axloqi, etikasi, dunyoga va boshqa xalqlarga munosabati va boshqalarni aks ettiradi (Дубровин, 2008).

Adabiyotlar tahlili va Metodologiya

Ma'lumki, paremiologik birliklar, xususan maqol, matal hamda hikmatli iboralar biror tilda so'zlashuvchi xalq vakillarining tarixi, urf-odatlari, ma'naviy dunyosi, umuman olganda madaniyatini o'zida aks ettiruvchi barchaga yod bo'lib ketgan til birligi sanaladi. Ingliz tilidagi maqol (proverb) atamasi lotin tilidagi proverbium so'zidan olingan bo'lib, odatda inson amaliy tahribasiga asoslangan yoki sog'lom firkni targ'ib etuvchi haqiqat yoki foydali donolikni ifodalovchi qisqa gap sifatida ta'riflanadi (The Phrase Finder, n.d.). Haqiqiy maqollar – bu avloddan-avlodga asosan og''aki so'zlashuv orqali o'tib kelgan yoki yozma shaklda bo'lishi mumkin bo'lgan gaplardir. O'zbek tilidagi "maqol" termini esa arab tilidagi "qavlun" so'zidan olingan bo'lib, "aytmoq, demoq" ma'nolarini anglatadi. "Matal" so'zi ham tez-tez aynan maqol ma'nosida qo'llanilib, u ham arab tilidagi "masal" (namuna) so'zidan kelib chiqqan (Рузимбоев & Рузметов, 2007). Ingliz tilidagi paremiologik birliklarni so'rovnoma yordamida tahlil qilgan tilshunos V. Meider o'z tajribasida turli respondentlar tomonidan paremiyaga berilgan 55 xil ta'riflarni aniqlab, maqol atamasini quyidagicha ta'riflaydi: Maqol - bu xalqning qisqa, odatda barcha tushunarli (tanish) bo'lgan jumla bo'lib, u donolik, haqiqat, axloq va an'anaviy qarashlarni metaforik, mustahkam va esda qolarli shaklda o'z ichiga oladi va avloddan-avlodga o'tib boradi (Mieder, 2015). Paremiyalarni o'rganishga turtki bo'lgan folklor – xalq og'zaki ijodi namunalarini o'rganish, shu bilan xalq ijodiyoti manbalari - mifologiyani jamiyatning zamonaviy madaniy va ijtimoiy me'yorlari bilan bog'lash, nafaqat filologlar, balki antropologlar, psixologlar, va boshqalar uchun ham o'rganish va tahlil qilish uchun keng material taqdim etadi.

Ingliz va o'zbek tillaridagi paremiyalarni o'rganish ancha uzoq tarixga egadir. Xususan, ingliz tilidagi maqollarni tadqiq etishga bag'ishlangan ilmiy asarlardan biri D.E. Marvin qalamiga mansub bo'lib, unda ingliz tilidagi maqollarning qadimiy ekanligiga alohida urg'u beriladi (Marvin, 1922). Keyinchalik tilni tadqiq etishning system-struktural ta'lumoti ta'sirida maqol va matallarning tarkibiy tuzilishi ham alohida tadqiq etiladi, shunday ilmiy izlanishlardan biri amerikalik tilshunos A. Dundes muallifligida amalga oshirilgan bo'lib, unda ingliz tilidagi maqollarning tarkibi lisoniy jihatdan batafsil tahlil etiladi (Dundes, 1975). Shuningdek, mazkur davrdagi yana bir tadqiqotda D. Kram tomonidan ingliz tilidagi maqol va matallarning lingvistik maqomi alohida qayd etiladi (Cram, 1983). Shu davrga xos bo'lgan jihat – maqollarning semantik strukturasini o'rganish ancha ommaviy tus ola boshlaydi. Shunday asarlardan biri N. Norrikga tegishli bo'lib, muallif ingliz tilidagi maqollarni tadqiq qilar ekan, ularning ma'no xususiyatlariga alohida e'tibor qaratadi (Norrick, 1985). O'tgan asrning ikkinchi yarmidan boshlab lisoniy birliklarni o'rganishda tafakkurni o'rniga alohida e'tibor berila boshlanadi, ya'ni til birliklarining kognitiv jihatlari alohida tilshunoslik tarmog'i bo'lgan

kognitiv tilshunoslik nuqtai nazaridan o'rganish keng tarqala boshladi. Maqol va matallarning kognitiv xususiyatlari ham bundan mustasno bo'lmaydi, hamda amerikalik tilshunos R. Honek paremilogik birliklarning kognitiv xususiyatlarini batafsil tadqiq etadi (Honeck, 1997). So'z ingliz tilidagi maqol va matallar haqida borar ekan, yana bir mashxur amerikalik muallif Volfgang Mayderning paremiologiya qo'shgan ulkan hissasini ta'kidlamaslikning iloji yo'q. Mayder uzoq yillar davomida paremiyalarni tadqiq etib, mazkur sohaga oid ko'plab ilmiy tadqiqot natijalarini nashr etadi (Mieder, 1993, 2015). Ingliz tilidagi maqollarning turli jihatlari I.A. Gusenov (Гусейнов, 1981), hamda L.I. Selyanina (Селянина, 1970) singari rus tilshunoslari tomonidan ham chuqur tahlil qilinadi. So'nggi yillarda M.A. Varganing boshqa tilshunoslar bilan hammualiflikda paremiyalarning o'ziga xususiyatlarini o'rganishga bag'ishlangan ilmiy nashrlari ham alohida ahamiyatga ega (Gotthardt & Varga, 2014; Hrisztova-Gotthardt & Varga, 2015). O'zbek tilidagi maqol va matallarning turli jihatlarini tadqiq etish o'zbek tilshunoslari orasida ancha keng qamrovli soha sanalib, ulardan ayrimlari, xususan akademik A. Sarimsoqov va boshqa tilshunos olimlar tomonidan yaratilgan o'zbek xalq maqollari to'plamlari (Sarimsoqov, 1989; Mirzayev et al., 2005), boshqa tillardagi maqol va matallar asosida tuzilgan lug'atlar, xususan M. Sodiqovaning o'zbekcha-ruscha maqol va matalar lug'ati (Содикова, 1993), K. Karamatova va H. Karamatovlarning inglizcha-ruscha-o'zbekcha lug'atini (Karamatova & Karamatov, 2000) singari ilmiy tadqiqotga asoslangan asarlarni alohida qayd etish mumkin.

Shunday qilib, hozirgi kunda o'tgan asrda boshlangan tilning paremiologik fondini tadqiq etishga bo'lgan uzluksiz qiziqishni mavjudligini kuzatishimiz mumkin, hamda mazkur soha zamonaviy tilshunoslikning eng dolzarb masalalaridan biri sanaladi. Paremiyalar boshqa til birliklaridan boy mazmun plani bilan farqlanib, ular umuminsoniy va milliy-madaniy jihatlarni o'zida mujassam etadi. Professor M.D. Djusupov ta'kidlaganidek, tilning paremiologik birliklari tizimida antropotsentrik maqollar, ya'ni mazmun planida insonga markaziy o'rin berilgan maqollar alohida o'rin tutadi. Ular insonga, uning faol mehnatiga, uning fe'l-atvori va milliy mentalitetining namoyon bo'lishiga nafaqat bevosita, balki obrazli, mavhum, umumiy, umumlashtirilgan tarzda ham yo'naltiriladi (Джусупов, 2022).

Zamonaviy filologiyada turli til hodisalari zamirida yotgan umumiy tamoyillarni aniqlash va ularning tizim ichidagi aloqalari mantiqini ochib berish maqsadida lingvostatistikadan foydalanishga e'tibor kuchaymoqda. Har xil turdagi taqsimotlarni aniq aks ettiruvchi va umumlashtiruvchi xususiyatlarni keyingi tahlil va taqqoslash maqsadida izlash umuman zamonaviy statistika, xususan, lingvostatistikaning eng dolzarb vazifalaridan biridir (Бектаев, 1978). Mazkur tadqiqot doirasida lingvostatistik tahlildan keng foydalaniladi.

Shuningdek, taqqoslanilayotgan tillarning paremiologik birliklarida antropotsentrizmni ifodalashdagi o'xshashlik qadriyat munosabatlariga asoslanadi: yaxshi va yomon, go'zal va xunuk, rost va yolg'on, mehnat va dangasalik kabi qarama-qarshi (oppozitsion) kategoriyalar antropotsentrizmning odamlar, narsa va hodisalarga nisbatan bo'lgan ijobiy/salbiy munosabat belgilari asosida verballashuviga asos bo'lib xizmat qiladi.

Tahlil va Natijalar

Turli tildagi material ustida ishlash uchun tayyorlangan paremiologik minimum doirasida paremialarning lingvostatistik tahlili ma'lum u yoki bu maqol yoki matal asosida shakllantirilgan ma'lum leksik mikroguruhlarni hisoblash orqali turli tizimli tillarda so'zlashuvchilar tomonidan antropotsentrizmning (o'xshashligi) (universalligi) verbalizatsiyasini aniqlashga imkon beradi. Quyidagi keltiriladigan jadval mutlaq qiymat va nisbiy qiymat (foiz nisbatida) bo'yicha quyida ko'rsatilgan mikroguruhlarni

hisoblashga asoslangan. Quyida keltiriladigan mikroguruhlar mazmuniga ko‘ra maqol va maqollarni hisoblash har bir til (ingliz, o‘zbek) uchun 380 tadan paremiologik birlikdan iborat bo‘lib, ingliz va o‘zbek tilidagi paremiyalarni qamrab oluvchi lug‘atlar manba sifatida foydalanildi.

Universal lisoniy mikroguruhlari quyidagi jadvalda keltirilgan:

Leksik-semantik mikroguruh	**Ingliz maqollaridagi miqdoriy ko‘rsatkichlari mutlaq sonlarda va paremalar doirasida %da. 380 ta maqoldan iborat minimum**	**O‘zbek maqollaridagi miqdoriy ko‘rsatkichlari mutlaq sonlarda va paremalar doirasida %da. 380 ta maqoldan iborat minimum**
Inson, odam	112 (29,5%)	71 (18,7%)
Tana tuzilishi	22 (5,8%)	17 (4,5%)
Intellekt	4 (1,1%)	8 (2,1%)
Ijobiy / Salbiy sifatlar	15 (3,9%)	41 (10,8%)
Qarindoshlik/Nikoh rishtalariga oid atamalar	27 (7,1%)	30 (7,9%)
Ijtimoiy aloqalar/rollar	11 (2,9%)	34 (8,9%)
Zoonimlar/ornitonimlar va boshqalar.	30 (7,9%)	26 (6,8%)
Tuyg‘ular, hislar, xususiyatlar	25 (6,6%)	16 (4,2%)
G‘ayritabiiy	13 (3,4%)	8 (4,2%)
Boshqalar	125 (32,9%)	129 (33,9%)

1-jadval. *Antropotsentrizmning ingliz va o‘zbek paremiologik birliklarida ifodalanishidagi o‘xshashlik va farqlar*

Jadvalda keltirilgan leksik-semantik mikroguruhlardan insonning o‘ziga, uning oilaviy muhiti va ijtimoiy aloqalariga, shuningdek, uning tafakkuri, fantaziyasi va metaforik assotsiatsiyalari faoliyatiga oid leksemalarni taqdim etuvchi maqollarni hisoblash ularni quyidagi mikroguruhlarga birlashtirish imkonini berdi: “Inson, odam”, “Tana tuzilishi”, “Intellekt”, “Ijobiy / Salbiy sifatlar”. “Qarindoshlik/Nikoh rishtalariga oid atamalar”, “Ijtimoiy aloqalar/rollar”, “Zoonimlar/ornitonimlar va boshqalar”, “Tuyg‘ular, hislar, xususiyatlar”, “G‘ayritabiiy” va “Boshqalar”.

“Inson, odam” mikroguruhi “inson” so‘zining o‘zini (man, odam), uning gender belgilarini (erkak/ayol, man/woman), ko‘plik soni (xalq, people), yosh belgilarini, masalan, go‘dak, bola, kampir, chol, qizaloq/qiz, o‘g‘il, chaqaloq, jumladan, ularning ko‘plik shakllarini o‘z ichiga oladi. Masalan: Ingliz tilidagi A man is as old as he feels, and a woman as old as she looks (Erkak o‘zini his qiladiganidek qari, ayol ko‘rganidek qari); o‘zbek tilidagi Xalq qarg‘asa, xor bo‘lasan, halq qo‘llasa, bor bo‘lasan.

“Tana tuzilishi” mikroguruhiga “tana” leksemasi va uning qismlari, a’zolari (bosh, ko‘z(lar), qo‘l-oyoq, til, yurak va boshqalar) kiradi. Masalan: Ingliz tilidagi Absence makes the heart grow fonder (Hijron yurakni yanada muhabbatga to‘ldiradi); o‘zbek tilidagi O‘rtada burun bo‘lmasa, ko‘z ko‘zni o‘yar.

“Qarindoshlik/Nikoh rishtalariga oid atamalar” tarkibiga “er-xotin”, “ota-ona”,

“o‘g‘il-qiz”, “qaynona-kelin” kabi leksemalar kiradi. Masalan: ingliz tilidagi A light wife makes a heavy husband (Yengil xotin erni og‘ir qiladi); o‘zbek tilida Kelin – yomon, nevara – shirin.

Turli tizimli tillardan misollarni ko‘rib chiqar ekanmiz, “intellekt” mikroguruhi “aql”, “ahmoqlik”, “donolik”, “idrok” leksemalari va ulardan tuzilgan sifatlarni o‘z ichiga olishiga guvoh bo‘lamiz, masalan, rus tilida sifati maqollar juda keng tarqalgan. Masalan: ingliz tilidagi A woman’s mind and wind change often (Ayolning fikri va shamol o‘zgaruvchan); o‘zbek tilida Aql yoshda emas, boshda.

“Ijobiy/Salbiy sifatlar” ma’nosiga ega mikroguruh ko‘pincha “yaxshi – yomon”, “mehribon – yovuz”, “mehribon” yaxshi ma’noda keladigan qarama-qarshiliklari bilan ifodalanadi; masalan, “dangasa” (“dangasalik”), “chiroyli”, “sog‘lom”, “yolg‘on”, “mag‘rur” kabi xususiyatlar ham hisobga olinadi. Masalan: ingliz tilida A lazy sheep thinks its wool heavy; o‘zbek tilida Yaxshi rahbar elni o‘ylar, yomon rahbar hovli bo‘ylar.

“Tuyg‘ular, hislar, xususiyatlar” mikroguruhida emotsional(his-tuyg‘u)-sezgi reaktsiyalar sohasini (masalan, sevgi, quvonch, g‘azab, yolg‘izlik va boshqalar) aks ettiruvchi leksemalar, shuningdek, ba’zi xususiyatlar, masalan, “tozalik”, “go‘zallik” va hokazolardan tashkil topadi. “Tozalik” semantikasi ko‘p qirrali; Masalan, ingliz maqolida shunday deyiladi: Cleanliness is next to godliness (Tozalik taqvoning yonida turadi.) Shuning uchun antropotsentrizmning namoyon bo‘lish ko‘rinishlari sifatida his tuyg‘ular bilan bir qatorda mikroguruhga turli ehtimoliy xususiyat ma’noli leksemalar ham kiritilgan.

“Ijtimoiy aloqalar/rollar” mikroguruhida jamiyatda, kasb-hunarlarda, turli ierarxiyalarda birga yashash nuqtai nazaridan odamlar bilan o‘zaro munosabatlarni aks ettiruvchi leksemalar inobatga olinadi: “do‘st-dushman”, “qo‘shni”, “mehmon”, “podshoh” (боярин/барин, king, shox, mulla), “gado”, “kotib” kabilar. “Zoonimlar, ornitomimlar va boshqalar” mikroguruhi hayvon va qushlar obrazining to‘g‘ri lug‘aviy va metaforik ma’nolari bilan bog‘langan leksemalarni o‘z ichiga oladi. Masalan: ingliz tilidagi What’s sauce for the goose is sauce for the gander; o‘zbek tilidagi Tulki o‘z quyrug‘ini guvohlikka tortadi.

Qiyosiy tahlil shuni ko‘rsatadiki, har ikkala tilning maqollarida antropotsentrizmning ifodalanishidagi umuminsoniy o‘xshashlik tabiatda insonning mavjudligi va uning jismoniy tuzilishi haqidagi umumiy umuminsoniy qarashlar, ingliz va o‘zbek lisoniy madaniyatida shakllangan ayrim insoniy fazilatlar haqidagi stereotipli fikrlar bilan bog‘liq sanaladi. Darhaqiqat, ko‘rsatilgan tillarning har birida antropotsentrizmni verbalizatsiya qilishda quyidagi eksplitsit ifodalangan mikroguruhlar ustunlik qiladi: “Inson/odam”, “Tana tuzilishi”, “Qarindoshlik/nikoh rishtalari”, “Ijtimoiy aloqalar/rollar” va “Intellekt” – ingliz tilida 46,4%, o‘zbek tilida 42,1% ni tashkil qiladi. Shunday qilib, tillardagi maqollarning har bir leksik-semantik mikroguruhi o‘xshash va farqli tomonlari bilan ajralib turadi. O‘xshashliklar umuminsoniy (universal) xususiyatga ega bo‘lib, farqlar esa milliy va madaniy jihatlarga asoslanadi. Masalan, o‘tkazilgan lingvostatistik tahlil natijalari shuni ko‘rsatdiki, tana tuzilishini ifodalovchi mikroguruhda bunday maqollar ingliz tilida – 22=5,8%, o‘zbek tilida esa 17=4,5%dan iborat. Shunday holat statistik tadqiqot natijalari va boshqa leksik-semantik mikroguruhlarni solishtirganda ham kuzatiladi: Masalan: ijobiy/salbiy sifatlar leksik-semantik mikroguruh: ingliz tilida – 15 = 3,9%; o‘zbek tilida – 41 = 10,8% ni tashkil qiladi. Mazkur mikroguruhda o‘zbek tilidagi maqollar ingliz tilidagi paremiyalarga qaraganda qariyb uch barobar ko‘p ekanligiga guvoh bo‘lish mumkin. Mazkur tillarning lingvistik statistikasi taxminan teng bo‘lgan mikroguruhlar ham mavjud (masalan, qarindoshlik/nikoh atamalari: ingliz tilida – 27=7,1%; o‘zbek tilida – 30=7,9% va h.k.). Maqollarda antropotsentrizmning ifodalanishidagi ushbu xususiyatlar har bir tilning maqollarida alohida-alohida u yoki bu

tushunchaning ustunligini (yoki aksincha) ko‘rsatadi, bu esa har bir xalq faoliyatida, xususan, uning til va nutq faoliyatida milliy-madaniy o‘ziga xoslikni ochib berishga xizmat qiladi.

Minglab yillar davomida o‘simlik (flora) va hayvonot dunyosi (fauna) bilan o‘zaro faoliyat, uy hayvonlari va qushlarni xonakilashtirish antropotsentrizmning implitsit verbalizatsiyasi, ya’ni hayvonlar / qushlar / o‘simliklar obrazlari orqali o‘z xususiyatlari va fazilatlarini bilish, shuningdek, astronomik ob’ektlar va iqlim hodisalariga mavhumlik darajasini oshirish kabilarni taraqqiy etishiga sabab bo‘ldi. Bu “Zoonimlar, ornitomimlar va boshqalar” mikroguruhi orqali antropotsentrizmning implitsit verbalizatsiyasining yuqori darajasini tushuntirishi mumkin – ingliz tilida 30 = 7,9%, o‘zbek tilida – 26 = 6,8%.

“Ijobiy/salbiy sifatlar” mikroguruhida ingliz, rus va o‘zbek tillarining antropotsentrik maqollari insonning eng katta qadriyatiga ega bo‘lgan xususiyatlari va hayotiy faoliyatiga ijobiy yoki salbiy baho berishni qamrab oladi; foizlarda – ingliz tilida – 15=3,9%, o‘zbek tilida – 41=10,8%.

Yuqoridagi hisob-kitoblar nisbiy xarakterga ega ekanligi va statistik hisob-kitoblarga ustunlik bermaydigan tadqiqot maqsadlari bilan belgilanligi bois, miqdoriy nisbatdagi farqlarni mutlaq tafovut deb hisoblamas to‘g‘ri emas. Qolgan mikroguruhlarning hisob-kitoblari natijalari ham nisbiy xarakterga egadir, chunki ular sub’ektiv tanlov natijasi sifatida boshqa tadqiqotlar tomonidan bahsli bo‘lishi mumkin bo‘lgan paremiologik minimumga (uch tilning har biri uchun 380 birlik) asoslanadi.

Xulosa

Paremiyalarda antropotsentrizmning ifodalanishidagi farqlar atrof-muhit (iqlim, o‘simlik, hayvonot dunyosi) hodisalariga qarab; qabilalar va elatlarning kundalik mehnat amaliyoti (ular ichida har uch millat ham shakllangan) ijobiy yoki salbiy belgilar asosida baholovchi tushunish; inson xarakteri, uning xulq-atvori, turmush tarzi va faoliyatining qaysi sifatlari ijobiy yoki salbiylik asosida baholovchi tushunish predmeti bo‘lganligi; tarixiy va madaniy taraqqiyotga qanday diniy urf-odatlar (xristianlik, islom) hamroh bo‘lganligi asosida yuzaga chiqadi. Bunday tafovutlar tufayli lingvomadaniy hamjamiyatning o‘ziga xos xususiyatga ega bo‘lishi mumkin bo‘lgan, faqat ma’lum bir etnik guruhga xos bo‘lgan va ham eksplitsit ham implitsit ravishda ifodalanishi mumkin bo‘lgan ustuvorliklarini aniqlash, shuningdek, madaniyatlararo o‘zaro faoliyat va o‘zaro ta’sir darajasini baholash mumkin.

Shunday qilib, ingliz va o‘zbek tillarining paremiologik birliklarida antropotsentrizmning verballashuvi mavjudlik va borliq nuqtai nazariga qarab o‘xshashlik va farqlarga ega bo‘lishi mumkin. Ingliz va o‘zbek tillaridagi maqol va matallarda insonning voqelikni borlig‘i yoki jismi (tana tuzilishi) orqali, uning qarindoshlik va ijtimoiy rishtalari, insonning m’naviy-axloqiy baho berishi orqali anglash ezgulik (sahiylik), samimiylik, rostgo‘ylik (halollik), oliyjanoblik, mehribonlik, rahmdillik, mehmondo‘stlik, saxovatpeshalik kabi insoniy fazilatlarni ma’qullashga borib taqaladi. Ochko‘zlik, baxillik, ayyorlik, qo‘rqoqlik, xiyonat, beparvolik, noshukurlik va hokazolar birdek qoralanadi. Ular tarixiylik, atrof-muhit ta’siri va milliy-madaniy o‘ziga xoslik omillari bilan farqlanadi.

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Pragmatic Potential of Intensification in English Russian and Uzbek Fiction

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Annotation *The article systematizes key approaches to the study of intensification as a functional semantic category and focuses on its pragmatic work in fiction. The review covers English, Russian and Uzbek linguistic traditions and shows that the same strengthening effect is interpreted differently depending on the research school. In English studies the emphasis usually falls on degree modifiers and combinability, in Russian works on the relation between intensity, expressiveness and stylistic force, and in Uzbek scholarship on darajalanish, graduonymy and expressive resources of literary speech. Short literary examples are used to demonstrate that intensification in prose does more than mark a high degree. It shapes evaluation, reveals a speaker's inner state, sharpens imagery and guides the reader's interpretation.*

Keywords *Intensification, fiction, pragmatics, functional semantic category, degree modifiers, gradation, expressiveness*

Ingliz rus va o'zbek badiiy nasrida intensifikatsiyaning pragmatik salohiyati

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Annotatsiya *Maqolada intensifikatsiya funksional semantik kategoriya sifatida qanday talqin qilinganligi tizimlashtiriladi va uning badiiy matndagi pragmatik vazifasi yoritiladi. Tahlil ingliz, rus va o'zbek tilshunosligidagi asosiy yondashuvlarni qamrab oladi hamda kuchaytirish effekti turli ilmiy an'analarda turlicha sharhlanishini ko'rsatadi. Ingliz tadqiqotlarida ko'proq daraja ko'rsatkichlari va birikuvchanlik, rus ishlanmalarida intensivlik, ekspressivlik va uslubiy ta'sir munosabati, o'zbek tilshunosligida esa darajalanish, graduonimiya va badiiy nutqning ifoda vositalari markazga chiqadi. Qisqa badiiy misollar intensifikatsiya faqat belgi darajasini oshirmasligini, balki baholashni kuchaytirishi, qahramon holatini ochishi va o'quvchi talqinini boshqarishini ko'rsatadi.*

Kalit so'zlar *Intensifikatsiya, badiiy matn, pragmatika, funksional semantik kategoriya, darajalanish, graduonimiya, ifodalilik*

Прагматический потенциал интенсификации в английской русской и узбекской художественной прозе

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The Lingua Spectrum
Cogito, ergo sum

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milliy ilmiy nashrlar ro'yxatiga kiritilgan

Аннотация *В статье систематизируются основные подходы к изучению интенсификации как функционально семантической категории и рассматривается ее прагматическое действие в художественном тексте. Обзор охватывает англоязычную, русскоязычную и узбекистанскую исследовательские традиции и показывает, что один и тот же эффект усиления в них осмысляется по-разному. В английских работах акцент обычно делается на модификаторах степени и сочетаемости, в русских на соотношении интенсивности, экспрессивности и стилистического воздействия, в узбекских на даржаланиш, градуонимии и выразительных ресурсах художественной речи. Краткие примеры из прозы позволяют увидеть, что интенсификация не сводится к обозначению высокой меры признака, а организует оценку, передает внутреннее состояние персонажа и направляет читательскую интерпретацию.*

Ключевые слова *Интенсификация, художественный текст, прагматика, функционально семантическая категория, градуальность, экспрессивность, сопоставительный анализ*

Категория интенсификации относится к тем зонам языка, где особенно ясно видно, как семантика переходит в прагматику. Формально речь идет о степени признака, действия или состояния. На деле же усилитель почти никогда не остается нейтральным. Он задает оценочный ракурс, меняет силу высказывания, делает реплику мягче или резче, а в художественной прозе еще и распределяет внимание читателя. Именно поэтому материалы художественного текста оказываются особенно показательными: здесь интенсификация работает не в изоляции, а в системе повествования, диалога, внутренней речи и образной детали (Bolinger, 1972; Ostrinskaya, 2007; Bozorov, 1995).

Цель статьи состоит в том, чтобы сопоставить существующие подходы к описанию интенсификации в английском, русском и узбекском языкознании и показать, какие прагматические функции эта категория получает в художественной прозе. Материалом послужили труды по теории интенсивности и несколько характерных литературных контекстов, позволяющих увидеть различие между собственно высокой степенью и коммуникативным усилением. В работе использованы описательный, сопоставительный и интерпретативный методы. Теоретическую основу исследования составили работы по модификаторам степени, экспрессивности художественного текста, даржаланиш и градуонимии (Quirk et al., 1985; Blokh & Desyatskaya, 2017; Djumabaeva, 2016).

Анализ исследовательских подходов

Анализ научных источников показывает, что англоязычная традиция довольно рано выработала устойчивый интерес к словам степени. Д. Болинджер рассматривал такие единицы как особую область, в которой количественная шкала неотделима от субъективного выбора говорящего (Bolinger, 1972). В его трактовке усилитель важен не только сам по себе, но и как показатель того, какую границу говорящий считает значимой. Р. Куирк, С. Гринбаум, Дж. Лич и Я. Свартвик

предложили более строгую грамматическую классификацию усилителей и ослабителей, то есть показали место этих единиц в системе наречий степени (Quirk et al., 1985). К. Паради затем сместила акцент к употреблению и убедительно показала, что значение усилителя зависит от семантического типа прилагательного и от контекста, в котором оно появляется (Paradis, 1997). Для прагматического исследования особенно важно наблюдение А.-М. Симон-Ванденберген: даже близкие единицы степени способны оформлять разные установки говорящего и разную степень уверенности (Simon-Vandenbergen, 2008).

Русскоязычные работы в большей мере сосредоточены на категориальном статусе интенсивности. Н.Н. Остринская подчеркивает, что в художественном тексте интенсивность тесно сплетена с экспрессивностью и потому не может быть сведена только к указанию на меру признака (Ostrinskaya, 2007). М.Я. Блох и С.В. Десятская рассматривают интенсивность как художественный прием и связывают ее с воздействием на читателя (Blokh & Desyatskaya, 2017). Этот подход ценен тем, что выводит анализ за пределы отдельной лексемы. Интенсификатор начинает пониматься как элемент композиции и речевой стратегии, особенно в тех случаях, когда усиление распределено между несколькими уровнями текста: лексическим, синтаксическим и интонационным (Blokh & Desyatskaya, 2017; Ostrinskaya, 2007).

Узбекская исследовательская традиция развивалась по своей траектории, но именно поэтому она особенно важна для трехъязычного сопоставления. О. Бозоров описал даржаланиш как системное явление, связанное с градуальным устройством значения (Bozorov, 1995). Ж. Джумабаева показала, что градуонимия в узбекском и английском языках не сводится к простому ряду синонимов, а отражает внутреннюю шкалу смысловых различий (Djumabaeva, 2016). А. Зияев обратил внимание на соотношение интенсификации и деинтенсификации и на то, что усиление может работать не только в лексике, но и в синтаксической организации высказывания (Ziyaev, 2022). Для нашей темы важна и более поздняя работа С.М. Абдуллаевой, где интенсификаторы рассматриваются уже в явной связи с прагматикой и с эмоционально-оценочным компонентом речи (Abdullaeva, 2024).

Если сопоставить эти линии, становится заметно, что исследования описывают один и тот же феномен с разных сторон. Английская традиция лучше разработала инвентарь средств и их сочетаемость (Bolinger, 1972; Quirk et al., 1985; Paradis, 1997). Русская традиция глубже раскрыла связь интенсивности с экспрессивностью и художественным воздействием (Ostrinskaya, 2007; Blokh & Desyatskaya, 2017). Узбекские работы особенно продуктивны там, где речь идет о даржаланиш, градуонимии и внутренней семантической шкале (Bozorov, 1995; Djumabaeva, 2016; Ziyaev, 2022). Однако именно прагматический слой, то есть вопрос о том, зачем в конкретной реплике или описании выбирается усиление, до сих пор остается менее систематизированным в трехъязычном ключе.

Прагматические функции интенсификации в художественном тексте

В художественной прозе усилитель почти всегда делает больше, чем обозначает высокую степень. В английском повествовании сочетание типа quite impossible нередко не просто сообщает о невозможности, а закрывает для персонажа саму возможность дальнейшего обсуждения. Вежливое на поверхности so very kind, напротив, может повышать эмоциональную температуру реплики и одновременно маркировать социальную деликатность. Здесь количественная мера уже превращается в прагматический жест:

усиление помогает отрегулировать дистанцию между собеседниками. Именно такая зависимость значения от контекста и коммуникативной установки подробно описывается в работах по английским модификаторам степени (Paradis, 1997; Simon-Vandenbergen, 2008).

Русский художественный текст охотно соединяет разные способы усиления. В чеховской фразе ужасно, ужасно хочется повтор работает не как механическое удвоение, а как знак внутреннего напора, который не помещается в одно слово. В описании типа так тихо интенсификация перемещает внимание читателя к самому ощущению предельной тишины и создает эффект остановленного времени. В обоих случаях усиление управляет не только смыслом признака, но и ритмом восприятия. Такая связь интенсивности с экспрессивностью и художественным воздействием неоднократно подчеркивалась в русскоязычных исследованиях (Ostrinskaya, 2007; Blokh & Desyatskaya, 2017).

В узбекской прозе прагматический потенциал интенсификации проявляется особенно наглядно в сочетании лексических и словообразовательных средств. Конструкция nihoyatda dilkash усиливает оценку, но вместе с тем задает доброжелательный, почти доверительный тон характеристики. Форма qop-qora действует иначе: она уплотняет зрительный образ и делает его более предметным. Именно такие единицы показывают, что узбекское художественное усиление часто строится на соединении шкалы признака с наглядностью и эмоциональной окраской. Подобные наблюдения соотносятся с описанием даржаланиш и градуонимии в узбекском языкознании, а также с анализом синтаксических моделей усиления (Bozorov, 1995; Djumabaeva, 2016; Ziyaev, 2022).

Существенно и то, что интенсификация по-разному распределяется между авторской речью и речью персонажа. В авторском повествовании она часто работает как средство композиционного фокуса: из ряда признаков выделяется именно тот, который должен быть воспринят как смысловой центр сцены. В диалоге персонажей тот же прием может выполнять уже другую функцию. Он передает раздражение, восторг, неуверенность, неловкость, попытку самооправдания. Поэтому один и тот же усилитель в разных позициях текста нельзя толковать одинаково. На такой зависимости между формой усиления, типом высказывания и установкой говорящего особенно настаивают прагматически ориентированные исследования (Simon-Vandenbergen, 2008; Abdullaeva, 2024).

Для сопоставительного описания особенно важна разница между шкалирующим и пограничным усилением. Одни формы повышают меру постепенно и оставляют ощущение открытой шкалы. Другие, напротив, создают впечатление предела, после которого дальнейшее усиление уже не требуется. В английском этот контраст хорошо заметен между very и quite в определенных контекстах (Bolinger, 1972; Paradis, 1997). В русском схожую оппозицию могут создавать очень и совсем, а в узбекском juda и nihoyatda. Прагматический эффект здесь различается: открытая шкала чаще поддерживает эмоциональное нарастание, тогда как пограничная форма завершает оценку и делает ее более категоричной.

Не менее важно учитывать взаимодействие интенсификации с образностью. Когда усиление сопровождает метафору, эпитет или звуковой повтор, его воздействие возрастает не арифметически, а структурно. Читатель воспринимает не отдельный усилитель, а весь комплекс средств как единый импульс. Именно поэтому изучение интенсивности только на уровне словаря оказывается недостаточным. Художественный текст требует видеть, как усиление включается в

более широкую прагматическую программу фрагмента. Такая постановка вопроса закономерно вытекает из работ, связывающих интенсивность с экспрессивностью и текстовой организацией (Ostrinskaya, 2007; Blokh & Desyatskaya, 2017; Abdullaeva, 2024).

Отсюда вытекает принципиальный вывод. Интенсификация в художественном тексте должна описываться не только по модели больше или меньше. Для читателя важно, кто именно усиливает, в какой точке сюжета это происходит, связано ли усиление с авторской речью или с голосом персонажа и как оно сочетается с общей тональностью фрагмента. Один и тот же усилитель может работать как маркер искренности, иронии, тревоги, категоричности или интимизации. Именно эта подвижность и делает категорию интенсификации прагматически значимой, что подтверждается как англоязычными прагматическими исследованиями, так и более новыми работами по узбекскому материалу (Simon-Vandenbergen, 2008; Abdullaeva, 2024).

Практически это означает, что дальнейший анализ художественной прозы должен опираться не на простое перечисление усилителей, а на описание их текстовой позиции и речевой задачи. Для трехъязычного исследования особенно важно проследить, как интенсификация соотносится с типом повествователя, жанровой манерой и культурной нормой оценки. Там, где один язык предпочитает прямое усиление, другой может выбирать образный обходной путь или синтаксическое нарастание. Поэтому сопоставительное изучение интенсификации дает материал не только для семантики, но и для прагматики художественного общения в более широком смысле (Paradis, 1997; Blokh & Desyatskaya, 2017; Ziyaev, 2022).

Заключение. Обзор существующих источников позволяет утверждать, что функционально семантическая категория интенсификации уже имеет прочную теоретическую базу, однако в английской, русской и узбекской традициях она разрабатывалась неравномерно. Англоязычные исследования дали точные описания модификаторов степени, русскоязычные работы показали их художественно-экспрессивный потенциал, а узбекистанские труды внесли существенный вклад в изучение даржаланиш и градуонимии (Bolinger, 1972; Quirk et al., 1985; Ostrinskaya, 2007; Bozorov, 1995; Djumabaeva, 2016). В дальнейшем особенно перспективным видится анализ тех случаев, когда сходный прагматический эффект в трех языках создается средствами разного уровня. Такой подход позволяет увидеть в интенсификации не периферийное средство выразительности, а один из механизмов организации художественного смысла.

Важно и то, что подобное исследование может оказаться полезным не только для теории художественного текста, но и для практики перевода. Переводчик в таких случаях работает не с голой степенью признака, а с прагматическим эффектом, который эта степень производит в конкретной речевой ситуации. Сопоставительное описание английских, русских и узбекских интенсификаторов поэтому открывает возможность точнее передавать в переводе эмоциональное напряжение, категоричность, иронию и скрытую авторскую оценку (Simon-Vandenbergen, 2008; Abdullaeva, 2024).

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Speech etiquette and communicative taboos in uzbek and german cultures: a comparative pragmalinguistic analysis

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Annotation *Cross-cultural interaction between representatives of the Uzbek and German linguocultures involves communicative risks arising from discrepancies in etiquette norms and systems of verbal restrictions. Despite the growing volume of Uzbek-German contacts in education, economics, and diplomacy, no systematic comparative description of communicative taboos in this language pair has been undertaken to date. The scientific novelty of this study lies in identifying and typologising zones of communicative taboos and etiquette mismatches in the Uzbek-German pairing, drawing on Brown and Levinson's model of positive and negative politeness and Hofstede's cultural dimensions framework. The aim of this research is to determine universal and culture-specific characteristics of speech etiquette and communicative prohibitions in these linguocultures. The study employs comparative pragmalinguistic analysis supplemented by discourse analysis and survey methods. The data comprise etiquette formulae extracted from textbooks, literary texts, and a questionnaire administered to 80 respondents (40 native Uzbek speakers and 40 native German speakers). Findings reveal that of the twelve identified categories of communicative taboos, complete convergence occurs in only three categories (taboos on discussing income, severe illness, and death), whereas nine categories demonstrate significant divergence. Uzbek communicative culture is characterised by a pronounced dominance of indirectness strategies and hierarchical respect, while German culture favours directness strategies and negative politeness. These findings carry practical implications for the development of intercultural communication courses and may be applied in training translators and specialists in international cooperation.*

Keywords *Speech etiquette; communicative taboos; Uzbek linguoculture; German linguoculture; comparative pragmatics; intercultural communication; politeness theory*

O'zbek va nemis madaniyatlarida nutq odob-axloqi va kommunikativ tabular: qiyosiy pragmalingvistik tahlil

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Annotatsiya *O'zbek va nemis lingvomadaniyatlari vakillari o'rtasidagi madaniyatlararo muloqot odob-axloq me'yorlari va og'zaki cheklovlar tizimidagi farqlar bilan bog'liq kommunikativ xavf-xatarlarni o'z ichiga oladi. Ta'lim, iqtisodiyot va diplomatiya sohalarida o'zbek-nemis aloqalarining ortib borayotganiga qaramay, ushbu til*

juftligida kommunikativ tabularning tizimli qiyosiy tavsifi hozirgacha amalga oshirilmagan. Ushbu tadqiqotning ilmiy yangiligi o‘zbek-nemis juftligida kommunikativ tabular va etiket nomuvofiqliklarining zonalarini Braun va Levinsonning ijobiy hamda salbiy xushmuomalalik modeli va Xofstedening madaniy parametrlar nazariyasiga tayangan holda aniqlash va tipologiyalashdan iborat. Tadqiqotning maqsadi – ushbu lingvomadaniyatlarda nutq odobi va kommunikativ taqiqlarning universal hamda madaniyatga xos xususiyatlarini aniqlashdir. Tadqiqot qiyosiy pragmalingvistik tahlil, diskurs – tahlil va anketa so‘rovi usullari yordamida o‘tkazildi. Material sifatida darsliklar, badiiy asarlardan olingan etiket formulalari va 80 respondent (40 o‘zbek tili va 40 nemis tili sohiblari) so‘rovnomasi ma’lumotlari xizmat qildi. Natijalar shuni ko‘rsatdiki, ajratilgan 12 ta kommunikativ tabu toifasidan faqat uchtasida (daromadni, og‘ir kasalliklarni va o‘limni muhokama qilish taqiqlari) to‘liq moslik kuzatiladi, to‘qqiz toifada esa sezilarli farqlar mavjud. O‘zbek kommunikativ madaniyati bilvositalik strategiyalari va iyerarxik hurmat ustunligi bilan ajralib tursa, nemis madaniyati to‘g‘rilik strategiyalari va salbiy xushmuomalalik bilan xarakterlanadi. Olingan natijalar madaniyatlararo muloqot kurslarini ishlab chiqish uchun amaliy ahamiyatga ega.

Kalit so‘zlar *Nutq odobi; kommunikativ tabular; o‘zbek lingvomadaniyati; nemis lingvomadaniyati; qiyosiy pragmatika; madaniyatlararo muloqot; xushmuomalalik nazariyasi*

Речевой этикет и коммуникативные табу в узбекской и немецкой культурах: сопоставительный прагмалингвистический анализ

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Аннотация *Межкультурное взаимодействие между представителями узбекской и немецкой лингвокультур сопряжено с коммуникативными рисками, обусловленными расхождением этикетных норм и системой речевых ограничений. Несмотря на возрастающий объём узбекско-немецких контактов в сферах образования, экономики и дипломатии, системное описание коммуникативных табу в сопоставительном ключе до сих пор не предпринималось. Научная новизна данного исследования состоит в выявлении и типологизации зон коммуникативных табу и этикетных несоответствий в паре «узбекский-немецкий» с опорой на модель позитивной и негативной вежливости Браун и Левинсона, а также на культурные параметры Хофстеде. Целью работы является определение универсальных и культурно-специфических характеристик речевого этикета и коммуникативных запретов в указанных лингвокультурах. Исследование проведено методом сопоставительного прагмалингвистического анализа с элементами дискурс-анализа и анкетирования. Материалом послужили этикетные формулы, извлечённые из учебных пособий, художественных текстов и данных опроса 80*

респондентов (40 носителей узбекского и 40 носителей немецкого языка). Результаты показали, что из 12 выделенных категорий коммуникативных табу полное совпадение наблюдается лишь в трёх (табу на обсуждение дохода, тяжёлых заболеваний и смерти), тогда как девять категорий обнаруживают существенные расхождения. Узбекская коммуникативная культура характеризуется выраженным доминированием стратегий косвенности и иерархического уважения, немецкая – стратегий прямоты и негативной вежливости. Полученные данные имеют практическое значение для разработки курсов межкультурной коммуникации и могут применяться в подготовке переводчиков и специалистов по международному сотрудничеству.

Ключевые слова *Речевой этикет; коммуникативные табу; узбекская лингвокультура; немецкая лингвокультура; сопоставительная прагматика; межкультурная коммуникация; теория вежливости*

Введение

Проблематика речевого этикета и коммуникативных табу занимает одно из центральных мест в лингвокультурологических исследованиях, поскольку именно этикетное речевое поведение наиболее отчётливо обнаруживает глубинные ценностные установки, определяющие характер межличностного взаимодействия в той или иной культуре. Речевой этикет, понимаемый вслед за Н.И. Формановской как «система национально специфичных стереотипных, устойчивых формул общения, принятых и предписанных обществом для установления контакта собеседников, поддержания и прерывания контакта в избранной тональности» (Формановская, 2009; 16), представляет собой своеобразный индикатор культурно-ценностных приоритетов этноса. В.А. Маслова справедливо отмечает, что речевой этикет относится к числу наиболее «культуроносных» сущностей языка, непосредственно воплощающих связь между языковыми формами и системой культурных ценностей (Маслова, 1997; 84).

Актуальность обращения к данной теме определяется несколькими факторами. Во-первых, расширение узбекско-немецких контактов в рамках образовательных программ DAAD, экономического партнёрства и дипломатических инициатив объективно требует осмысления тех коммуникативных зон, в которых возможны прагматические неудачи, обусловленные незнанием этикетных норм партнёра (Тер-Минасова, 2000). Во-вторых, лингвистика последних десятилетий фиксирует устойчивый интерес к феномену коммуникативных табу как к одному из механизмов регуляции социального взаимодействия (Allan, Burridge, 2006; Schröder, 1997), однако абсолютное большинство сопоставительных работ в данной области выполнено на материале европейских языков и практически не затрагивает тюркские лингвокультуры. В-третьих, для узбекской германистики и для немецкой тюркологии остаётся лакуной системное описание тех речевых ограничений, которые существенно влияют на коммуникативный комфорт представителей обеих культур.

Степень изученности проблемы неоднородна. Теоретический фундамент исследований речевого этикета заложен работами Н.И. Формановской (1989; 2002;

2009), которая разработала целостную концепцию речевого этикета как компонента культуры общения. Т.В. Ларина (2009) осуществила масштабное сопоставление стратегий вежливости в английской и русской лингвокультурных традициях, продемонстрировав, что различия в коммуникативном стиле системно связаны с культурными ценностями. С.Г. Тер-Минасова (2000) рассмотрела язык как зеркало культуры и показала, что столкновение культурных стереотипов в межкультурном общении порождает коммуникативные барьеры, которые не устраняются одним лишь знанием грамматики и лексики иностранного языка. В.И. Карасик (2002) исследовал языковую репрезентацию социального статуса и проблему статусно-ролевого речевого поведения. И.А. Стернин (1996) описал систему русского речевого этикета в контрастивном аспекте.

Проблематика коммуникативных табу получила комплексное освещение в трудах К. Аллана и К. Бёрридж (Allan, Burridge, 2006), разработавших типологию эвфемизмов и дисфемизмов, Х. Шрёдера (Schröder, 1997), исследовавшего табу в контексте межкультурной коммуникации и преподавания иностранных языков, С. Лухтенберг (Luchtenberg, 1997), акцентировавшей дидактическую значимость учёта табуированных зон при обучении немецкому языку как иностранному. Теория вежливости П. Браун и С. Левинсона (Brown, Levinson, 1987) и модель культурных измерений Г. Хофстеде (Hofstede, 2001) предоставляют надёжный методологический инструментарий для сопоставительного анализа. Применительно к узбекскому этикетному дискурсу значимые наблюдения содержатся в публикациях Д.С. Саъдуллаева (2006), Л.Х. Хамдам-Заде (2016), а также в материалах исследования «Социокультурная специфика этикетных форм приветствий и обращений в узбекском и русском языках» (Philology-journal, 2024).

Немецкий речевой этикет исследован в ряде авторитетных работ. В. Беш (Besch, 1998) систематизировал историю и современное состояние форм обращения «du//Sie». Х.Л. Кретценбахер совместно с М. Клайном и Д. Шюпбах (Kretzenbacher, Clyne, Schüpbach, 2006) провели эмпирическое исследование прономинального обращения в немецком языке, выявив зоны нормативной неопределённости и «потенциального конфуза». Ю. Хаузе (House, 1996) описала различия в коммуникативных стратегиях английских и немецких носителей языка по пяти измерениям: эксплицитность – имплицитность, прямота – косвенность, ориентация на говорящего – ориентация на слушающего, ориентация на содержание – ориентация на адресата, и ориентация на «я» – ориентация на «другого». Дж. А. Бельц и К. Кингингер (Belz, Kinginger, 2003) исследовали прагматическое развитие изучающих немецкий язык в области форм обращения.

Вместе с тем анализ имеющейся литературы позволяет констатировать отсутствие работ, в которых коммуникативные табу узбекской и немецкой культур рассматривались бы в едином сопоставительном ключе. Существующие исследования ограничиваются описанием этикетных формул одного из языков либо сопоставлением узбекского этикета с русским, а немецкого – с английским. Данная лакуна определяет научную новизну предлагаемого исследования и обосновывает его теоретическую и практическую значимость.

Целью настоящей статьи является выявление и систематизация универсальных и культурно-специфических особенностей речевого этикета и коммуникативных табу в узбекской и немецкой лингвокультурах. Достижение данной цели предполагает решение **следующих задач:** 1) определить теоретические основания для

сопоставительного изучения коммуникативных табу; 2) описать ключевые параметры этикетного речевого поведения в узбекской культуре; 3) описать аналогичные параметры в немецкой культуре; 4) провести сопоставительный анализ и выявить зоны совпадения и расхождения; 5) определить потенциал полученных результатов для лингводидактики. Объектом исследования выступают этикетные речевые формулы и коммуникативные табу в узбекском и немецком языках. Предметом – культурно-прагматические особенности их функционирования и типологические различия между двумя лингвокультурами.

Понятие речевого этикета в лингвокультурологии сложилось на пересечении нескольких научных традиций. В отечественной лингвистике базовое определение данного феномена принадлежит Н.И. Формановской, которая трактует речевой этикет как «социально заданные и культурно - национально специфические регулируемые правила речевого поведения в ситуациях установки, поддержания и размыкания контакта коммуникантов» (Формановская, 2002; 42). Такое определение акцентирует три существенных признака: социальную обусловленность, национально-культурную специфичность и функциональную направленность на управление коммуникативным контактом. Функциональный репертуар речевого этикета включает контактоустанавливающую, регулятивную, фатическую и апеллятивную функции. Контактоустанавливающая функция реализуется в формулах приветствия и знакомства; регулятивная – в формулах обращения, задающих тональность всего последующего взаимодействия; фатическая – в формулах, поддерживающих коммуникативный контакт (вопросы о здоровье, семье, делах); апеллятивная – в формулах просьбы, извинения, благодарности, воздействующих на поведение собеседника.

Т.В. Ларина развивает данный подход, включая в анализ измерение коммуникативных стратегий вежливости и показывая, что за одними и теми же этикетными ситуациями (приветствие, благодарность, извинение, отказ) в разных лингвокультурах стоят принципиально различные прагматические механизмы (Ларина, 2009; 37). Для русского речевого поведения характерна ориентация на искренность, эмоциональную открытость и солидарность; для английского – на дистантность, неимпозитивность и демонстративную приветливость. Эти наблюдения, будучи перенесёнными на узбекско-немецкую пару, получают новое содержательное наполнение, поскольку узбекская культура по ряду параметров близка к русской (эмоциональная вовлечённость, групповая солидарность), а по другим – существенно от неё отличается (выраженная иерархичность, религиозно мотивированный этикет).

Концепция коммуникативных табу как лингвокультурного феномена разработана преимущественно в западной традиции. К. Аллан и К. Бёрридж определяют языковое табу через триаду ортофемизм – эвфемизм – дисфемизм, подчёркивая контекстуальную зависимость табуирования: одно и то же выражение может быть нейтральным в одной ситуации и табуированным в другой (Allan, Burridge, 2006; 29). Данная триада представляет собой не застывшие категории, а динамическую систему: слово перемещается от ортофемии к дисфемии и обратно в зависимости от контекста, адресата, социальной ситуации. Х. Шрёдер рассматривает табу как семиотический парадокс: маркировку того, что не должно быть маркировано, и выделяет стратегии обхода табу – молчание, эвфемизацию, метафоризацию, перифразирование (Schröder, 1997). С. Лухтенберг акцентирует значимость табу для межкультурной

коммуникации и дидактики иностранных языков, указывая, что незнание табуированных зон чужой культуры ведёт к более серьёзным прагматическим сбоям, нежели грамматические ошибки (Luchtenberg, 1997; 213). Р. С. Бауэр и К. Хлоста (Baur, Chlosta, 2004) продемонстрировали это на примере немецко-русских недоразумений.

Типологически коммуникативные табу подразделяются на: а) вербальные (запрет на определённые лексемы, например, дисфемизмы телесного низа); б) тематические (запрет на обсуждение определённых тем – дохода, возраста, здоровья); в) ситуативные (запрет на определённое речевое поведение в конкретной ситуации, например, прямой отказ в ответ на приглашение). Данная типология может быть дополнена категорией статусно-ролевых табу, связанных с иерархическими отношениями между коммуникантами (запрет обращения к старшему по имени в узбекской культуре), а также категорией историко-политических табу, характерных для культур с травматическим историческим опытом (табу на позитивную репрезентацию национал-социализма в Германии).

Теоретической базой для сопоставительного анализа вежливости служит модель П. Браун и С. Левинсона, выделяющая два типа «лица» коммуниканта: позитивное лицо (потребность в одобрении, солидарности, принадлежности к группе) и негативное лицо (потребность в автономии, свободе от навязывания) (Brown, Levinson, 1987; 61). Стратегии вежливости ориентированы на поддержание одного или обоего типов «лица». Браун и Левинсон выделяют пять суперстратегий: выполнение лицеугрожающего акта прямо, без редрессивных средств; выполнение с позитивной вежливостью; выполнение с негативной вежливостью; косвенное выполнение (off-record); отказ от выполнения. Выбор стратегии определяется весомостью лицеугрожающего акта, которая, в свою очередь, зависит от трёх переменных: социальной дистанции, отношений власти и степени импозиции (Brown, Levinson, 1987; 74). Критики данной модели – Й. Иде (1989), Й. Мацумото (1988) – указывают на её западноцентричность, однако базовое разграничение стратегий позитивной и негативной вежливости сохраняет эвристический потенциал при условии учёта культурной вариативности. С. Кияма, К. Тамаока и М. Такиура (Kiyama, Tamaoka, Takiura, 2012) эмпирически подтвердили применимость трёхфакторной формулы Браун и Левинсона к японской коммуникативной культуре, что поддерживает перспективу использования данной модели для анализа незападных культур.

Модель культурных измерений Г. Хофстеде (2001) позволяет операционализировать различия между узбекской и немецкой культурами по нескольким параметрам. Узбекистан, по имеющимся данным, характеризуется высокой дистанцией власти, выраженным коллективизмом, высоким избеганием неопределённости и сдержанностью (Daller, Yildiz, 2006; ESI Conference, 2024). Германия, напротив, демонстрирует низкую дистанцию власти (индекс 35), высокий индивидуализм (индекс 67), умеренное избегание неопределённости (индекс 65) и умеренную индульгенцию (Hofstede, 2001; 87). Э. Холл (1976) дополняет данную картину оппозицией высоко- и низкоконтекстных культур: узбекская коммуникативная традиция тяготеет к высококонтекстному полюсу, где значительная доля информации передаётся имплицитно, через контекст и невербальные средства; немецкая – к низкоконтекстному, где коммуникация отличается эксплицитностью и вербальной полнотой. Х. Спенсер-Оути (2000) предлагает модель управления раппортом, которая дополняет рамку Браун и

Левинсона категориями «социальных прав» и «интерактивных целей», что представляется продуктивным для описания культур с выраженной статусной иерархией.

Взаимосвязь между параметрами культуры и этикетным речевым поведением прослеживается достаточно отчётливо. Высокая дистанция власти в узбекской культуре проецируется на строгую систему обращений, дифференцированных по возрасту и статусу; коллективизм обусловливает приоритет гармонии группы над индивидуальным самовыражением, что выражается в табуировании прямого отказа и прямой критики. Низкая дистанция власти в немецкой культуре, сочетающаяся с индивидуализмом, порождает иную этикетную модель: формализованную, но допускающую прямоту, с акцентом на негативную вежливость – защиту личного пространства собеседника (Ларина, 2009; 195; House, 1996). Ф. Браун (1988) в типологическом обзоре форм обращения в различных языках и культурах показала, что системы обращения отражают социальную структуру общества: чем иерархичнее общество, тем более дифференцированы формы обращения. Р. Браун и А. Гилман (Brown, Gilman, 1960) в классической работе о местоимениях власти и солидарности обосновали связь прономинальных форм обращения (ты//Вы, du//Sie) с осями «власть» и «солидарность», что остаётся ключевой теоретической рамкой для анализа обращений в обоих исследуемых языках.

Материалом исследования послужили три группы источников. Первую группу составляют этикетные формулы, извлечённые из учебных пособий по узбекскому языку (пособия для иноязычных учащихся, изданные в 2015-2023 гг.) и по немецкому языку (учебники уровней A1 – B2, изданные в Германии в аналогичный период). Всего проанализировано 16 пособий (8 по узбекскому и 8 по немецкому языку). Отбор пособий производился по критериям: наличие разделов, посвящённых формулам речевого этикета; рекомендованность Министерством высшего образования (для узбекских пособий) или издательствами, аккредитованными Институтом Гёте (для немецких). Вторую группу образуют фрагменты художественных текстов узбекских и немецких авторов, содержащие этикетные диалоги (всего 48 фрагментов: 24 узбекских и 24 немецких). Тексты отбирались по критерию наличия коммуникативных ситуаций, релевантных для анализа этикетных формул и табуированных зон (приветствие, отказ, просьба, извинение, обсуждение деликатных тем).

Третью группу составляют данные анкетирования, проведённого среди 80 респондентов: 40 носителей узбекского языка (студенты и преподаватели УзГУМЯ, возраст 19-55 лет, 22 женщины и 18 мужчин) и 40 носителей немецкого языка (студенты и преподаватели партнёрских немецких вузов, возраст 20-52 года, 24 женщины и 16 мужчин). Критерии отбора респондентов: для узбекской группы – узбекский язык как родной, проживание в Узбекистане, высшее или незаконченное высшее образование; для немецкой группы – немецкий язык как родной, проживание в Германии, высшее или незаконченное высшее образование. Данные критерии обеспечивают сопоставимость групп по уровню образования и социальному статусу.

Анкета включала 36 вопросов, распределённых по трём блокам: 1) реакция на описанные коммуникативные ситуации (12 ситуаций, предполагающих выбор речевой стратегии из предложенных вариантов, включая открытый вариант «другое»); 2) оценка степени табуированности 12 тематических областей по шкале Ликерта от 1 (совершенно допустимо обсуждать) до 5 (абсолютно неприемлемо обсуждать); 3) открытые вопросы о личном опыте межкультурных

прагматических неудач (4 вопроса). Анкетирование проведено в ноябре – декабре 2024 года. Узбекские респонденты заполняли анкету на узбекском языке, немецкие – на немецком. Анкеты были предварительно пилотированы на группе из 10 респондентов (5 узбекских и 5 немецких) и скорректированы по результатам пилотажа.

Методологическая база исследования включает: сопоставительный прагмалингвистический анализ (сопоставление этикетных формул и коммуникативных стратегий в двух языках); дискурс-анализ (выявление коммуникативных стратегий в текстовых фрагментах); элементы количественного анализа (обработка данных анкетирования с вычислением средних значений M и стандартных отклонений SD по шкале Ликерта; вычисление разности средних Δ для определения степени расхождения между группами). Теоретическую рамку составляют модель вежливости Браун и Левинсона (1987), модель культурных измерений Хофстеде (2001) и типология коммуникативных табу Аллана и Бёрридж (2006). Статистическая обработка данных проводилась в программе Microsoft Excel.

Сопоставительный анализ этикетных формул и коммуникативных табу позволил выявить системные различия между узбекской и немецкой лингвокультурами на нескольких уровнях. Представим полученные результаты последовательно, начиная с описания этикетных формул.

Формулы приветствия и прощания. В узбекской культуре центральной формулой приветствия является «Assalomu alaykum» – формула арабского происхождения, функционирующая одновременно как религиозный маркер и маркер культурной идентичности. Её употребление подчиняется иерархическому принципу: младший приветствует старшего первым, стоя, нередко с поклоном или прижиманием руки к груди. Ответная формула «Va alaykum assalom» обязательна; её отсутствие расценивается как грубость. Параллельно функционирует секулярная формула «salom», менее формальная, допустимая между ровесниками или в неофициальном контексте. Немецкая система приветствий организована иначе: основные формулы «Guten Tag», «Guten Morgen», «Guten Abend» стилистически нейтральны и лишены иерархической маркированности. Региональные варианты («Grüß Gott» в Баварии и Австрии, «Moin» на севере, «Servus» в Австрии) выполняют функцию маркеров территориальной идентичности, но не статусной. Неформальное «Hallo» и «Hi» быстро распространяются в молодёжной среде и корпоративной культуре.

Обращения и титулатура. Узбекская система обращений характеризуется многоступенчатой иерархией. Ключевым механизмом является использование терминов родства в функции обращения к неродственникам: «aka» (старший брат) и «opa» (старшая сестра) к старшим по возрасту, «hola» (тётя) и «amaki» (дядя) к людям среднего и старшего поколения. Табу на обращение к старшим по имени является одним из наиболее строгих этикетных ограничений: средний балл табуированности по данным анкеты составил 4,6 из 5 (SD = 0,54). Факультативным, но распространённым является также избегание имени супруга: вместо имени мужа жена говорит «bolalarning otasi» («отец детей») или «uydagilar» («тот, кто дома»). Данная система отражает концепт «hurmat» (уважение), выступающий ключевой культурной ценностью (Саъдуллаев, 2006; Philology-journal, 2024). В немецкой культуре система обращений строится вокруг оппозиции «du//Sie». Местоимение «Sie» маркирует дистанцию и уважение; «du» - близость и солидарность. Переход с «Sie» на «du» представляет собой осознанный социальный акт, как правило инициируемый

старшим по возрасту или статусу (Besch, 1998; Kretzenbacher, Clyne, Schüpbach, 2006). Несанкционированный переход на «du» в формальном контексте воспринимается как нарушение личных границ. Академические титулы («Herr Professor», «Frau Doktor») остаются обязательными в официальной коммуникации. Жураева (2024) отмечает аналогичные различия при сопоставлении узбекского и английского этикета, что подтверждает типологический характер описываемого расхождения.

Ситуация	Узбекский язык	Немецкий язык
Приветствие (формальное)	*Assalomu alaykum*	*Guten Tag / Grüß Gott*
Приветствие (неформальное)	*Salom / Qalaysiz?*	*Hallo / Hi / Moin*
Обращение (уважительное)	*Aka / Opa + imya*	*Herr/Frau + фамилия + Sie*
Благодарность	*Rahmat / Katta rahmat*	*Danke / Vielen Dank*
Извинение	*Kechirasiz / Uzr*	*Entschuldigung / Verzeihen Sie*
Прощание	*Xayr / Yaxshi qoling*	*Auf Wiedersehen / Tschüss*
Просьба	*Iltimos / Marhamat*	*Bitte / Könnten Sie...*
Отказ	*Ko'ramiz / Inshoalloh*	*Nein, leider / Das geht nicht*

Таблица 1. *Сопоставление основных этикетных формул в узбекском и немецком языках*

Коммуникативные табу в узбекской культуре. Анализ данных анкетирования и текстового материала позволил выделить следующие доминантные зоны табуирования в узбекской лингвокультуре. Запрет на прямой отказ («yumshoq rad etish» – мягкий отказ) представляет собой одно из наиболее выраженных коммуникативных табу. Прямое «yo'q» (нет) в ответ на просьбу или приглашение воспринимается как грубость и нарушение норм уважения; предпочтительны косвенные формулы отклонения: «inshoAlloh» (если Аллах пожелает, т.е. «посмотрим»), «ko'ramiz» (посмотрим), «iloji bo'lsa» (если будет возможность). Средний балл табуированности прямого отказа по данным анкеты составил 4,2 из 5 (SD = 0,71). Запрет на обращение к старшим по имени - средний балл 4,6 (SD = 0,54) - оказался наиболее табуированным параметром в узбекской выборке. Табу на обсуждение возраста женщины – средний балл 3,8 (SD = 0,93) - занимает промежуточное положение. Эвфемизация тем смерти и болезни выражается в устойчивых формулах замещения: «olamdan o'tdi» (ушёл из мира) вместо прямого «o'ldi» (умер), «betob bo'ldi» (заболел) вместо конкретных нозологических терминов в бытовом общении. Ограничения гендерного характера в коммуникации (избегание обсуждения тем интимного характера в смешанной гендерной аудитории) – средний балл 4,1 (SD = 0,82). Табу на обсуждение дохода и материального положения вне близкого круга – средний балл 3,5 (SD = 1,02). Табу на критику старшего по возрасту или должности – средний балл 4,5 (SD = 0,61). Табу на обсуждение религиозных разногласий – средний балл 3,7 (SD = 0,89).

Коммуникативные табу в немецкой культуре. Немецкая система коммуникативных табу отличается иной конфигурацией. Табу на вопросы о зарплате и доходе – средний балл 4,4 (SD = 0,62) – является наиболее выраженным тематическим табу в повседневном общении. Табу на неформальность в официальных контекстах (несанкционированный переход на «du») – средний балл 4,0 (SD = 0,77) – отражает

ценность формализованной дистанции в немецком коммуникативном поведении. Историко-политические табу заслуживают особого внимания: обсуждение тем Второй мировой войны, Холокоста, нацизма требует особого такта; некритическая героизация военного прошлого, любые высказывания, которые могут быть истолкованы как оправдание нацизма, являются не только этически, но и юридически недопустимыми – средний балл 4,7 (SD = 0,48), наивысший показатель во всей выборке. Табу на вопросы о здоровье в деловом контексте – средний балл 3,6 (SD = 0,88): в немецкой культуре вопрос «Wie geht es Ihnen?» (Как дела?) носит фатический характер и не предполагает развёрнутого ответа о состоянии здоровья. Нормы политической корректности в языковом оформлении: гендерно-нейтральный язык («Studierende» вместо «Studenten», «Mitarbeitende» вместо «Mitarbeiter»), избегание потенциально дискриминирующих номинаций – средний балл значимости 3,9 (SD = 0,84). Табу на чрезмерное выражение эмоций в профессиональном контексте – средний балл 3,3 (SD = 0,95). Табу на прямой отказ в немецкой культуре значительно слабее, чем в узбекской: средний балл лишь 2,1 (SD = 0,79), что подтверждает положение о коммуникативной предпочтительности прямоты в немецкоязычной среде.

Тема	Узб. (M)	Нем. (M)	Δ
Доход / зарплата	3,5	4,4	+0,9
Прямой отказ	4,2	2,1	−2,1
Обращение к старшим по имени	4,6	2,5	−2,1
Тема смерти / болезни	4,0	3,6	−0,4
Возраст женщины	3,8	3,2	−0,6
Историко-полит. темы	2,3	4,7	+2,4
Неформальн. обращение в офиц. контексте	4,1	4,0	−0,1
Гендерно-интимные темы	4,1	2,4	−1,7
Религия	3,7	2,0	−1,7
Политкорректность в номинациях	2,0	3,9	+1,9
Эмоции в профессион. контексте	2,6	3,3	+0,7
Критика старшего / руководителя	4,5	2,8	−1,7

Таблица 2. *Сопоставление степени табуированности коммуникативных тем (средние значения по шкале Ликерта, 1–5)*

Данные таблицы 2 наглядно демонстрируют асимметричность табуированных зон в двух культурах. Максимальные расхождения (Δ > 1,5) зафиксированы по шести параметрам: прямой отказ (Δ = − 2,1), обращение к старшим по имени (Δ = − 2,1), историко-политические темы (Δ = +2,4), политкорректность в номинациях (Δ = +1,9), гендерно-интимные темы (Δ = − 1,7), критика старшего (Δ = −1,7), религия (Δ = − 1,7). Минимальные расхождения (Δ < 0,5) наблюдаются по темам смерти/болезни (Δ = − 0,4) и неформального обращения в официальном контексте (Δ = − 0,1). Последнее наблюдение свидетельствует о том, что обе культуры разделяют представление о необходимости соблюдения формальной дистанции в официальном общении, хотя реализуют это разными лингвистическими средствами: через систему терминов

родства и статусных обращений (узбекская культура) и через оппозицию du//Sie и академические титулы (немецкая культура).

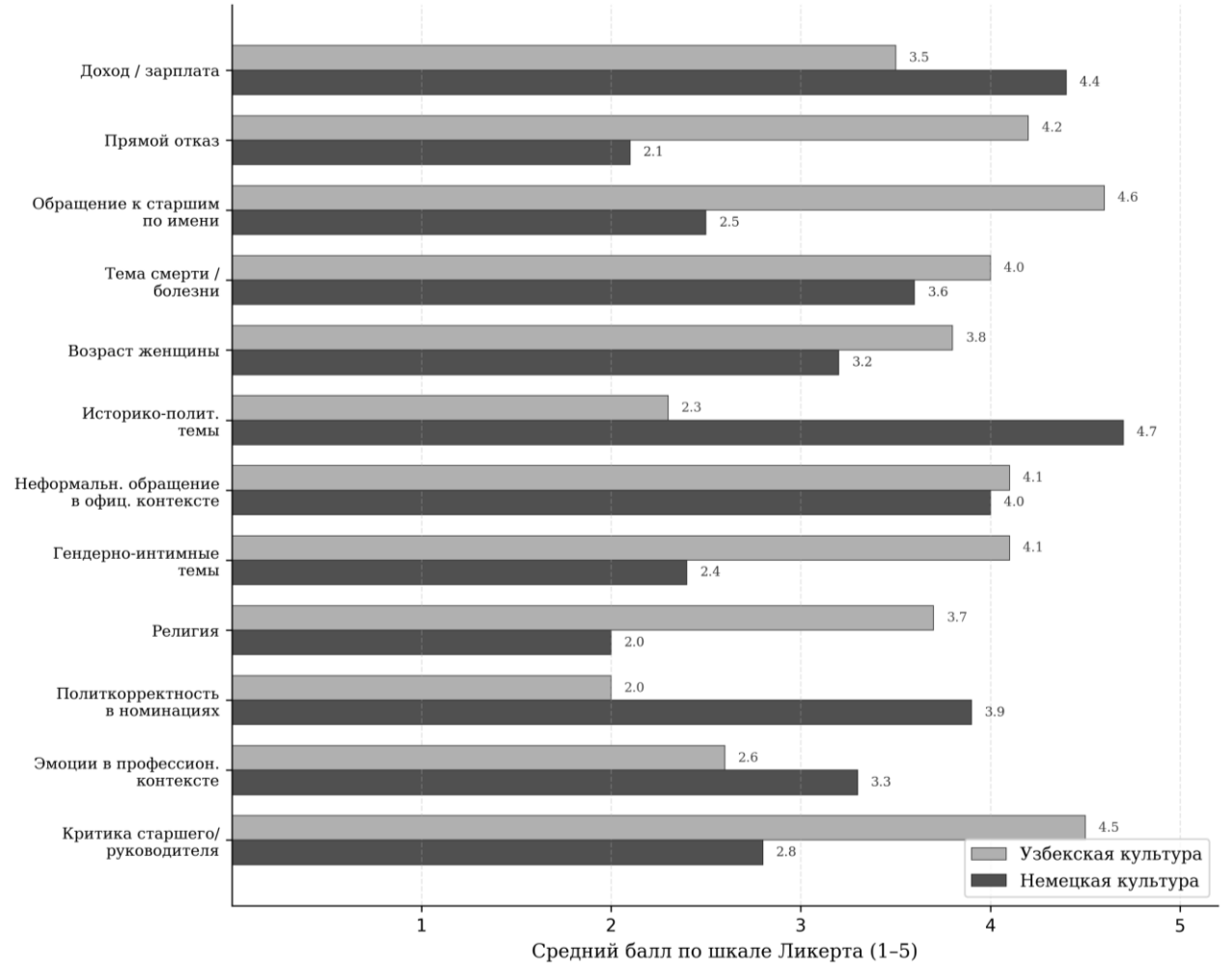


Рисунок 1. *Сопоставление степени табуированности коммуникативных тем в узбекской и немецкой культурах (средние значения по шкале Ликерта, 1-5)*

Качественный анализ ответов на открытые вопросы выявил характерные ситуации прагматического сбоя. Узбекские респонденты (68 %) отмечали дискомфорт от «чрезмерной прямоты» немецких партнёров по коммуникации. Респондент У-14 (муж., 34 года) описал следующую ситуацию: «Когда немецкий коллега прямо сказал, что моя идея не подходит, я воспринял это как грубость и неуважение, хотя потом понял, что это их стиль общения – они отделяют критику идеи от отношения к человеку». Респондент У-27 (жен., 28 лет) отметила: «Меня поразило, что немецкие студенты свободно называют своих преподавателей по фамилии без каких-либо почтительных добавок – для нас это абсолютно немыслимо». Немецкие респонденты (55 %) указывали на затруднённость интерпретации узбекской косвенности. Респондент Н-8 (муж., 41 год) сообщил: «Мой узбекский партнёр никогда не говорил прямо «нет», и я не мог понять, согласен он или нет. Впоследствии выяснилось, что его «inshoAlloh» и «посмотрим» означали «отказ». Респондент Н-22 (жен., 35 лет) описала затруднение с интерпретацией узбекского гостеприимства: «Когда мне предложили чай третий раз, а я отказалась, хозяева выглядели обиженными

– оказалось, что нужно было согласиться хотя бы на второй раз».

Полученные результаты подтверждают и конкретизируют положения теории вежливости Браун и Левинсона применительно к исследуемым лингвокультурам. Узбекская коммуникативная культура демонстрирует выраженную ориентацию на стратегии позитивной вежливости (поддержание позитивного лица собеседника через солидарность, внимание к его потребностям, комплименты) в сочетании с иерархическим уважением, которое выражается в строгих статусно-ролевых ограничениях. Высокая табуированность прямого отказа (M = 4,2) и критики старшего (M = 4,5) объясняется коллективистской направленностью узбекской культуры, где гармония группы приоритетна по отношению к индивидуальному самовыражению, что согласуется с данными Хофстеде о высокой дистанции власти и низком индивидуализме в постсоветских центральноазиатских обществах (Daller, Yildiz, 2006; 45).

Немецкая коммуникативная культура, напротив, характеризуется доминированием стратегий негативной вежливости: уважение личного пространства, дистанция, формализованность обращений. Относительно низкая табуированность прямого отказа (M = 2,1) и критики (M = 2,8) коррелирует с тем, что Ю. Хаузе описывает как немецкую коммуникативную предпочтительность прямоты, ориентации на содержание и самоидентификации через позицию «Sachlichkeit» (деловитость, объективность) (House 1996: 351). Вместе с тем данные нашего исследования показывают, что стереотип о «безграничной прямоте» немцев нуждается в корректировке: историко-политические табу (M = 4,7) - наивысший показатель во всей выборке - свидетельствуют о наличии жёстких ограничительных зон, порождённых специфическим историческим опытом. Табу на обсуждение дохода (M = 4,4) также демонстрирует, что немецкая культура, вопреки стереотипам, обладает значительным количеством тематических ограничений, связанных с защитой приватной сферы - феноменом, которому Т.В. Ларина придаёт статус доминанты английской коммуникативной культуры (Ларина, 2009; 302), но который, по нашим данным, в значительной мере характерен и для немецкой.

Примечательным представляется различие в источниках табуирования. В узбекской культуре доминируют табу, мотивированные религиозно-этическими нормами (эвфемизация смерти через исламские формулы, табу на обсуждение интимных тем в присутствии лиц противоположного пола) и традициями возрастной иерархии («ада» – обычай, «urf-odat» – традиции). Религиозный компонент проявляется и в стратегиях обхода табу: формула «inshoAlloh», формально означающая «если пожелает Аллах», функционирует как универсальный смягчитель отказа или неопределённости. В немецкой культуре значительную роль играют табу, порождённые историко-политическим опытом (Третий Рейх, Холокост, денацификация) и современным дискурсом политической корректности (гендерно-нейтральный язык, антидискриминационные нормы номинации). Таким образом, можно говорить о двух различных генеративных механизмах табуирования: традиционно-религиозном (узбекская модель) и историко-рефлексивном (немецкая модель). Данное различие коррелирует с параметром ориентации на прошлое (краткосрочная ориентация в модели Хофстеде) vs. ориентацией на рефлексию прошлого как инструмент предотвращения его повторения (специфически немецкий феномен «Vergangenheitsbewältigung» - преодоление прошлого).

Зоны совпадения табуированных тем – доход, тяжёлые заболевания, смерть – подтверждают наличие универсальных, не зависящих от конкретного типа культуры, оснований для коммуникативных ограничений. Эти темы затрагивают экзистенциально значимые области человеческого бытия, и их табуирование, по всей видимости, связано с универсальной потребностью в защите «лица» коммуниканта в понимании Гоффмана (Goffman, 1967). При этом конкретные средства эвфемизации различаются: узбекская культура прибегает к религиозным и родственным перифразам, немецкая – к медицинским и юридическим эвфемизмам, что согласуется с типологией Аллана и Бёрридж (Allan, Burridge, 2006; 212).

Зоны расхождения, в свою очередь, создают пространство для потенциальных межкультурных конфликтов. Ситуация делового обсуждения, в которой немецкий участник прямо критикует предложение узбекского коллеги, может быть интерпретирована последним как грубое попрание норм уважения и «потеря лица». И наоборот, косвенный, неоднозначный ответ узбекского партнёра на деловое предложение может вызвать у немецкого участника фрустрацию и подозрение в неискренности или уклончивости. Аналогичные наблюдения зафиксированы Т.В. Лариной для пары «русский-английский» (Ларина, 2009; 315) и Р.С. Бауэром и К. Хлостой для пары «русский-немецкий» (Baur, Chlosta, 2004), что позволяет предположить типологическую закономерность: коммуникативные конфликты между высоко- и низкоконтекстными культурами имеют воспроизводимую структуру, характеризующуюся асимметрией интерпретации прямоты и косвенности.

Ограничения данного исследования связаны с несколькими факторами. Во-первых, относительно небольшой объём выборки (80 респондентов) не позволяет претендовать на полноту статистической репрезентативности. Во-вторых, метод анкетирования фиксирует декларируемое, а не реально наблюдаемое речевое поведение; между тем, как показывают исследования прагматики, разрыв между декларациями и реальным поведением может быть значительным. В-третьих, невозможно полностью учесть внутрикультурную вариативность: региональные (город-село, Ташкент-Бухара), возрастные (молодёжь-старшее поколение) и гендерные различия внутри каждой из культур. Перспективным направлением дальнейшего исследования представляется проведение эксперимента с использованием дискурс-теста («Discourse Completion Test»), анализа естественной устной коммуникации в ситуациях реального узбекско-немецкого взаимодействия, а также расширение сопоставительного охвата на другие тюркские и германские лингвокультуры (турецко-немецкая, казахско-немецкая пары).

Результаты исследования имеют непосредственное значение для практики преподавания немецкого языка узбекоязычным студентам и, в обратном направлении, для подготовки немецких специалистов к работе в узбекоязычной среде. Формирование межкультурной коммуникативной компетенции, согласно Общеевропейским компетенциям владения иностранным языком (Council of Europe, 2001), предполагает развитие способности распознавать и интерпретировать культурно обусловленные коммуникативные нормы, включая табуированные зоны. С. Лухтенберг (Luchtenberg, 1997) убедительно показала, что интеграция знаний о табу в курс немецкого языка как иностранного является условием предотвращения прагматических неудач, которые носители языка воспринимают более болезненно, чем грамматические ошибки.

На основании полученных данных могут быть сформулированы следующие рекомендации: 1) включение в программу курса немецкого языка для узбекоязычных студентов модуля «Коммуникативные табу и стратегии вежливости в немецкой культуре» с использованием ситуационных задач, моделирующих типичные зоны межкультурного конфликта (прямая критика, формы отказа, нормы обращения, политическая корректность); 2) разработка аналогичного модуля для немецких студентов, изучающих узбекский язык или готовящихся к работе в Узбекистане (иерархическое уважение, косвенность как стратегия, религиозно-мотивированные формулы, гендерные ограничения); 3) использование метода критических инцидентов («critical incident method») для анализа реальных ситуаций прагматического сбоя в узбекско-немецком общении; 4) введение элементов ролевой игры, в которой студенты моделируют ситуации перехода с «Sie» на «du» и эквивалентные ситуации в узбекском контексте (переход от формального к фамильярному обращению). Особое внимание следует уделить типичным ошибкам переноса коммуникативных стратегий: узбекские студенты склонны переносить стратегию косвенного отказа в немецкоязычную среду, где она воспринимается как неопределённость; немецкие студенты склонны применять стратегию прямой критики в узбекоязычной среде, где она воспринимается как проявление неуважения и может привести к разрыву коммуникативного контакта.

Заключение

Проведённое исследование позволило выявить и систематизировать универсальные и культурно-специфические особенности речевого этикета и коммуникативных табу в узбекской и немецкой лингвокультурах. Из двенадцати выделенных категорий коммуникативных табу полное совпадение обнаружено лишь в трёх (табу на обсуждение дохода, тяжёлых заболеваний и смерти), тогда как девять категорий демонстрируют значительные расхождения, наиболее выраженные в сферах прямоты/косвенности отказа, иерархических ограничений в обращении, историко-политической рефлексии и норм политической корректности.

Установлено, что узбекская коммуникативная культура характеризуется доминированием стратегий позитивной вежливости в сочетании с выраженной иерархичностью, обусловленной высокой дистанцией власти и коллективизмом. Немецкая коммуникативная культура, напротив, ориентирована на стратегии негативной вежливости, прямоту и содержательность, при наличии жёстких историко-рефлексивных табу. Источники табуирования принципиально различаются: в узбекской модели превалирует традиционно-религиозный генеративный механизм, в немецкой историко-рефлексивный.

Результаты исследования подтверждают, что модель вежливости Браун и Левинсона сохраняет объяснительную силу для анализа коммуникативных различий между типологически далёкими культурами, однако нуждается в дополнении параметрами, учитывающими специфику коллективистских, высококонтекстных культур. Практическая значимость полученных результатов определяется возможностью их применения при разработке учебных курсов по межкультурной коммуникации, при подготовке переводчиков и специалистов по международному сотрудничеству, а также при составлении рекомендаций для участников узбекско-немецких деловых и образовательных проектов.

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Interpreting Cultural Silences in English and Uzbek News Headlines

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Annotation *This article examines how implicit cultural meanings are formed and interpreted in English- and Uzbek-language news headlines. The headline is approached not as a neutral summary, but as a condensed act of interpretation in which ellipsis, metaphor, evaluative vocabulary, presupposition, and institutional naming activate the reader's background knowledge. The study relies on a hermeneutic reading of headline patterns found in English and Uzbek media and on recent comparative scholarship devoted to media discourse in the two languages. The analysis shows that English headlines more often privilege compression, conflict framing, emotional sharpness, and intertextual economy, whereas Uzbek headlines tend to preserve greater explicitness, contextual support, institutional orientation, and markers of social respect. These differences are linked to broader communicative norms rather than to grammar alone. The article argues that successful interpretation and translation of headlines requires sensitivity to the cultural horizon within which seemingly small lexical choices acquire public meaning.*

Keywords *Hermeneutics, news headlines, implicit meaning, cultural code, media discourse, English media, Uzbek media, pragmatics*

Ingliz va o'zbek yangilik sarlavhalaridagi yashirin madaniy ma'nolar talqini

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Annotatsiya *Ushbu maqolada ingliz va o'zbek tilidagi yangilik sarlavhalarida implitsit madaniy ma'nolar qanday shakllanishi va talqin qilinishi ko'rib chiqiladi. Sarlavha betaraf qisqa xabar emas, balki ellipsis, metafora, baholovchi leksika, presuppozitsiya va institutsional nomlash orqali o'quvchining fon bilimini ishga soluvchi ixcham talqin akti sifatida yondashiladi. Tadqiqot ingliz va o'zbek OAViga xos sarlavha andozalarining germenevtik o'qilishiga hamda ikki tildagi mediadiskurs bo'yicha yaqindagi qiyosiy ishlarga tayangan. Tahlil shuni ko'rsatadiki, inglizcha sarlavhalar ko'proq kompressiya, konfliktli freymlash, emotsional keskinlik va intertekstual iqtisodga suyansa, o'zbekcha sarlavhalar odatda kattaroq eksplitsitlik, kontekstual tayanch, institutsional yo'nalish va ijtimoiy hurmat belgilarini saqlaydi. Bunday tafovutlar faqat grammatika bilan emas, balki kengroq ommaviy kommunikatsiya me'yorlari bilan ham bog'liq.*

Kalit so'zlar *Germenevtika, yangilik sarlavhalari, implitsit ma'no, madaniy kod, mediadiskurs, ingliz OAV, o'zbek OAV, pragmatika*

The Lingua Spectrum
Cogito, ergo sum

Jurnal Oliy Attestatsiya Komissiyasi tomonidan 2025-yil 4-yanvar kuni 366/5-sonli qaror bilan tavsiya etilgan milliy ilmiy nashrlar ro'yxatiga kiritilgan

Интерпретация культурных умолчаний в англоязычных и узбекоязычных новостных заголовках

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Аннотация *В статье рассматривается, каким образом в англо- и узбекоязычных новостных заголовках формируются и интерпретируются имплицитные культурные смыслы. Заголовок понимается не как нейтральное краткое резюме, а как сжатый акт интерпретации, в котором эллипсис, метафора, оценочная лексика, пресуппозиция и институциональное называние активируют фоновые знания читателя. Исследование опирается на герменевтическое прочтение моделей заголовков, характерных для английских и узбекских СМИ, а также на современные сопоставительные работы по медиадискурсу в двух языках. Анализ показывает, что английские заголовки чаще тяготеют к компрессии, конфликтному кадрированию, эмоциональной заострённости и интертекстуальной экономии, тогда как узбекские заголовки обычно сохраняют большую эксплицитность, контекстуальную опору, институциональную ориентированность и маркеры социального уважения. Эти различия связаны не только с грамматикой, но и с более широкими нормами публичной коммуникации.*

Ключевые слова *Герменевтика, новостные заголовки, имплицитный смысл, культурный код, медиадискурс, английские СМИ, узбекские СМИ, прагматика*

Introduction

In news discourse, the headline lives an unusual life. It is only a line or two, yet it often carries the first burden of interpretation. Many readers never move beyond it, and even those who do usually enter the article through the angle already prepared by the headline. For that reason, headlines deserve attention not only as journalistic technique but also as a linguistic form in which culture becomes compact, mobile, and publicly persuasive. Dor (2003) was right to describe headlines as devices that optimize relevance. They reduce processing effort, but they do so by leaning on what readers already know or think they know. In practice, a headline works because it is incomplete in a very disciplined way.

That incompleteness is especially revealing when one compares English- and Uzbek-language media. English headlines often move quickly. They omit function words, compress events into noun phrases, dramatize conflict, and trust the reader to supply missing political or social context. Uzbek headlines, by contrast, more often provide an explicit anchor: an institution, a place, a speaker, or a procedural frame. This does not mean that one tradition is richer and the other poorer. It means that each media culture distributes meaning differently. Recent comparative studies of English and Uzbek media discourse, headline stylistics, and online news language all point in that direction (Mamatova et al., 2025; Rakhimova, 2025; Xayrullayeva, 2025; Xo'jamurodov, 2025).

The present article approaches this contrast through hermeneutics. Such a perspective is useful because headlines do not

merely name events. They interpret them in advance. They place the event inside a cultural horizon, and they invite the reader to enter that horizon almost instantly. Gadamer (2004) argued that understanding is never detached from history, while Ricoeur (1976) showed that meaning exceeds literal wording and becomes fully active in interpretation. When these insights are brought to media language, the headline stops looking like a mechanical summary. It becomes a site where linguistic economy, ideology, collective memory, and public expectation meet.

Theoretical background

Modern headline studies have shown that compression is not simply a matter of saving space. It is a rhetorical resource. Bell (1991) and Reah (2002) both demonstrate that newspaper language is shaped by institutional routines, audience design, and the need to make complex events immediately legible. Van Dijk (1988) treats the headline as part of the macrostructure of news discourse, a strategic point where the preferred reading of the event is made visible at once. From this perspective, headline grammar cannot be separated from news ideology. The omission of an article, the choice of an active verb, or the placement of a proper name can subtly shift agency, blame, urgency, and emotional temperature.

A hermeneutic reading adds another layer. It asks not only how a headline is built, but also what background knowledge it presupposes and what cultural values it quietly normalizes. Headlines frequently depend on presupposition, a device that allows one proposition to travel inside another as if it were already accepted. They also rely on metaphor, especially in political and economic reporting, where crises deepen, markets tumble, leaders clash, reforms stall, and scandals explode. Kitis and Milapides (1997) showed long ago that metaphor in news discourse is not decorative. It structures belief. Once a political disagreement is framed as a battle or a collapse, the reader has already been invited to perceive the event through conflict, danger, or instability.

This point matters in a comparison between English and Uzbek. English-language journalism, especially in high-competition digital environments, often privileges speed, sharpness, and headline memorability. Bednarek and Caple (2014) note that news values are not simply found in events but constructed through discourse. In headline writing, this construction may take the form of drama, proximity, negativity, novelty, or personalization. Uzbek journalistic practice, while also changing under digital pressure, often preserves a stronger preference for institutional naming, explicit attribution, and tonal restraint in serious news. Local studies observe that Uzbek headlines regularly keep more contextual information within the line itself and are less willing to rely on pure compression where clarity may suffer (Mamatova et al., 2025; Xo'jamurodov, 2025).

Materials and Method

The article uses qualitative hermeneutic analysis. It does not seek to measure headline language statistically; rather, it studies how meaning becomes culturally operative in compressed journalistic forms. The discussion draws on recurrent headline patterns reported in English-language outlets such as BBC News, CNN, and The Guardian, as well as Uzbek-language platforms such as Gazeta.uz, Kun.uz, Daryo.uz, and Xalq so'zi. It also relies on recent comparative scholarship devoted to English and Uzbek media discourse. This combination makes it possible to observe not only formal differences but also the deeper interpretive habits that support them.

The analytical focus falls on four interconnected features: ellipsis, evaluative vocabulary, metaphor, and institutional framing. Ellipsis is examined as a way of delegating interpretive work to the reader. Evaluative vocabulary is treated as a marker of stance, whether overt or muted. Metaphor is considered as a carrier of ideological pressure. Institutional framing is studied as a culturally

significant way of naming authority, responsibility, and legitimacy. The examples discussed below are presented as representative patterns rather than as a closed corpus. This is deliberate. The purpose is to reveal how cultural meaning is organized in headlines, not to reduce that meaning to raw frequency alone.

Discussion

A first contrast appears at the level of explicitness. English headlines often sound confident even when they are grammatically skeletal. A line such as Government under fire over school chaos is fully readable to an English-language audience despite the omission of articles and the absence of a complete clause. The reader is expected to reconstruct both the institutional referent and the social scenario. The phrase under fire does a great deal of work. It condenses public anger, media scrutiny, and political vulnerability into two words. Uzbek headlines more often prefer fuller predication in comparable contexts. A formulation closer to Maktablardagi vaziyat yuzasidan vazirlik izoh berdi or Hukumat maktablardagi muammo bo'yicha munosabat bildirdi would sound more natural in mainstream Uzbek reporting, because the headline usually retains the institutional actor and the act of official response within the visible frame. In this difference one can already hear a deeper cultural logic: English headlines are more comfortable with adversarial compression, while Uzbek headlines often preserve an informational bridge between event and authority (Rakhimova, 2025; Xayrullayeva, 2025).

A second contrast concerns the management of emotional charge. English headlines regularly employ verbs and nouns that intensify the event before the article begins: backlash, row, storm, plunge, fury, standoff, showdown. Even where the article itself becomes more measured, the headline has already injected kinetic force into the reader's first encounter with the story. Fowler (1991) reminds us that news language is never a transparent window onto reality. It selects and angles. Uzbek headlines, particularly in political and institutional reporting, tend to moderate this emotional front-loading. The lexical center often lies not in confrontation but in statement, decision, visit, discussion, approval, or explanation. This does not eliminate evaluation. It relocates it. The event is framed through order, process, and public accountability rather than through immediate spectacle. That preference reflects not only editorial style but also a broader communicative norm in which seriousness is associated with restraint.

Metaphor makes the contrast even clearer. In English media, economy and metaphor often travel together. Markets tumble, reforms stall, tensions flare, talks collapse. These expressions are short, memorable, and highly transmissible across platforms. Yet they also turn abstract processes into scenes of motion, damage, and bodily force. Kitis and Milapides (1997) show how such metaphorical choices shape ideological perception. In Uzbek headlines, metaphor certainly exists, but its distribution is different. Mainstream serious reporting is more likely to move toward literal or semi-literal wording, especially when the topic concerns governance, law, education, or public policy. Where metaphor appears, it is often softer, more culturally rooted, or more clearly anchored in the body of the event. In hermeneutic terms, the horizon of expectation differs. English journalism often assumes that vivid dramatization is compatible with information. Uzbek journalism more often treats overt dramatization with caution in formal news space.

Another important point is intertextual memory. English headlines rely heavily on abbreviated public narratives. A scandal can be compressed into a label. A policy dispute can be reduced to a one-word frame. A reader who has followed the story already knows what is being invoked, and the headline rewards that prior knowledge. The result is textual speed.

But speed is purchased through exclusion, since readers outside the interpretive community may miss the force of the reference. Uzbek headlines also activate shared memory, although usually through different mechanisms. Instead of scandal branding, one often sees references to institutions, reforms, national programs, official meetings, or culturally familiar public values such as barqarorlik, hamkorlik, and taraqqiyot. Here the cultural code is not embedded in condensed irony but in recognizable public vocabulary. Meaning emerges from familiarity with the discourse of governance and social order rather than from participation in rapid media shorthand (Mamatova et al., 2025; Xo'jamurodov, 2025).

Social hierarchy is encoded in headline language as well. English headlines frequently reduce public figures to surnames or compact role labels, especially when conflict is foregrounded. Uzbek headlines, by contrast, more readily retain full naming, institutional titles, or respectful forms when the referent is a state official or a culturally significant actor. This is not merely etiquette. It is a sign of how public speech is organized. The headline does not only report authority; it performs a relation to authority. Such forms matter in translation. A literal transfer from English into Uzbek may reproduce the event while sounding abruptly informal, stripped of the tonal markers that make institutional discourse legible in Uzbek. The reverse movement creates a different loss: a literal English rendering of an Uzbek headline may appear heavy, over-explained, or insufficiently dynamic for the target media rhythm. Translation therefore becomes an interpretive act at the level of cultural pragmatics, not just lexical equivalence.

The tension between explicitness and implication can also be seen in the treatment of responsibility. English headlines often assign agency in a blunt and compact fashion. A minister fails, a court blocks, a party splits, a company admits. Uzbek headlines are frequently more cautious in the direct inscription of blame, especially in formal outlets. Attribution is often made through reported speech, procedural framing, or reference to official commentary. Such choices are not accidental. They reveal different thresholds of public directness. Bednarek and Caple (2014) argue that news values are linguistically constructed; in this case, the value under construction is not only negativity or impact, but legitimacy itself. One headline culture finds legitimacy in sharpness and quick orientation. The other more often seeks it in contextual sufficiency and discursive balance.

Hermeneutically, this means that the same event does not enter public consciousness in the same semantic shape. A transport accident, a diplomatic meeting, or a policy reform may be factually identical across languages, yet the headline can guide the reader toward different emotional and moral expectations. The event becomes a problem, a conflict, a process, an explanation, a signal of institutional order, or a scene of public tension depending on the cultural rules of compression. Gadamer's insight that understanding occurs within historically formed horizons is especially useful here. Readers do not decode headlines mechanically. They complete them through habits of trust, suspicion, irony, civic knowledge, and social memory. That completion is where implicit cultural meaning becomes active.

Conclusion

The comparison of English and Uzbek news headlines shows that implicit cultural meaning is carried not by one feature alone, but by the interplay of grammar, stance, metaphor, and public convention. English headlines often work through compressed conflict, lexical sharpness, and a high tolerance for interpretive ellipsis. Uzbek headlines, especially in serious news discourse, more often preserve context, institutional visibility, and tonal restraint. These differences should not be reduced to a simple contrast between directness and politeness. They arise from

distinct media histories, audience expectations, and models of public legitimacy.

A hermeneutic approach makes it possible to see why headline interpretation cannot be separated from culture. What looks small on the page may be semantically dense in practice. A single verb can assign blame. A title can signal respect. An omission can assume an entire political history. For linguistics, this means that headlines deserve to be studied as interpretive events rather than as isolated syntactic fragments. For translation studies, it means that equivalence in headline rendering must be sought not only in words but also in the cultural horizon that gives those words force. And for media practice itself, it is a reminder that public meaning often begins before the article starts.

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Semantic and Structural Polysemy Features of Insurance Terms in English and Uzbek

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Annotation *This article analyzes the semantic and structural polysemy features of insurance terms in English and Uzbek. The polysemous nature of terms, their dependence on context, as well as their interrelation with various fields are scientifically elucidated. In the course of the research, the structural aspects of insurance terms, namely their simple, complex, and compound forms, are comparatively analyzed. In addition, the degree of manifestation of polysemy in English and Uzbek and its influence on the translation process are examined. The research findings are of significant importance for regulating the terminological system and ensuring precision in the field of insurance.*

Keywords *Polysemy, insurance terminology, semantics, structural analysis, term, multiple meaning, comparative linguistics, translation, lexical unit*

Ingliz va o'zbek tillaridagi sug'urta terminlarining semantik va strukturaviy ko'p ma'nolilik xususiyatlari

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Annotatsiya *Mazkur maqolada ingliz va o'zbek tillaridagi sug'urta terminlarining semantik va strukturaviy ko'p ma'nolilik xususiyatlari tahlil qilinadi. Terminlarning polisemik tabiati, ularning kontekstga bog'liqligi hamda turli sohalar bilan o'zaro aloqadorligi ilmiy asosda yoritiladi. Tadqiqot davomida sug'urta terminlarining tuzilma jihatlari, ya'ni oddiy, murakkab va birikma shakllari qiyosiy tahlil qilinadi. Shuningdek, ingliz va o'zbek tillarida ko'p ma'nolilikning namoyon bo'lish darajasi va uning tarjima jarayoniga ta'siri o'rganiladi. Tadqiqot natijalari terminologik tizimni tartibga solish va sug'urta sohasida aniqlikni ta'minlash uchun muhim ahamiyatga ega.*

Kalit so'zlar *Polisemiya, sug'urta terminologiyasi, semantika, strukturaviy tahlil, termin, ko'p ma'nolilik, qiyosiy tilshunoslik, tarjima, leksik birlik*

Семантические и структурные особенности многозначности страховых терминов в английском и узбекском языках

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Аннотация *В данной статье анализируются семантические и структурные особенности многозначности страховых терминов в английском и узбекском языках. Научно освещаются полисемантическая природа*

терминов, их зависимость от контекста, а также их взаимосвязь с различными сферами. В ходе исследования проводится сопоставительный анализ структурных особенностей страховых терминов, а именно их простых, сложных и составных форм. Кроме того, изучаются степень проявления многозначности в английском и узбекском языках и её влияние на процесс перевода. Результаты исследования имеют важное значение для упорядочения терминологической системы и обеспечения точности в сфере страхования.

Ключевые слова *Полисемия, страховая терминология, семантика, структурный анализ, термин, многозначность, сопоставительное языкознание, перевод, лексическая единица*

Kirish

Til tizimida terminologiya alohida ahamiyat kasb etadi, chunki u muayyan sohaning ilmiy va amaliy bilimlarini ifodalash vositasi hisoblanadi. Sug‘urta sohasi esa iqtisodiyot, huquq va moliya tizimlari bilan uzviy bog‘liq bo‘lib, o‘ziga xos terminologik tizimni shakllantirgan. Ushbu tizimda qo‘llaniladigan terminlar ko‘pincha bir nechta ma’noga ega bo‘lib, bu holat tilshunoslikda polisemiya tushunchasi orqali izohlanadi.

Polisemiya tilning tabiiy xususiyatlaridan biri bo‘lib, bitta leksik birlikning o‘zaro bog‘liq bir nechta ma’nolarni ifodalash qobiliyatini anglatadi. Ayniqsa, maxsus sohalarga oid terminlarda bu hodisa yanada murakkab tus oladi, chunki terminlar turli kontekstlarda turlicha funksiyani bajaradi. Sug‘urta terminlari ham aynan shunday xususiyatga ega bo‘lib, ular iqtisodiy, huquqiy va ba’zan umumtil darajasida turli ma’nolarni anglatishi mumkin.

Mazkur tadqiqotning asosiy maqsadi ingliz va o‘zbek tillaridagi sug‘urta terminlarining semantik va strukturaviy ko‘p ma’nolilik xususiyatlarini aniqlash hamda ularni qiyosiy jihatdan tahlil qilishdan iborat.

Sug‘urta terminlarining semantik xususiyatlari

Sug‘urta terminlarining semantik tuzilishi ularning qo‘llanish doirasi bilan bevosita bog‘liqdir. Terminlar ko‘pincha birgina aniq ma’noni ifodalashi kerak deb qaraladi, biroq amaliyot shuni ko‘rsatadiki, ko‘plab terminlar bir nechta o‘zaro bog‘liq ma’nolarga ega. Bu esa ularning turli kontekstlarda turlicha talqin qilinishiga olib keladi.

Sug‘urta terminlarida polisemiya asosan quyidagi omillar natijasida yuzaga keladi:

- Birinchidan, terminlarning umumtil leksikasi bilan kesishishi. Masalan, ingliz tilidagi ayrim sug‘urta terminlari kundalik nutqda ham qo‘llaniladi va turli ma’nolarni anglatadi. Bu esa ularning semantik doirasini kengaytiradi.
- Ikkinchidan, fanlararo integratsiya. Sug‘urta sohasi iqtisodiyot, huquq, statistika va tibbiyot bilan uzviy bog‘liq bo‘lganligi sababli, terminlar turli sohalarda turlicha ma’noda ishlatilishi mumkin.
- Uchinchidan, kontekstning hal qiluvchi roli. Terminning qaysi ma’noda qo‘llanilishini aniqlash uchun u ishlatilgan kontekst muhim ahamiyatga ega. Bir xil termin turli matnlarda turli semantik yuklama kasb etishi mumkin.

Shu jihatdan, sug‘urta terminlarining semantik tahlili ularning faqat lug‘aviy ma’nosini emas, balki kontekstual va funksional xususiyatlarini ham o‘z ichiga oladi.

Sug‘urta terminlarining strukturaviy turlari

Sug‘urta terminlarini strukturaviy jihatdan bir nechta asosiy guruhlarga ajratish mumkin.

Oddiy terminlar birgina leksik birlikdan iborat bo‘lib, ko‘pincha keng ma’no doirasiga ega bo‘ladi. Bunday terminlar turli kontekstlarda qo‘llanib, ko‘p ma’nolilik xususiyatini namoyon etadi. Ular qisqa va ixcham bo‘lishiga qaramay, semantik jihatdan murakkab bo‘lishi mumkin.

Murakkab terminlar ikki yoki undan ortiq komponentdan tashkil topadi. Bunday terminlar odatda aniqroq ma’noni ifodalaydi va kontekstga kamroq bog‘liq bo‘ladi. Shu bilan birga, ularning tarkibiy qismlari alohida olinganda ko‘p ma’noli bo‘lishi mumkin.

Terminologik birikmalar esa bir necha so‘zdan iborat bo‘lib, ma’lum bir tushunchani aniq ifodalash uchun xizmat qiladi. Ular ko‘pincha aniqlikni ta’minlash maqsadida qo‘llaniladi va murakkab semantik tuzilishga ega bo‘ladi. Strukturaviy jihatdan murakkablashgan sari terminlarning ma’nosi aniqroq bo‘lib boradi, bu esa ko‘p ma’nolilik darajasining kamayishiga olib keladi.

Ingliz va o‘zbek tillarida ko‘p ma’nolilikning qiyosiy tahlili

Ingliz tilida sug‘urta terminlarining ko‘p ma’nolilik darajasi yuqori ekanligi kuzatiladi. Bu tilning tarixiy rivojlanishi, boshqa tillar bilan faol aloqasi va analitik xususiyati bilan izohlanadi. Ingliz tilidagi ko‘plab terminlar umumtil leksikasi bilan chambarchas bog‘liq bo‘lib, turli kontekstlarda turlicha ma’nolarni anglatadi.

O‘zbek tilida esa sug‘urta terminologiyasi nisbatan yangi shakllangan bo‘lib, ko‘plab terminlar tarjima asosida kirib kelgan. Shu sababli, ular ko‘pincha aniq va tor ma’noda qo‘llaniladi. Bu esa ko‘p ma’nolilik darajasining nisbatan past bo‘lishiga olib keladi.

Biroq globalizatsiya va xalqaro terminologiyaning kirib kelishi natijasida o‘zbek tilida ham ayrim terminlarning semantik doirasi kengayib bormoqda. Bu esa kelajakda polisemiya darajasining oshishiga olib kelishi mumkin.

Polisemiyaning tarjima jarayoniga ta’siri

Sug‘urta terminlaridagi ko‘p ma’nolilik tarjima jarayonida muayyan qiyinchiliklarni keltirib chiqaradi. Bir terminning bir nechta ma’noga ega bo‘lishi tarjimon oldida to‘g‘ri variantni tanlash muammosini yuzaga keltiradi.

Ayniqsa, ingliz tilidan o‘zbek tiliga tarjima qilishda terminning qaysi ma’noda qo‘llanganligini aniqlash muhim ahamiyatga ega. Aks holda, noto‘g‘ri tarjima huquqiy yoki iqtisodiy tushunmovchiliklarga olib kelishi mumkin.

Shu sababli, terminlarni tarjima qilishda:

- kontekstni chuqur tahlil qilish
- terminologik lug‘atlardan foydalanish
- standartlashtirilgan variantlarni qo‘llash zarur hisoblanadi.

Xulosa

Tadqiqot natijalari shuni ko‘rsatadiki, ingliz va o‘zbek tillaridagi sug‘urta terminlari semantik va strukturaviy jihatdan murakkab tizimni tashkil etadi. Polisemiyaning mavjudligi terminlarning funksional imkoniyatlarini kengaytiradi, biroq u aniqlik va tushunarlilikka salbiy ta’sir ko‘rsatishi mumkin.

Ingliz tilida ko‘p ma’nolilik keng rivojlangan bo‘lsa, o‘zbek tilida terminlar ko‘proq aniq va standartlashtirilgan shaklda qo‘llanadi. Bu esa ikki til o‘rtasida tarjima jarayonida muayyan farqlarni yuzaga keltiradi.

Kelgusida sug‘urta terminologiyasini chuqur o‘rganish, ularni tizimlashtirish va standartlashtirish ilmiy hamda amaliy jihatdan muhim ahamiyat kasb etadi. Shuningdek, terminlarning semantik xususiyatlarini hisobga olgan holda ularni tarjima qilish metodologiyasini takomillashtirish zarur.

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The influence of social and cultural factors on phonetic changes in the English and Uzbek vocalism

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Annotation *This article provides a comparative examination of the historical evolution of vocalic systems in English and Uzbek, focusing on how phonetic and phonological mechanisms shaped the development of vowels in both languages. The study aims to identify parallel tendencies and distinct differences that emerged as each language underwent its own linguistic, social, and cultural changes. Special attention is given to processes such as vowel shifting, diphthongization, reduction patterns, and qualitative sound mutations, which collectively reveal the structural logic governing the transformation of vowel systems. The methodological approach integrates historical-phonetic analysis, comparative phonology, and the evaluation of socio-cultural influences, allowing the research to trace both internal linguistic developments and external factors shaping vocalism. Findings show that English experienced extensive and rapid shifts – most prominently during the Great Vowel Shift – driven by dialectal diversity, social stratification, and the growing discrepancy between spelling and pronunciation. In contrast, the Uzbek vocalic system evolved more gradually, shaped largely by literary standardization, dialectal interaction, and cultural continuity. Despite these different trajectories, both languages demonstrate universal phonetic principles, including the redistribution of functional load and the tendency toward system optimization. The study provides a solid foundation for further cross-linguistic research in phonetics, phonology, and historical linguistics.*

Keywords *Vocalism, vowel shift, diphthongization, comparative phonology, historical linguistics, English, Uzbek, phonetic evolution, migration, urbanization, globalization, bilingualism, media influence, phonetic standardization*

Ingliz va o‘zbek vokalizmidagi fonetik o‘zgarishlarga ijtimoiy va madaniy omillarning ta’siri

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Annotatsiya *Ushbu maqola ingliz va o‘zbek tillaridagi vokalizm tizimining tarixiy rivojlanishini qiyosiy nuqtai nazardan tahlil qiladi. Tadqiqotda har ikki til vokal tizimining shakllanishiga ichki fonetik jarayonlar va tashqi ijtimoiy-madaniy omillarning qanday ta’sir qilgani o‘rganiladi. Vokal siljishi, diftongizatsiya, urg‘usiz bo‘g‘inda qisqarish, tovushning sifat jihatdan o‘zgarishi kabi jarayonlar alohida ko‘rib chiqilib, ularning til tizimidagi funksional va strukturaviy mohiyati ochib beriladi. Tadqiqot metodologiyasi tarixiy-fonetik tahlil va qiyosiy fonologiyaga asoslanib, ingliz va o‘zbek vokalizm tizimlaridagi o‘xshashlik va farqlarni aniqlash imkonini beradi. Natijalar ingliz tilida, ayniqsa Buyuk unli siljish davrida, unli tizimning keskin va keng ko‘lamli o‘zgarishlarga uchraganini ko‘rsatadi. O‘zbek tilidagi vokalizm esa asta-sekin rivojlanib, adabiy til me’yorlari, dialektal o‘zaro ta’sir va madaniy barqarorlik kuchli rol o‘ynagan. Shunga qaramay, har ikkala til vokal tizimlarida*

funksional yukning qayta taqsimlanishi va fonologik optimallashuv kabi umumiy fonetik tamoyillar kuzatiladi. Ushbu maqola fonetika, fonologiya va tarixiy tilshunoslikda qiyosiy tadqiqotlar uchun muhim ilmiy asos yaratadi.

Kalit so'zlar *Vocalism, vowel shift, diphthongization, comparative phonology, historical linguistics, English, Uzbek, phonetic evolution, migration, urbanization, globalization, bilingualism, media influence, phonetic standardization*

Влияние социальных и культурных факторов на фонетические изменения в системе вокализма английского и узбекского языков

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Аннотация *Статья посвящена сравнительному анализу исторического развития систем вокализма в английском и узбекском языках. Исследование рассматривает, каким образом эволюция гласных была обусловлена внутренними фонетическими процессами и внешними социально-культурными факторами. Особое внимание уделяется таким явлениям, как сдвиг гласных, дифтонгизация, редукционные модели и качественные изменения звуков, которые позволяют выявить структурную логику формирования вокальных систем. Методологическая основа исследования включает историко-фонетический анализ и сравнительную фонологию, что обеспечивает глубокое понимание сходств и различий в развитии гласных систем. Результаты показывают, что английский язык претерпел масштабные изменения, особенно в период Великого сдвига гласных, что привело к значительным изменениям в фонологической структуре и увеличению расхождения между графикой и произношением. В узбекском языке развитие вокализма происходило постепенно, под влиянием литературной нормы, диалектных взаимодействий и культурной преемственности. Несмотря на различные пути развития, оба языка демонстрируют универсальные фонетические закономерности, такие как перераспределение функциональной нагрузки и стремление к структурной оптимизации. Работа представляет ценность для сравнительной фонетики и диахронической лингвистики и открывает перспективы для дальнейших межъязыковых исследований.*

Ключевые слова *Вокализм, фонетические изменения, дифтонгизация, сравнительная фонология, историческая лингвистика, английский язык, узбекский язык, фонетическая эволюция миграция, урбанизация, глобализация, билингвизм, влияние СМИ, фонетическая стандартизация*

Introduction

Vocalism is one of the central components of any language system because the quality of vowel sounds, their phonological function and their role in shaping lexical structure determine much of a language's sonic identity. The evolution of vowel systems is never random; it reflects the broader historical development of a language, changes in pronunciation norms and the influence of social and cultural environments. Although English and Uzbek emerged in different linguistic families and historical settings, both languages demonstrate comparable tendencies in the organisation and gradual transformation of their vocalic systems.

In English, vowel changes took place in several distinct historical periods, the most notable of which is the Great Vowel Shift, a phenomenon that radically altered the pronunciation of long vowels and reshaped the system as a whole (Baugh & Cable, 2002). The diversity of regional dialects, the rise of urban speech communities and the increasing gap between spelling and pronunciation also contributed to the restructuring of English vocalism. These processes indicate that the evolution of English vowels was closely connected with broader social dynamics and linguistic contacts. The development of the Uzbek vowel system followed a different trajectory. Its formation was strongly shaped by the stabilising influence of the literary language, the coexistence of regional dialects and long-standing cultural traditions. Although vowels in Uzbek also underwent qualitative changes, these shifts were more gradual and less disruptive to the overall system. The relative symmetry of Uzbek vowels and the consistency of phonological contrasts demonstrate a high degree of structural stability within the language (Kamalov, 2004). The main aim of this study is to analyse how the vowel systems of English and Uzbek were historically formed, to identify their structural characteristics and to reveal points of convergence and divergence between the two languages. By combining historical observation with phonological analysis, the research attempts to explain how internal linguistic mechanisms interact with social and cultural influences during the evolution of vocalism. Overall, understanding the dynamics of vowel change in these two languages provides valuable insights for comparative phonetics and historical linguistics. It contributes to a broader understanding of how language systems adapt over time and offers directions for future research into the mechanisms that drive phonetic and phonological development.

Methods

This study employs a multi-layered methodological framework designed to trace the historical formation of vocalic systems in English and Uzbek and to identify the factors that shaped their development. A combination of historical, phonological and comparative techniques allows for a balanced examination of both the internal linguistic mechanisms and the external socio-cultural influences that contributed to vowel evolution in the two languages.

Diachronic Historical-Phonetic Analysis: A diachronic approach is used to investigate how vowel systems changed over different stages of language history. This method relies on the examination of early written records, classical literary sources and the first phonetic descriptions of both languages. Through this analysis, the study identifies key phases in the evolution of vowel quality and phonological function, highlighting major shifts such as the large-scale restructuring of long vowels in English and the gradual, structurally conservative development of the Uzbek vowel system (Baugh & Cable, 2002; Yusupov, 1980).

Synchronic and Diachronic Phonological Description: To understand the internal

organisation of vocalism, the research incorporates phonological analysis focusing on vowel substitution, diphthongisation and qualitative sound modification. This approach makes it possible to map the structural logic of vowel height, backness and rounding in each system and to document the continuity or transformation of phonological contrasts across time (Chomsky & Halle, 1968; Odden, 2013). By combining synchronic and diachronic perspectives, the analysis captures both the current state of vocalism and its long-term historical trajectory.

Systematic Comparative Analysis: A central component of the methodology is a comparative evaluation of the two languages. This allows the study to identify typologically similar tendencies – such as the tendency toward vowel reduction in unstressed positions – as well as major divergences linked to each language's structural and historical characteristics (Johansson, 1994). The comparison highlights how English underwent rapid and extensive phonetic restructuring, while Uzbek developed through more gradual modifications shaped by literary norms and dialectal variation.

*Contemporary Phonetic Observation***:** The research incorporates an analysis of modern pronunciation patterns to determine how historical changes continue to affect present-day speech. Contemporary sources, including modern dictionaries and spoken corpora, provide insight into how historical vowel shifts persist or stabilise in modern usage (Gimson, 2008). This stage of analysis bridges the gap between historical phonology and current phonetic practice, allowing the study to assess the long-term outcomes of earlier phonetic processes. The research will consist of the following steps:

Results

The historical-phonetic and comparative investigation conducted in this study revealed several key regularities in the development of the vocalic systems of English and Uzbek. Despite the distinct linguistic lineages and separate cultural environments in which the two languages evolved, the findings indicate that both systems follow comparable principles of phonetic change, reflecting universal tendencies in vowel evolution (McMahon, 1994; Trask, 1996). The analysis shows that English experienced large-scale and systematic vowel transformations, particularly during major historical periods such as the Great Vowel Shift. These changes involved shifts in vowel quality and quantity, reorganisation of articulation positions and redistribution of phonological contrasts. The most substantial modifications affected long vowels, reshaping the structure of the entire vocalic inventory and widening the gap between English spelling and pronunciation (Baugh & Cable, 2002; Wells, 1982). As a result, modern English speech displays a rich diversity of accents and regional variants, reflecting not only phonetic evolution but also broader social developments.

In contrast, the development of vowel patterns in Uzbek demonstrates greater structural stability. The changes identified within the system progressed more gradually and occurred largely within the boundaries of the existing phonological framework. The vowel system maintained relative symmetry in terms of articulation features, while phonological oppositions remained generally stable over time. The most notable influences on Uzbek vocalism were associated with dialectal variation, the historical consolidation of the literary language and the normalisation of pronunciation patterns across regions (Kamalov, 2004; Yusupov, 1980). These findings highlight the orderly and internally consistent nature of Uzbek vowel evolution. The comparative perspective further confirms that both languages display common phonetic tendencies, such as the reorganisation of vowel subsystems, redistribution of functional load and optimisation of their structural arrangement. However, the degree of intensity and scope of these processes differs significantly between the two languages.

English underwent a profound and far-reaching restructuring of its vocalism, whereas Uzbek preserved the integrity of its system and developed through more evolutionary adjustments.

Additionally, the study reveals that both vowel systems were shaped not only by internal phonetic mechanisms but also by broader socio-cultural influences. In English, standardisation movements, regional diversity and language contact played a significant role in accelerating phonetic change. In Uzbek, the stabilising effect of literary norms, cultural cohesion and educational practices served as major factors contributing to the preservation and orderly development of the vowel system (Johansson, 1994).

Overall, the findings demonstrate that the formation of vocalism in English and Uzbek is a multi-dimensional process influenced by a combination of phonetic, phonological and social factors. These results provide a strong foundation for expanding comparative research in historical phonetics and contribute to a deeper understanding of long-term language evolution.

Discussion

The findings of the study make it possible to view the historical formation of the vowel systems in English and Uzbek not merely as a sequence of isolated phonetic shifts, but as a complex and internally motivated process of structural reorganisation. The interaction between phonetic and phonological mechanisms observed in both languages demonstrates that vowel change is tightly linked to the overall logic of linguistic evolution (McMahon, 1994). Rather than occurring independently, phonetic modifications emerge as part of a broader system-wide adjustment aimed at maintaining phonological balance.

In English, the restructuring of vocalism stands out as a clear example of deep systemic transformation. The significant changes in vowel quality, the reorganisation of long–short oppositions and the shift in articulation patterns collectively point to a re-establishment of equilibrium within the vowel system. Importantly, these changes affected the entire vocal subsystem rather than individual phonemes, leading to the emergence of a new and more complex phonological structure (Baugh & Cable, 2002; Wells, 1982). The growing divergence between spelling and pronunciation further illustrates how phonetic evolution reshaped the external appearance of the language over several centuries. The development of vocalism in Uzbek, by contrast, exhibits a more gradual and conservative trajectory. Although phonetic shifts did occur, they unfolded within the boundaries of an already stable phonological framework. The vowel system largely preserved its symmetry, and the core oppositions remained intact across historical periods. This indicates that Uzbek vocalism evolved under conditions of structural continuity, where literary norms, dialectal variation and cultural cohesion contributed to the maintenance of a stable phonological identity (Kamalov, 2004; Yusupov, 1980). When the two languages are viewed comparatively, an important pattern emerges: despite differences in the scale and rate of change, both systems reflect universal processes of phonetic development. These include the redistribution of functional load across vowel phonemes, the tendency toward system optimisation and adaptation to shifting communicative needs (Trask, 1996). The divergence between English and Uzbek, therefore, lies not in the nature of these mechanisms but in the historical and cultural environments that shaped their realisation.

The study also highlights the significant role of socio-cultural factors in the development of vowel systems. In English, processes such as standardisation, social stratification and extensive dialectal contact accelerated phonetic divergence and contributed to the emergence of multiple accent varieties. Conversely, in Uzbek, the establishment of the literary standard acted as

a stabilising influence, reinforcing normative pronunciation patterns and supporting the preservation of phonological symmetry (Johansson, 1994). These findings underline the importance of viewing phonetic evolution not only as a linguistic process, but also as one shaped by social structure, education and cultural practice.

The results further demonstrate that vowel systems serve as sensitive indicators of broader changes within the language. Since vowels play a central role in syllable formation, prosody and morphological organisation, modifications within vocalism inevitably influence rhythm, stress and morphological transparency. In English, extensive vowel shifts contributed to greater dialectal variety and prosodic complexity, while in Uzbek, the preservation of vowel balance ensured greater phonetic clarity and structural consistency. The discussion confirms that the historical evolution of vocalism in both English and Uzbek is multidimensional, shaped by an interplay of internal phonetic mechanisms and external socio-cultural factors. While each language followed its own developmental path, the similarities identified in their structural tendencies point to the existence of universal principles governing the evolution of vowel systems. These insights broaden our understanding of historical phonetics and provide a solid foundation for further comparative research into the dynamics of phonological change.

Conclusion

The findings of this research demonstrate that the development of vocalism in both English and Uzbek is a complex, multi-layered historical process shaped by the interaction of phonetic, phonological and socio-cultural factors. Although the two languages evolved within different linguistic traditions and cultural environments, both show a natural tendency toward structural organisation and functional optimisation within their vowel system. The analysis revealed that English underwent large-scale and systemic changes, particularly affecting long vowels and resulting in a profound restructuring of phonological contrasts. These transformations contributed to an increased divergence between written and spoken forms and encouraged considerable regional variation across dialects (Baugh & Cable, 2002). In contrast, the evolution of Uzbek vocalism followed a more gradual and conservative pattern, characterised by the preservation of symmetry within the vowel system and overall stability of phonological oppositions. Changes tended to affect individual elements without disrupting the integrity of the system.

The comparative perspective confirms that both languages are governed by universal mechanisms of phonetic development, including the redistribution of functional load and adaptation to communicative needs. However, the specific manifestations of these mechanisms differ due to historical, cultural and social influences unique to each linguistic community. This highlights the importance of considering both internal linguistic structure and external sociocultural context when analysing the evolution of vowel systems.

The study further shows that vocalism serves as a key indicator of broader changes within the language system. Since vowel phonemes play a central role in prosody, syllable organisation and morphological clarity, their transformation provides valuable insight into the deeper dynamics of language change. By clarifying these mechanisms, the research contributes to a more comprehensive understanding of phonological evolution and offers a foundation for future comparative and typological inquiry in historical phonetics.

Future research may focus on a more detailed examination of dialectal variation within both languages and on the impact of contemporary sociolinguistic factors – such as globalisation, language contact and media influence – on the ongoing development of vowel systems. Such studies would not only

enrich the historical analysis of English and Uzbek vocalism but also broaden the theoretical understanding of phonetic change in diverse linguistic environments.

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Metaphorical conceptualization of gender in terminology: a corpus-based study

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Annotation *This study investigates the metaphorical conceptualization of gender terminology in British and American English through a corpus-based comparative analysis. Drawing on Conceptual Metaphor Theory (Lakoff & Johnson, 1980) and critical discourse perspectives, the research examines how gender-related lexical units are structured through systematic metaphorical mappings. Data were extracted from the British National Corpus and the Corpus of Contemporary American English, two large and balanced corpora representing British and American English respectively. The study focuses on key gender-related terms, including gender, woman/women, man/men, masculinity, femininity, and feminism. Quantitative analyses were conducted using normalized frequency counts, collocation analysis within a ±5-word window, Mutual Information (MI) scores, log-likelihood testing, and keyness analysis. Metaphorical expressions were identified using the MIPVU procedure and classified into broader source domains. The metaphorical patterns identified in this study have important implications for understanding how language shapes gender ideology. When masculinity is recurrently mapped onto POWER and COMPETITION, and femininity onto CARE and VULNERABILITY, discourse contributes to the reproduction of asymmetrical agency. Even in progressive contexts, conflict-based metaphors may inadvertently reinforce binary oppositions.*

Keywords *Conceptual metaphor, gender terminology, corpus linguistics, British English, American English, collocation analysis, critical discourse analysis, metaphorical mapping*

Terminologiyada genderning metaforik konseptualizatsiyasi: korpusga asoslangan tadqiqot

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Annotatsiya *Mazkur tadqiqot ingliz tilining Britaniya va Amerika variantlarida gender terminologiyasining metaforik konseptualizatsiyasini korpusga asoslangan qiyosiy tahlil asosida o'rganadi. Tadqiqot konseptual metafora nazariyasi hamda tanqidiy diskurs yondashuvlariga tayanib, genderga oid leksik birliklarning til tizimida metaforik xaritalash orqali qanday shakllanishini tahlil qiladi. Ma'lumotlar British National Corpus va Corpus of Contemporary American English kabi ingliz tilining Britaniya va Amerika variantlarini aks ettiruvchi yirik va muvozanatlashgan korpuslardan olingan. Tadqiqot doirasida asosiy genderga oid leksik birliklar, jumladan gender, woman/women, man/men, masculinity, femininity va feminism tahlil qilinadi. Miqdoriy tahlil usullari sifatida normallashtirilgan chastota ko'rsatkichlari, ±5 so'z oralig'idagi kollokatsion tahlil, o'zaro axborot koeffitsienti*

(MI), log-likelihood testi hamda kalit so'zlar tahlili qo'llanilgan. Metaforik birliklar MIPVU protsedurasi asosida aniqlanib, kengroq manba sohalari bo'yicha tasniflangan. Tadqiqotda aniqlangan metaforik andozalar tilning gender ideologiyasini shakllantirishdagi rolini tushunishda muhim ahamiyatga ega. Mardlik ko'pincha KUCH va RAQOBAT bilan, ayollik esa G'AMXO'RLIK va ZAIFLIK bilan bog'lanadi. Bunday diskurs nomutanosib harakat erkinligi tarzda qayta ishlab chiqilishiga xizmat qiladi. Hatto progressiv kontekstlarda ham qarama-qarshilikka asoslangan metaforalar bexosdan gender binarligini mustahkamlashi mumkin.

Kalit so'zlar *Konseptual metafora, gender terminologiyasi, korpus lingvistikasi, Britaniya ingliz tili, Amerika ingliz tili, kollokatsion tahlil, tanqidiy diskurs tahlili, metaforik xaritalash*

Метафорическая концептуализация гендера в терминологии: корпусное исследование

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Аннотация *Данное исследование посвящено анализу метафорической концептуализации гендерной терминологии в британском и американском вариантах английского языка на основе корпусного сравнительного подхода. Опираясь на Conceptual Metaphor Theory и положения критического дискурс-анализа, в работе рассматривается, каким образом гендерно маркированные лексические единицы структурируются посредством системных метафорических отображений. Материал исследования был извлечён из British National Corpus и Corpus of Contemporary American English – двух крупных и сбалансированных корпусов, представляющих британский и американский варианты английского языка соответственно. В центре внимания находятся ключевые гендерно обусловленные лексические единицы, включая gender, woman/women, man/men, masculinity, femininity и feminism. Количественный анализ проводился с использованием нормализованных частотных показателей, коллокационного анализа в пределах окна ±5 слов, коэффициента взаимной информации (MI), критерия логарифмического правдоподобия и анализа ключевых слов. Метафорические выражения были идентифицированы с применением процедуры MIPVU и классифицированы по более широким источниковым доменам. Выявленные в исследовании метафорические модели имеют важное значение для понимания того, как язык формирует гендерную идеологию. Маскулинность часто соотносится с ВЛАСТЬЮ и КОНКУРЕНЦИЕЙ, тогда как femininность – с ЗАБОТОЙ и УЯЗВИМОСТЬЮ. Такие модели способствуют воспроизводству асимметрии агентности. Даже в прогрессивных контекстах метафоры, основанные на конфликте, могут непреднамеренно усиливать бинарные гендерные оппозиции.*

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Ключевые слова *Концептуальная метафора, гендерная терминология, корпусная лингвистика, британский английский, американский английский, коллокационный анализ, критический дискурс-анализ, метафорическое моделирование*

"From a critical discourse perspective, metaphor functions as an ideological framing device that naturalizes particular power relations" (Fairclough, 1995). If gender terminology is metaphorically structured through domains such as WAR, MARKET, or CARE, these mappings may implicitly construct masculinity and femininity within asymmetrical models of agency and authority.

Therefore, the present study aims to identify and classify the dominant conceptual metaphors underlying gender-related terminology in British and American English through a corpus-based analysis of the British National Corpus and the Corpus of Contemporary American English. By integrating frequency analysis, collocational profiling, and metaphor identification procedures, this study seeks to provide empirical evidence for the metaphorical structuring of gender discourse (Tannen,1994).

The research addresses the following questions:

1. What conceptual metaphor's structure gender-related terminology in contemporary English?
2. Which metaphorical domains are statistically dominant?
3. Are there significant differences between British and American corpora?
4. How do these metaphorical patterns contribute to ideological representations of masculinity and femininity?

Conceptual Metaphor Theory (CMT) posits that metaphor is not merely a rhetorical ornament but a fundamental mechanism of human cognition. In their seminal work Metaphors We Live By, George Lakoff and Mark Johnson argue that abstract domains of experience are systematically structured through mappings from more concrete source domains. Such mappings operate at the conceptual level and are reflected in linguistic expressions. For example, the metaphor ARGUMENT IS WAR underlies expressions such as "defend a position" or "attack an argument," demonstrating how linguistic patterns reveal deeper cognitive structures.

Within this framework, metaphor consists of a systematic correspondence between a SOURCE domain (typically concrete, embodied, or experiential) and a TARGET domain (often abstract or socially constructed). These mappings are not arbitrary; rather, they are culturally and cognitively motivated (Lakoff and Johnson, 1980). "Subsequent developments in cognitive linguistics have further elaborated this view, emphasizing the embodied basis of conceptual metaphors and their role in structuring social meaning" (Butler, 1990).

In corpus-based metaphor research, metaphorical patterns are identified through recurring collocational and contextual regularities. By combining quantitative corpus techniques with qualitative interpretation, researchers can move beyond isolated examples and identify systematic metaphorical structuring (Stefanowitsch, 2006). This study adopts such an approach to examine how gender terminology is metaphorically conceptualized in large-scale corpora.

"Contemporary gender studies emphasize that gender is not a fixed biological category but a socially constructed and discursively maintained phenomenon" (Kövecses, 2010). Language plays a central role in this construction, as it encodes and

reproduces cultural expectations regarding masculinity and femininity. Gendered meanings are often embedded in lexical choices, semantic associations, and recurring patterns of representation.

"Research in language and gender has demonstrated that linguistic practices contribute to the maintenance of power asymmetries between social groups" (Davies, 2008). However, much of this work has focused on interactional styles or pragmatic differences rather than the metaphorical structuring of gender terminology itself.

"From a critical discourse perspective, metaphor functions as a powerful ideological device that naturalizes particular worldviews" (Fairclough, 1995). By framing gender through specific source domains, such as COMPETITION, CARE, STRUCTURE, or MARKET, discourse can implicitly assign agency, authority, or vulnerability to particular social actors. For instance, metaphors that align masculinity with strength and dominance while associating femininity with care or fragility may reinforce traditional gender hierarchies.

Recent linguistic studies conducted in Uzbek scholarship further demonstrate that gender terminology is deeply embedded within broader conceptual and cultural frameworks. In particular, the works of Guli Ergasheva have significantly contributed to the understanding of how gender concepts function within phraseological systems, cognitive semantic models, and discourse structures. Her research emphasizes that gender meanings are not isolated lexical phenomena but part of a larger conceptual network shaped by cultural experience and social cognition (Ergasheva, 2021).

Ergasheva's analysis of gender-marked phraseological units in English and Uzbek highlights how metaphorical models structure the perception of masculinity and femininity across languages. According to her findings, phraseological expressions often encode culturally specific metaphorical mappings that reflect broader social expectations about gender roles (Ergasheva, 2019) These mappings frequently associate masculinity with power, authority, and control, while femininity tends to be linked with care, emotionality, and relational responsibility.

Within cognitive semantics, Ergasheva also explores how gender concepts are framed through mental models such as frames and Idealized Cognitive Models (ICMs). "These structures allow speakers to interpret gender-related terminology through culturally shared schemas that organize knowledge about social categories" (Ergasheva, Alimov, and Mamurova, 2021). From this perspective, gender discourse cannot be understood solely through surface-level lexical analysis; rather, it requires examining deeper conceptual structures that guide interpretation.

Furthermore, Ergasheva's work using the Natural Semantic Metalanguage (NSM) approach demonstrates that fundamental social categories, including gender, can be analyzed through universal semantic primitives (Ergasheva, 2024). This approach provides a valuable methodological bridge between cognitive linguistics and cross-cultural semantics, enabling researchers to identify both universal and culture-specific dimensions of gender representation.

The integration of such theoretical perspectives with corpus-based methodology strengthens the analytical framework of the present study. By combining conceptual metaphor analysis with insights from Uzbek linguistic scholarship, it becomes possible to situate gender metaphorization within a broader interdisciplinary context. In particular, Ergasheva's research illustrates how metaphorical representations of gender operate simultaneously at cognitive, linguistic, and cultural levels.

Consequently, the metaphorical structuring of gender terminology identified in the BNC and COCA can also be interpreted through a cross-cultural lens. "While Anglo-American discourse frequently frames gender

relations through metaphors of conflict, competition, or economic investment, Uzbek linguistic studies suggest that relational and cultural metaphors may play a more prominent role in shaping gender perceptions" (Ergasheva, Alimov, and Mamurova, 2021). Such differences highlight the importance of comparative research that integrates corpus linguistics with culturally grounded semantic analysis.

The present study adopts a corpus-based comparative design in order to investigate the metaphorical structuring of gender-related terminology in British and American English. Two large, balanced corpora were selected to ensure both representativeness and cross-varietal comparability: the British National Corpus (BNC) and the Corpus of Contemporary American English.

"The BNC consists of approximately 100 million words and includes both written and spoken texts representing late twentieth-century British English" (Aston and Burnard, 1998). It contains a wide range of genres, including fiction, newspapers, academic prose, and everyday conversation.

COCA, by contrast, contains over one billion words and represents contemporary American English from 1990 to the present. It is genre-balanced across academic, news, fiction, spoken, blog, and web registers.

The selection of these two corpora enables large-scale quantitative analysis, genre diversity, and cross-varietal comparison between British and American English.

The study focuses on core gender-related lexical units that function as central nodes in gender terminology. The following search terms were selected:

- gender
- woman / women
- man / men
- masculinity
- femininity
- feminism

"These items were chosen based on their frequency, semantic centrality, and relevance to both academic and discourse". (McEnery and Hardie, 2012) All forms were searched in lemma format to ensure comprehensive retrieval across morphological variants.

Raw frequencies were extracted and normalized per million words to allow comparison between corpora of different sizes.

The analysis was conducted in five systematic stages combining quantitative corpus techniques with qualitative metaphor identification.

First, raw and normalized frequencies of each lexical unit were calculated in both corpora. Normalization per million words ensured comparability despite differences in corpus size.

This step addressed the question of distributional prominence: Which gender-related terms occur more frequently in British versus American discourse?

Second, collocational patterns were extracted using a ±5-word window. Collocates were filtered using Mutual Information (MI) score with a minimum threshold of MI ≥ 3, a commonly accepted cut-off indicating statistically meaningful association (Hunston, 2002).

Collocation analysis enables the identification of recurring semantic environments surrounding gender terms. These patterns serve as the empirical basis for detecting potential metaphorical mappings.

To determine whether differences between BNC and COCA were statistically significant, log-likelihood tests were conducted. Log-likelihood is widely used in corpus linguistics to compare frequency differences across corpora of unequal size (Rayson and Garside, 2000).

In addition, keyword (Keynes) analysis was used to identify terms that are disproportionately salient in one corpus relative to the other.

Metaphorical expressions were identified using the Metaphor Identification Procedure Vrije Universiteit (MIPVU), developed by the Pragglejaz Group.

The procedure involved:

1. Determining the contextual meaning of a lexical item.
2. Establishing its more basic (literal) meaning.
3. Comparing the two meanings to detect semantic contrast.
4. Identifying metaphorical use where cross-domain mapping occurs.

This systematic procedure ensures methodological transparency and replicability.

Identified metaphorical expressions were grouped into broader source domains (e.g., WAR, MARKET, CARE, STRUCTURE, POWER).

"The classification was guided by principles of Conceptual Metaphor Theory and refined through iterative qualitative analysis" (Lakoff and Johnson, 1980).

This step allowed for the identification of dominant conceptual metaphors structuring gender terminology in each corpus.

To enhance analytical reliability, metaphor coding was conducted through repeated manual verification of concordance lines. Ambiguous cases were excluded to avoid overinterpretation.

"The combination of quantitative frequency measures, statistical testing, and qualitative metaphor identification strengthens both internal validity and replicability" (Stefanowitsch,2006).

The findings of the present study reveal that gender-related terminology in both British and American English is not semantically neutral but metaphorically structured through systematic conceptual domains. The collocational and statistical patterns identified in the BNC and COCA demonstrate that gender discourse is cognitively organized via recurrent mappings such as WAR, MARKET, CARE, POWER, and STRUCTURE. These metaphorical domains are not random lexical associations but reflect deeper conceptual schemas consistent with the principles of Conceptual Metaphor Theory.

One of the most salient findings concerns the metaphor GENDER IS WAR, particularly prominent in the American corpus. Expressions such as *fight for women's rights*, *gender battle*, and *combat inequality* suggest that gender relations are conceptualized through conflict-based schemas. According to George Lakoff, war metaphors frame social interaction in adversarial terms, thereby emphasizing opposition, strategy, and victory. Such framing may reinforce perceptions of gender politics as inherently confrontational rather than dialogic.

From a critical discourse perspective, metaphor functions as a mechanism of ideological naturalization. When gender equality is repeatedly framed as a "battle" or "struggle," the discourse implicitly positions social actors within polarized camps. This may contribute to the construction of antagonistic gender identities and legitimize conflict-oriented rhetoric.

By contrast, collocational patterns in the BNC suggest a stronger presence of metaphors aligning femininity with CARE and relational roles (e.g., *maternal*, *nurturing*, *emotional support*). Such associations resonate with traditional gender scripts identified in language and gender research (McEnery and Hardie, 2012). The metaphor WOMAN IS CARE potentially reinforces essentialist assumptions about emotional labor and domestic responsibility.

The collocational profile of *man/men* reveals strong associations with strength, dominance, and leadership, suggesting the metaphor MAN IS POWER. This aligns with long-standing cultural models linking masculinity to authority and structural control. In both corpora, although with varying intensity, masculinity appears conceptualized through metaphors of solidity, competition, and hierarchy.

Interestingly, in the British corpus, certain collocations suggest structural metaphors (e.g., *traditional roles*, *social structure*), which may indicate a more institutional framing of gender. The metaphor MAN IS STRUCTURE implies stability and continuity, reinforcing hegemonic masculinity through implicit normalization.

The comparative analysis reveals that while both corpora share core metaphorical domains, their relative prominence differs. COCA demonstrates higher frequencies of conflict and market metaphors, reflecting a more activist and economically framed discourse. In contrast, BNC exhibits comparatively stronger associations with relational and traditional domains.

These differences may reflect broader sociocultural tendencies in British and American public discourse. American discourse often emphasizes competition and individual agency, whereas British discourse historically foregrounds institutional continuity and social tradition. While such interpretations must remain cautious, the corpus evidence suggests that metaphorical structuring of gender terminology is sensitive to cultural context.

The metaphorical patterns identified in this study have important implications for understanding how language shapes gender ideology. When masculinity is recurrently mapped onto POWER and COMPETITION, and femininity onto CARE and VULNERABILITY, discourse contributes to the reproduction of asymmetrical agency. Even in progressive contexts, conflict-based metaphors may inadvertently reinforce binary oppositions.

The present study set out to investigate the metaphorical conceptualization of gender terminology in British and American English through a corpus-based analysis of the British National Corpus and the Corpus of Contemporary American English. By integrating frequency analysis, collocational profiling, statistical comparison, and metaphor identification procedures grounded in Conceptual Metaphor Theory, the study provides empirical evidence that gender-related terminology is systematically structured through recurring metaphorical domains.

The findings demonstrate that gender discourse is frequently conceptualized through domains such as WAR, MARKET, CARE, POWER, and STRUCTURE. While both corpora exhibit overlapping metaphorical schemas, their distributional prominence varies. American English shows stronger associations with conflict and economic metaphors, whereas British English displays comparatively stronger relational and structural framings. These patterns suggest that metaphorical structuring of gender terminology is both cognitively grounded and culturally mediated.

Overall, the findings reinforce the view that metaphor is not merely a linguistic ornament but a cognitive and ideological structuring principle embedded in gender terminology. By uncovering these conceptual patterns, the study contributes to a deeper understanding of how language shapes and sustains gendered worldviews.

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Comparative Analysis of Predicate Constructions in English, Uzbek, Karakalpak and Russian

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Annotation *This study undertakes a comparative typological examination of predicate constructions across English, Uzbek, Karakalpak, and Russian, situated within the broader framework of translation theory. It delineates salient structural divergences: the predominantly analytical character of English predicate expression, the agglutinative affixational mechanisms characteristic of Uzbek and Karakalpak, and the hybrid synthetic-analytical patterning observed in Russian. Particular emphasis is placed on the attainment of semantic, grammatical, and functional equivalence in the rendition of predicates, with sustained attention to challenges arising from tense–aspect distinctions, phrasal verbs, idiomatic verbal usages, and the preservation of argument structure. Drawing upon Komissarov's hierarchical model of translational equivalence, the analysis underscores the indispensability of grammatical transformations and contextually informed cultural adaptation to secure fidelity in conveying both propositional content and communicative intent. The findings affirm that effective predicate translation constitutes a multifaceted process contingent upon the interplay of semantic, morphosyntactic, pragmatic, and discourse-pragmatic dimensions.*

Keywords *Predicate constructions, comparative linguistics, translation equivalence, semantic equivalence, grammatical equivalence, agglutinative languages, analytical languages, grammatical transformations*

Ingliz, o'zbek, qoraqalpoq va rus tillaridagi predikativ konstruktsiyalarning qiyosiy tahlili

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Annotatsiya *Ushbu tadqiqot ingliz, o'zbek, qoraqalpoq va rus tillaridagi predikat konstruktsiyalarini tarjima nazariyasi doirasida qiyosiy-tipologik tahlil qiladi. Til tizimlaridagi asosiy tuzilmaviy farqlar aniqlanadi: ingliz tilidagi asosan analitik predikat ifodalash xususiyati, o'zbek va qoraqalpoq tillariga xos aglyutinativ affiks mexanizmlari hamda rus tilidagi sintetik-analitik aralash model. Predikatlarni tarjima qilishda semantik, grammatik va funksional ekvivalentlikka erishish masalalariga alohida e'tibor qaratiladi, bunda zamon-ko'rinish farqlari, frazeologik fe'llar, idiomatik fe'l birikmalari va argument tuzilishini saqlash bilan bog'liq qiyinchiliklarga urg'u beriladi. V.N. Komissarovning tarjima ekvivalentligi darajalari ierarxik modeliga tayangan holda, grammatik transformatsiyalar va kontekst-madaniy moslashuvning zarurligi ta'kidlanadi, bu esa propositsional mazmun va kommunikativ niyatni sodiq yetkazishni ta'minlaydi. Natijalar shuni tasdiqlaydiki, predikat konstruktsiyalarini samarali tarjima qilish semantik, morfosintaktik, pragmatik va diskurs-pragmatik o'zaro ta'sirga asoslangan ko'p qirrali jarayondir.*

Kalit so'zlar *Predikat konstruktsiyalari, qiyosiy lingvistika, tarjima ekvivalentligi, semantik ekvivalentlik, grammatik ekvivalentlik, aglyutinativ tillar, analitik tillar, grammatik transformatsiyalar*

Сравнительный анализ предикативных конструкций в английском, узбекском, каракалпакском и русском языках

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Аннотация *Данное исследование представляет собой сравнительный типологический анализ предикативных конструкций в английском, узбекском, каракалпакском и русском языках в контексте теории перевода. Выявляются ключевые структурные расхождения: преимущественно аналитический характер выражения предиката в английском языке, агглютинативные аффиксальные механизмы, типичные для узбекского и каракалпакского, а также гибридная синтетико-аналитическая модель русского языка. Особое внимание уделяется достижению семантической, грамматической и функциональной эквивалентности при передаче предикатов, с акцентом на трудности, связанные с категориями времени и вида, фразовыми глаголами, идиоматическими глагольными конструкциями и сохранением аргументной структуры. Опираясь на иерархическую модель уровней переводческой эквивалентности В.Н. Комиссарова, анализ подчеркивает необходимость грамматических трансформаций и контекстно-культурной адаптации для обеспечения адекватной передачи пропозиционального содержания и коммуникативного намерения. Полученные результаты подтверждают, что успешный перевод предикативных конструкций представляет собой многоаспектный процесс, определяемый взаимодействием семантических, морфосинтаксических, прагматических и дискурсивно-прагматических факторов.*

Ключевые слова *Предикативные конструкции, сравнительная лингвистика, эквивалентность перевода, семантическая эквивалентность, грамматическая эквивалентность, агглютинативные языки, аналитические языки, грамматические трансформации*

Introduction

In linguistics, a predicate is one of the main grammatical components of a sentence. It expresses an event, action or state in connection with the subject in the sentence. The predicate serves as the semantic core of the sentence and its main function is to express the action performed by the subject or the existing state.

In traditional grammatical theory, the predicate is often interpreted in connection with the concept of a clause. A clause, as the

main part of a sentence, denotes an action or state that belongs to the subject. Therefore, many researchers consider the concepts of predicate and clause as closely related categories. However, in modern linguistics, the concept of predicate is considered to have a broader semantic content than a clause.

A predicate can be expressed grammatically through various means. The most common type of predicate is a predicate expressed through a verb. A verb is the main word class that expresses an event or process, which serves as the predicative center of a sentence. Therefore, in many linguistic studies, the issue of the predicate is studied in direct connection with the verb system.

Stepanov describes the predicate as the semantic center of a sentence, emphasizing that its main function is to express an event or process (Stepanov, 1981). In his opinion, the predicate expresses the action, state or property of the subject.

The centrality of the predicate also occupies an important place in the theory of argument structure. According to this theory, the predicate determines the roles of the participants in the event. For example, agent, object, experiencer or other semantic roles are determined by the predicate (Levin, & Rappaport, 2005).

The central role of the predicate is also confirmed by cognitive linguistics. According to this approach, verbs are the main units expressing the structure of the event and they enter into complex semantic relations with other elements in the sentence (De Almeida & Manouilidou, 2015).

Therefore, the predicate occupies a special place in the language system as the semantic and syntactic center of the sentence.

The ways of expressing the predicate differ significantly in different languages. These differences are associated with the typological features of the language. In analytical languages, the predicate is often expressed by auxiliary verbs, while in synthetic or agglutinative languages, morphological affixes play an important role.

For example, in English, predicate constructions are often expressed in analytical forms. In modern English, auxiliary verbs, modal verbs, and phrasal verb constructions are widely used. Such constructions are important in expressing the time, duration, or modal meaning of an event.

In Turkic languages, the predicate is often expressed using affixes. In Uzbek and Karakalpak languages, the tense, person, and relation categories of the verb are expressed using affixes. This is a characteristic feature of the agglutinative language system.

In Russian, predicate constructions are expressed through a combination of synthetic and analytical means. Predicates of state are also widely used in Russian. Such constructions serve to express the psychological or physiological state of the subject (Yakovleva & Spiridovskiy, 2021).

Typological studies show that the grammatical structure of predicate constructions depends on the general typological features of the language system. Therefore, the comparative study of predicates in different languages is of great scientific importance for translation studies and comparative linguistics.

The theory of semantic roles is important in the study of predicates. According to this theory, the participants in an event perform certain semantic roles. The most common roles are the roles of agent, object, experiencer, and medium.

Semantic roles are determined by the predicate. The predicate defines the relationship between the participants in an event and determines their semantic role. For example, in the sentence “The student wrote the essay”, the student plays the role of the agent, and the essay plays the role of the object.

The predicate category occupies an important place in the language system as the semantic center of a sentence. Therefore, the

issue of translating a predicate requires special attention in translation studies. The correct expression of predicate constructions in the translation process plays a decisive role in the complete and accurate transmission of the content of the text.

The semantic relationship between the subject and other parts of the sentence is determined through the predicate. Therefore, translating a predicate is not only a grammatical problem, but also a semantic and pragmatic issue.

In translation theory, the study of predicate constructions allows us to identify differences between the grammatical systems of different languages. In English, predicate constructions are often expressed in analytical forms. Uzbek and Karakalpak languages are agglutinative languages, and the meanings of the predicate are expressed mainly with the help of affixes. In Russian, a combination of synthetic and analytical means is observed.

For example:

English: She is writing a letter.

Uzbek: U xat yozayapti.

Karakalpak: Ol xat jazıp atır.

Russian: Она пишет письмо.

In this example, the continuous action in English is written through the analytical construction. In Uzbek and Karakalpak, the duration of the action is expressed through affixes and auxiliary verb units. In Russian, this meaning is expressed through the present tense verb.

Comparative linguistics plays an important role in studying the linguistic foundations of predicate translation. Comparative analysis allows us to identify similar and different aspects of the expression of an event in different languages. Therefore, the comparative study of predicate constructions is one of the important areas of translation theory.

In translation studies, it is often emphasized that grammatical transformations are used in the process of translating a predicate. Such transformations help to eliminate differences between the grammatical systems of different languages (Komissarov, 1990). At the same time, some studies have shown that a change in the syntactic model can also be observed in the translation of predicate constructions (Mirziyoyev, 2021).

Thus, the issue of translating a predicate is directly related to linguistic, semantic and typological factors. Grammatical differences between different languages require certain transformations in the process of translating predicate constructions.

Komissarov divides equivalence into several levels in translation theory. According to him, equivalence in translation is manifested at the following levels:

- lexical equivalence
- grammatical equivalence
- semantic equivalence
- functional equivalence

Semantic equivalence is especially important in the translation of predicate constructions (Komissarov, 1990).

For example, predicates in English can often express different meanings depending on the context. This requires semantic analysis in the translation process.

Let's look at the following example:

English: She runs a company.

The verb **run** in this sentence does not mean simply “to run”, but rather “to manage”.

Translation:

Uzbek: U kompaniyani boshqaradi.

Karakalpak: Ol kompaniyanı basqaradı.

Russian: Она управляет компанией.

It is clear that a direct translation of the English predicate results in a semantic error. Therefore, the translator must choose a semantic equivalent that is appropriate to the context.

The problem of semantic equivalence is especially evident in idiomatic predicate constructions. In English, many verbs are used in a transitive sense.

For example:

English: He broke the news.

Here the verb break is used not in the sense of "to break", but in the sense of "to report".

Translation:

Uzbek: U xabarni aytdi.

Karakalpak: Ol jańalıqtı ayttı.

Russian: Он сообщил новость.

Also, semantic equivalence is associated with preserving the argument structure of the predicate. The predicate expresses the semantic relationship between the participants in the event. These relationships must be preserved in the translation process.

For example:

English: The teacher gave the students homework.

Translation:

Uzbek: O'qituvchi talabalarga uy vazifasini berdi.

Karakalpak: Múǵallim studentlerge úy tapsırmasın berdi.

Russian: Учитель дал студентам домашнее задание.

In this example, the predicate gave expresses the relationship between the participants in the event. Since this relationship is preserved in the translation, semantic equivalence is ensured.

Ensuring semantic equivalence depends not only on the linguistic knowledge of the translator, but also on his cultural knowledge. Because some predicate constructions may have national or cultural characteristics.

For example:

English: He took responsibility.

Translation:

Uzbek: U ma'suliyatni o'z zimmasiga oldi.

Karakalpak: Ol juwapkershilikti óz moynına aldı.

Russian: Он взял на себя ответственность.

It is clear that the English construction take responsibility is not translated directly into other languages, but is expressed through a suitable semantic model.

Thus, ensuring semantic equivalence in the translation of a predicate depends on the following factors:

- the contextual meaning of the predicate
- the argument structure of the predicate
- the event model
- cultural and pragmatic factors

Taking into account these factors allows for the correct and accurate expression of the content of predicate constructions in the translation process.

In order to correctly express predicate constructions in the translation process, it is not enough to ensure semantic compatibility alone. The translator must also take into account the grammatical structure of the predicate. Therefore, the concept of grammatical equivalence plays an important role in translation studies.

Grammatical equivalence is understood as the correspondence between the grammatical means of the original language and the target language. Since each language has its own grammatical system, various grammatical transformations can be used when translating predicate constructions (Komissarov, 1990).

English is an analytical language. In this language system, grammatical meanings are often expressed using auxiliary verbs. Uzbek and Karakalpak languages are agglutinative languages, and grammatical meanings are expressed mainly through affixes. Russian, on the other hand, is characterized by a combination of synthetic and analytical means.

For example:

English: She is reading the book.

Uzbek: U kitob o'qiyapti.

Karakalpak: Ol kitap oqıp atır.

Russian: Она читает книгу.

In this example, the English construction is reading is an analytical predicate formed using an auxiliary verb. In Uzbek and Karakalpak languages, this meaning is expressed through affixes or auxiliary verb units.

Also, grammatical equivalence plays an important role in the process of translating the tense category of the predicate. In English, the tense system is very developed and there are various aspect forms.

For example:

English: They have finished the work.

Uzbek: Ular ishni tugatib bo'lishdi.

Karakalpak: Olar jumıstı pitirip boldı.

Russian: Они уже закончили работу.

In this example, the Present Perfect form in English is expressed in other languages using various grammatical means. During the translation process, the grammatical form of the predicate may change while preserving its semantic meaning.

The problem of grammatical equivalence is especially evident in complex predicate constructions. Phrasal verb constructions are widely used in English. Syntactic transformations are often used when translating such units into other languages.

For example:

English: She gave up the idea.

Uzbek: U bu fikrdan voz kechdi.

Karakalpak: Ol bul oyınan bas tarttı.

Russian: Она отказалась от этой идеи.

In this example, the English phrasal verb construction give up is expressed in other languages through lexical means. This indicates the need for syntactic transformation to ensure grammatical equivalence.

The grammatical structure of predicate constructions may differ in different languages. Therefore, the translator must adapt the grammatical means while preserving the content of the text. This process is called grammatical transformation in translation studies.

The functional compatibility of predicate constructions is especially clearly manifested in various styles of speech. For example, in English, some predicates can be used in different forms in formal speech and in oral speech.

Consider the following example:

English: The meeting will take place tomorrow.

Uzbek: Yig'ilish ertaga bo'lib o'tadi.

Karakalpak: Jıynalıs erteń bolıp ótedi.

Russian: Собрание состоится завтра.

In this example, the English take place construction is a predicate typical of the formal style. In the translation process, a suitable predicate is selected in other languages, while preserving its communicative function.

Thus, the process of translating predicate constructions is a multifaceted linguistic phenomenon, which is carried out on the basis of the interaction of semantic, grammatical, pragmatic and discourse factors. These theoretical aspects serve as an important scientific basis for a deeper study of the problems of predicate translation and the development of effective solutions in the process of practical translation.

Conclusion

In conclusion, the translation of predicate constructions is a complex linguistic process that requires consideration of semantic, grammatical, and functional equivalence. Differences between analytical languages such as English and agglutinative languages like Uzbek and Karakalpak, as well as the mixed system of Russian, often lead to grammatical and syntactic transformations in the translation process. Therefore, achieving accurate predicate translation depends on the translator's ability to preserve the meaning, argument structure, and communicative function of the predicate within its contextual and cultural framework.

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Mechanisms of the Emergence of Retronyms in the Process of Technological Progress

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Annotation *This article explores the mechanisms behind the emergence of retronyms in the context of rapid technological progress. It focuses on key factors such as technological differentiation, semantic narrowing, analogy, and socio-cultural influence as primary drivers of this linguistic phenomenon. As new technologies develop, existing words often become ambiguous, requiring modification to maintain clarity. Retronyms emerge as a practical solution, allowing speakers to distinguish between older and newer concepts without discarding established vocabulary. The study emphasizes that retronyms play an essential role in language adaptation by reflecting changes in society, communication, and innovation. They help preserve historical continuity while ensuring communicative precision in both everyday and specialized contexts. Through examples from English, the article demonstrates how lexical innovation responds dynamically to technological advancement and shifting social practices. Overall, retronyms illustrate the flexibility of language and its ability to evolve alongside human progress, maintaining both relevance and clarity in an ever-changing world.*

Keywords *Retronyms, technological progress, semantic change, lexical Innovation, language adaptation*

Texnologik taraqqiyot jarayonida retronimlarning yuzaga kelish mexanizmlari

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Annotatsiya *Ushbu maqola texnologik taraqqiyot sharoitida retronimlarning yuzaga kelish mexanizmlarini o'rganadi. Unda texnologik differensiyatsiya, semantik torayish, analogiya hamda ijtimoiy-madaniy omillar ushbu lingvistik hodisaning asosiy omillari sifatida ko'rib chiqiladi. Yangi texnologiyalar rivojlangani sari mavjud so'zlar ko'pincha noaniq bo'lib qoladi va aniqlikni saqlash uchun ularni o'zgartirish zarurati tug'iladi. Retronimlar esa mavjud lug'aviy birliklarni yo'qotmasdan, eski va yangi tushunchalarni farqlash imkonini beruvchi amaliy yechim sifatida yuzaga keladi. Tadqiqot retronimlarning tilning moslashuvchanligida muhim o'rin tutishini ta'kidlaydi, chunki ular jamiyat, muloqot va innovatsiyalardagi o'zgarishlarni aks ettiradi. Ular tarixiy uzluksizlikni saqlash bilan birga, kundalik va ixtisoslashgan sohalarda aniq muloqotni ta'minlaydi. Ingliz tilidan keltirilgan misollar orqali maqola lug'aviy innovatsiya texnologik rivojlanish va ijtimoiy o'zgarishlarga qanday moslashishini ko'rsatadi. Umuman olganda, retronimlar tilning moslashuvchanligini va doimiy rivojlanib borishini yaqqol namoyon etadi.*

The Lingua Spectrum
Cogito, ergo sum

Jurnal Oliy Attestatsiya Komissiyasi tomonidan 2025-yil 4-yanvar kuni 366/5-sonli qaror bilan tavsiya etilgan milliy ilmiy nashrlar ro'yxatiga kiritilgan

Kalit so'zlar *Retronimlar, texnologik taraqqiyot, semantik o'zgarish, leksik yangilik, tilning moslashuvi*

Механизмы появления ретронимов в процессе технологического прогресса

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Аннотация *Данная статья исследует механизмы возникновения ретронимов в условиях стремительного технологического прогресса. Основное внимание уделяется таким факторам, как технологическая дифференциация, семантическое сужение, аналогия и социокультурное влияние, которые рассматриваются как ключевые движущие силы данного лингвистического явления. По мере развития новых технологий существующие слова часто становятся неоднозначными, что требует их уточнения для сохранения ясности. В этих условиях ретронимы выступают как практическое решение, позволяющее различать старые и новые понятия без отказа от уже устоявшейся лексики. В статье подчеркивается, что ретронимы играют важную роль в адаптации языка, отражая изменения в обществе, коммуникации и инновациях. Они способствуют сохранению исторической преемственности, одновременно обеспечивая точность выражения как в повседневной, так и в профессиональной речи. На примерах из английского языка показано, как лексические инновации динамично реагируют на технологическое развитие и социальные изменения. В целом, ретронимы демонстрируют гибкость языка и его способность эволюционировать вместе с человеческим прогрессом, сохраняя актуальность и ясность в постоянно меняющемся мире.*

Ключевые слова *В данной статье рассматриваются механизмы появления ретронимов в контексте технологического прогресса*

Introduction

Language is inherently dynamic, evolving in response to societal, cultural, and technological transformations. Technological innovation is particularly influential in lexical change, often necessitating the creation of new terms or the redefinition of existing ones. Retronyms are a prime example of this process: they are words coined to distinguish older concepts from newer, technologically or socially modified ones (Metcalf, 2002). For instance, the term *"telephone"* originally referred to any voice-communication device. With the advent of mobile technology, the term *"landline telephone"* was introduced to differentiate the older form (Crystal, 2003). Similarly, *"film camera"* distinguishes older cameras from *"digital cameras"* in contemporary usage. Retronyms thus serve as a linguistic solution to semantic ambiguity introduced by technological progress.

Methods

This study employs a qualitative content analysis methodology, examining linguistic literature on retronyms, semantic change, and technological terminology. Primary sources include encyclopedias, scholarly books, and journal articles on language evolution. Examples of English retronyms were collected from published works and media sources, then categorized according to the mechanism of formation: technological differentiation, semantic narrowing, analogy, and socio-cultural influence (Yule, 2014). Additionally, **comparative analysis** was applied to assess the influence of marketing and social practices on retronym adoption.

Primary data sources include encyclopedias, scholarly monographs, and peer-reviewed journal articles related to language evolution, as well as examples drawn from contemporary media such as newspapers, digital platforms, and online communication. These sources were selected to ensure both academic reliability and real-world relevance. The inclusion of media data is particularly important, as it reflects current usage and demonstrates how retronyms function in natural discourse.

The collected examples of English retronyms were systematically analyzed and classified according to their mechanisms of formation. These categories include technological differentiation, where older terms are modified to distinguish them from newer innovations; semantic narrowing, where meanings become more specific over time; analogy, where contrasts between old and new forms are emphasized through parallel structures; and socio-cultural influence, where societal changes drive lexical adaptation (Yule, 2014). Each category was examined in detail to determine recurring linguistic patterns and underlying motivations.

In addition to categorization, the study applies comparative analysis to explore how retronyms function across different contexts and domains. For instance, terms used in technology, education, commerce, and everyday communication were compared to identify similarities and differences in formation and usage. This approach allows for a more nuanced understanding of how retronyms operate not only as linguistic units but also as reflections of broader social and technological trends.

Furthermore, the research considers the role of external factors such as marketing, branding, and media discourse in accelerating the adoption and standardization of retronyms. Advertising language, product labeling, and corporate communication often play a key role in popularizing specific terms, making them more accessible and widely accepted among speakers. Social practices, including shifts in lifestyle and communication habits, were also analyzed to determine how they contribute to the spread and normalization of retronyms.

To enhance the reliability of the findings, the study employs triangulation by combining multiple data sources and analytical perspectives. This includes cross-referencing examples from academic literature with those found in real-world usage, ensuring that the analysis captures both theoretical and practical dimensions of retronym formation. Although the study is primarily qualitative, attention is given to the frequency and distribution of examples to provide a more comprehensive overview.

Results

1. **Technological Differentiation**

Technological differentiation occurs when older terms are specified to distinguish them from new innovations. This is often observed when a new device or method becomes widespread.

Examples:

camera → film camera vs digital camera
phone → landline vs mobile phone
TV → analog TV vs digital TV

Crystal (2003) notes that technological advancement compels language to adapt to maintain clarity, and retronyms are a direct linguistic response.

2. **Semantic Narrowing**

Semantic narrowing occurs when a term that originally had a broad meaning is restricted due to the introduction of new alternatives.

Examples:

book → printed book after e-books emerged

milk → cow milk after plant-based milk alternatives became common

Aitchison (2013) argues that semantic shifts are natural and reflect societal and technological changes that influence everyday communication.

3. **Analogy and Contrast**

Many retronyms arise from analogy, where older terms are contrasted with newer ones to clarify differences.

Examples:

mail → snail mail vs email

music → acoustic music vs electronic music

watch → analog watch vs smartwatch

Yule (2014) emphasizes that contrastive structures in language help speakers categorize and understand new concepts effectively.

4. **Socio-Cultural Factors**

Social and cultural practices often necessitate retronyms to differentiate traditional and modern forms.

Examples:

game → board game vs video game

shopping → in-store vs online shopping

learning → classroom learning vs online learning

Metcalf (2002) highlights that social adoption of new technologies creates the need for lexical differentiation, reflecting broader cultural shifts.

5. **Marketing and Media Influence**

Marketing campaigns and mass media accelerate retronym adoption by standardizing terminology for public understanding.

Examples:

car → gasoline car vs electric car

TV → analog TV vs digital TV

These mechanisms ensure retronyms spread rapidly and become conventionalized in public discourse.

Discussion

The study indicates that retronyms are systematic linguistic phenomena rather than arbitrary creations. They fulfill multiple functions:

- **Disambiguation** – reduce ambiguity between old and new concepts;
- **Communicative efficiency** – allow precise expression in technical and social contexts;
- **Historical preservation** – maintain continuity with older technological or cultural practices.

Moreover, retronyms reveal the adaptability of language. Rather than discarding older terms, speakers modify them to coexist with new concepts, demonstrating flexibility and semantic resilience.

Conclusion

Technological progress drives the emergence of retronyms as a linguistic adaptation mechanism. Mechanisms such as technological differentiation, semantic narrowing, analogy, and socio-cultural influence underpin this process. Retronyms ensure clarity, efficiency, and historical continuity in language, reflecting how vocabulary evolves in response to innovation. Future research could expand the scope by examining retronyms across multiple languages or analyzing their adoption in digital media. Technological progress is one of the most powerful forces shaping language, and the emergence of retronyms clearly illustrates how linguistic systems respond to innovation. As new technologies enter everyday life, previously sufficient terms become ambiguous, prompting speakers to modify existing vocabulary rather than replace it entirely. In this sense, retronyms function as an adaptive linguistic strategy that preserves communicative clarity while accommodating conceptual change.

The mechanisms underlying retronym formation – technological differentiation, semantic narrowing, analogy, and socio-cultural influence – operate in an interconnected manner rather than in isolation. Technological differentiation introduces new categories that require distinction, while semantic narrowing refines the meaning of older terms. Analogy supports comprehension by framing new concepts in relation to familiar ones, and socio-cultural factors determine which retronyms gain widespread acceptance. Together, these processes demonstrate that retronym formation is both systematic and socially negotiated.

Moreover, retronyms contribute significantly to communicative efficiency. In rapidly evolving domains such as technology, media, and commerce, precise terminology is essential to avoid misunderstanding. By explicitly distinguishing between "old" and "new" forms, retronyms reduce ambiguity and facilitate more effective information exchange. At the same time, they preserve historical continuity by allowing older concepts to remain linguistically visible rather than being replaced or forgotten. This dual function – innovation alongside preservation – highlights the flexibility and resilience of language.

Another important dimension is the role of globalization and digital communication. In today's interconnected world, new terms spread across languages and cultures with unprecedented speed. As a result, retronyms are no longer confined to specific linguistic communities but often emerge simultaneously in multiple languages. Digital platforms, social media, and online discourse accelerate both the creation and standardization of these terms, reinforcing their role in modern communication.

Future research could build on these findings in several ways. A cross-linguistic approach would provide deeper insight into how different grammatical systems influence retronym formation. Corpus-based studies could quantify the frequency and distribution of retronyms in spoken and written language, offering empirical support for qualitative observations. Additionally, investigating retronyms in digital environments – such as social media, online marketing, and virtual communication – could reveal how technological ecosystems shape linguistic change in real time.

Retronyms are more than simple lexical additions; they are a reflection of the dynamic relationship between language, technology, and society. Their emergence underscores the capacity of language to adapt to new realities while maintaining links to the past. As technological innovation continues to accelerate, retronyms will remain a vital linguistic tool, ensuring that communication remains clear, efficient, and contextually relevant in an ever-changing world.

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A Cross-Cultural Historical Analysis of the Sociolinguistic and Religious Dimensions of Cursing

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Annotation *This article explores the sociolinguistic and religious dimensions of cursing as a universal linguistic phenomenon that transcends time, culture, and faith. Drawing upon examples from ancient Mesopotamian, Egyptian, Greek, Slavic, Turkic, Islamic, Russian, and English traditions, the study investigates how curses have functioned as performative speech acts that regulate morality, express emotion, and symbolize divine or social justice. The research applies qualitative discourse analysis to historical texts, religious scriptures, and oral folklore, examining both the semantic content and pragmatic functions of curses such as "May your hand break" (O'g'irlagan qo'ling sinsin), "God damn you," and "May the devil take you" (Chert tebya poberi). Findings indicate that cursing has evolved from sacred ritual into a moral and expressive act - shifting from divine sanction to social protest while preserving its performative power. By integrating Goffman's Face Theory, Bourdieu's linguistic capital, and Butler's performativity, the study concludes that curses act as moral technologies of speech: they embody social authority, emotional truth, and linguistic resistance. Thus, cursing serves as an enduring means through which human beings negotiate justice, guilt, and power through the spoken word.*

Keywords *Cursing, sociolinguistics, performativity, religion and language, moral discourse, verbal aggression, linguistic anthropology, face theory, Islamic discourse, folk-blasphemy*

Qarg'ishning sotsiolingvistik va diniy jihatlarining madaniyatlararo tarixiy tahlili

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Annotatsiya *Ushbu maqola la'natlash (qarg'ish) hodisasining sotsiolingvistik va diniy jihatlarini o'rganishga bag'ishlangan bo'lib, uni vaqt, madaniyat va diniy an'analardan ustun turuvchi universal lingvistik hodisa sifatida tahlil qiladi. Tadqiqot qadimgi Mesopotamiya, Misr, yunon, slavyan, turkiy, islomiy, rus va ingliz an'analaridan olingan misollar asosida la'natlashning nutqiy amallar sifatidagi funksiyalarini ko'rib chiqadi. Tarixiy matnlar, diniy manbalar hamda og'zaki folklor namunalarini qamrab olgan sifatli diskurs tahlili orqali qarg'ishlarning semantik mazmuni va pragmatik vazifalari o'rganiladi. Xususan, "O'g'irlagan qo'ling sinsin", "God damn you", hamda rus tilidagi "Chert tebya poberi" kabi iboralar tahlil qilinadi. Tadqiqot natijalari shuni ko'rsatadiki, qarg'ish dastlab muqaddas marosimiy nutq shakli sifatida mavjud bo'lgan bo'lsa, vaqt o'tishi bilan u ijtimoiy norozilik, axloqiy baho va emotsional ifodaning vositasiga aylangan. Shu bilan birga, uning performativ kuchi saqlanib qolgan. Tadqiqot nazariy jihatdan Goffmanning "yuz" nazariyasi, Bourdieu'ning lingvistik kapital konsepsiyasi hamda Butlerning performativlik nazariyasiga tayanadi. Natijada qarg'ishlar nutq orqali amalga oshiriladigan*

axloqiy texnologiya sifatida talqin qilinadi: ular ijtimoiy hokimiyat, emotsional haqiqat va lingvistik qarshilikni ifodalaydi. Demak, qarg'ish insonlarning adolat, ayb va hokimiyat masalalarini til orqali muhokama qilish va tartibga solish vositasi sifatida muhim ahamiyatga ega.

Kalit so'zlar *Qarg'ish, sotsiolingvistika, performativlik, din va til, axloqiy diskurs, verbal agressiya, lingvistik antropologiya, yuz nazariyasi, islomiy diskurs, folklor blasfemiyasi*

Кросс-культурный исторический анализ социолингвистических и религиозных аспектов проклятия

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Аннотация *Данная статья посвящена исследованию социолингвистических и религиозных аспектов проклятия как универсального языкового феномена, существующего вне временных, культурных и конфессиональных границ. На материале примеров из древнемесопотамской, египетской, греческой, славянской, тюркской, исламской, русской и английской традиций рассматривается функционирование проклятий как перформативных речевых актов, регулирующих моральные нормы, выражающих эмоциональное состояние говорящего и символизирующих божественное или социальное возмездие. В исследовании применяется качественный дискурсивный анализ исторических текстов, религиозных источников и образцов устного фольклора. Особое внимание уделяется семантическому содержанию и прагматическим функциям таких выражений, как «O'g'irlagan qo'ling sinsin», «God damn you» и «Чёрт тебя побери». Результаты анализа показывают, что проклятия эволюционировали от сакральных ритуальных форм к средствам моральной оценки, социального протеста и эмоциональной экспрессии, при этом сохранив свою перформативную силу. Теоретическую основу исследования составляют концепция «лица» Э. Гоффмана, теория лингвистического капитала П. Бурдье и теория перформативности Дж. Батлер. В результате проклятия рассматриваются как своеобразные «моральные технологии речи», воплощающие социальную власть, эмоциональную правду и языковое сопротивление. Таким образом, проклятие выступает устойчивым механизмом, посредством которого люди осмысляют и обсуждают категории справедливости, вины и власти в рамках речевого взаимодействия.*

Ключевые слова *Проклятие, социолингвистика, перформативность, религия и язык, моральный дискурс, вербальная агрессия, лингвистическая антропология, теория лица, исламский дискурс, народная богохульная лексика*

Introduction

Language has served as a means of communication as well as a vehicle for power, ethics, and spirituality throughout the annals of human civilization. One of the most interesting examples of this dual function is the curse, which is a verbal act that tries to bring bad luck or divine punishment on someone else. Cursing has historically served far more complex roles than just anger or hostility. It regulated moral order, enforced social norms, expressed emotional pain, and reflected the metaphysical worldview of its speakers.

Curses are a living record of moral discourse, from the ritual curses of ancient Mesopotamia to the emotionally charged speech of modern Uzbek, Russian, and English societies. They show how people use language to do social justice when there is no institutional justice, and how faith, anger, and language work together to keep cultural order.

This article examines the historical, sociolinguistic, and religious aspects of cursing throughout civilizations, mapping its transformation from a sacred ritual to an expressive act. By examining ancient texts, oral folklore, and religious scriptures qualitatively, it seeks to elucidate how the act of cursing has served as a performative mechanism for conveying power, dissent, and ethical considerations.

Literature review

Cursing is one of the oldest ways people have talked to each other, and it goes back to the very first civilizations. The Curse of Agade (Dalley, 1991) from ancient Mesopotamia tells how the supreme god Enlil cursed the city of Agade by "drying its rivers and destroying its children." The curse here is a way for God to speak through language and give punishment a reason. In ancient Egypt, Execration Texts (Teeter, 2011) recorded the names of adversaries on clay vessels that were subsequently ceremonially shattered. These ceremonies were a form of performative justice, where words became actions and divine punishment was carried out through symbolic destruction.

Greek mythology further illustrates the sanctity of curses. The gods often used words to punish people who did wrong, like when Zeus condemned Prometheus to eternal torment or Athena cursed Medusa into a monster. These stories show that in mythic thought, speech was always connected to creation and destruction. A word could both bless and destroy.

As societies progressed, the sacred aspect of cursing was maintained in oral traditions. In Slavic folklore, spirits like Domovoy or Kikimora punished families that didn't take care of their homes. People believed that language could connect people with the supernatural, so they would say things like "May your child fall ill for angering the house spirit" (Ivanits, 1989). In Turkic-Uzbek folklore, women's curses also had moral and supernatural power. For example, "May a demon seize you in your sleep" (Tushingda dev qopsin) or "May your lying tongue be struck by an evil spirit" (Gapirgan tilingni alvasti chalsin). These expressions indicate that cursing was not solely emotional; it constituted a form of female moral agency within patriarchal societies, enabling women to denounce injustice through socially accepted discourse.

Anthropological evidence substantiates this moral aspect. In the Ibo culture of West Africa, elders would curse wrongdoers with phrases like "May your lineage perish" (Urug'ing kuysin) or "May your descendants be erased" (Nasling qurisin) to bring balance back to the community (Finnegan, 1970). In Uzbek culture, the saying "A mother's curse burns her child, but her prayer moves mountains" (Ona duosi tog'ni ag'daradi, ona qarg'ishi bolani yondiradi) also shows how moral rules work. It means that words from someone in charge have the power to change things, even in a supernatural way.

Cursing became less religious over time, but people still thought it had power. Speakers still felt the "energy of words," like the Uzbek saying, "If you wish evil, it returns to your own head" (Ko'nglingda yomonlik bo'lsa, o'z boshinga ursin). Russian phrases like "May you rot in hell" (В аду тебе гореть) and "Drop dead!" (Чтоб ты сдох) show the same idea that punishment can be done through words. Phrases like "God damn you" and "Go to hell" started out as religious curses but became common expletives. Their emotional and social meaning stayed the same, though.

Religion had a huge effect on these changes in language. In the Hebrew Tanakh, divine curses, such as "he shall be cut off from his people" (Leviticus, 20:9), were used to uphold covenantal law. In Islam, the Qur'an contains similar acts of divine condemnation (la'nat): "Indeed, he is cursed, and for him there is no return" (Hijr, 34-35). But Islam also made cursing moral by limiting it to divine authority. When Muslims say "May God make you answer for your deeds" (Allohdan topgin) or "May your bowl never turn white" (Ilohim kosang oqarmasin), they are giving God the power to punish them. This is a way of showing moral anger while also submitting to God.

The bowl metaphor has a lot of cultural meaning on its own. In pastoral Muslim communities, the bowl represented nourishment, purity, and divine favour. To say "May your bowl never whiten" meant that you wanted to lose baraka, which means wealth, purity, and divine favour. In the same way, "May you be disowned" (Men seni oq qildim, which means "I have made you white") means moral separation, with "white" standing for the shroud, death, and ultimate spiritual detachment.

In Christian and post-Christian societies, sacred cursing was desecrated. The Russian phrase "May the devil take you" (Черт тебя побери) used to mean "may the devil take you," but now it means "I'm frustrated." The irreverent phrase "Your mother!" (Твою мать) emerged from the subversion of the Virgin Mary's sanctity, a phenomenon identified by scholars as folk-blasphemy (Luck, 2006). The phrase "God damn you" comes from the Latin word damnare, which means "to condemn to eternal punishment." This shows how religious language slowly changed into language that was more expressive and even artistic. By the seventeenth century, amid the English Civil War, cursing had taken on political significance: religious adversaries labelled one another as "damned by God," turning theological condemnation into ideological armament (Hill, 1972).

So, cursing changed from a holy act of divine justice to a way for people to express their feelings, morals, and politics through language, while still keeping its performative nature.

Methods

This research utilizes qualitative discourse analysis to investigate curses within historical, religious, and cultural frameworks. The methodology combines textual interpretation, ethnolinguistic observation, and sociopragmatic analysis.

Corpus and Context

Data were gathered from primary sources (ancient inscriptions, the Qur'an, the Tanakh, Biblical passages), secondary ethnographic texts, and oral folklore in Uzbek, Russian, and English. We looked at each curse in the context of who said it, to whom, and what social or religious situation it was said in. For example:

- *"May your hand break for stealing"* (O'g'irlagan qo'ling sinsin) is a common way for people in oral Uzbek culture to punish theft.
- *"God curse you and your descendants"* is the Mesopotamian way of punishing people across generations.
- "May your milk dry up" is an ancient Egyptian fertility curse that shows how they thought about agriculture.
- *"May God never look upon you again"* is an English family curse that means moral separation.

- *"May the devil take you"* (Черт тебя побери) is an emotional idiom that comes from Orthodox moral condemnation.

Stages of Analysis

Semantic Categorization: Curses were sorted into groups based on their divine, family, moral, and political meanings. Pragmatic Function Analysis: Utilizing Goffman's Face Theory, each curse was construed as a face-threatening act indicative of moral transgression. Performativity Framework: In line with Butler (1997), curses were analyzed as linguistic performances that instantiate moral or social reality. Cross-Cultural Comparison: Language usage patterns were compared, showing how religious institutions affected similar speech behaviours in different ways.

This method helped find common semantic structures, like punishment through deprivation (May your bowl never whiten), divine retribution (God damn you), or social exclusion (You are dead to me).

Result

The results show that cursing has always been useful and can change depending on the situation. In ancient civilizations, curses were formal speech acts used by priests, kings, and gods to keep order and govern. In later oral cultures, especially in Turkic and Slavic societies, the same verbal tools were made available to everyone, especially women, as a way to protest against moral issues.

In Uzbek discourse, female-voiced curses like "May your eyes go blind" (Ko'zing ko'r bo'lsin), "May your hand break" (Qo'ling sinsin), or "May you wither before your time" (Qirchig'ingdan qarigin) show both emotion and moral judgment. These statements not only condemn but also enact justice symbolically. When a mother says, "May the milk I gave you bring you no blessing" (Bergan sutimga rozimasman), she breaks the moral bond of motherhood with words. This is a social act of disownment that is the same as legal or religious separation.

In Russian speech, curses often focus on the body and family line, which is a Christian-Orthodox way of thinking about inherited sin: "Your mother's curse will follow seven generations" (Материнское проклятие до седьмого колена). Even taboo phrases like "Твою мать" still have a hint of sacred inversion, which is when a reaction against moral oppression turns into rebellion.

The phrases "God damn you," "To hell with you," and "Go to the devil" show how religious language has become less religious over time. Once used to show spiritual judgment, they are now used in popular culture, movies, and music to show how intense emotions are. But their structure still has a strong moral binary that comes from religious cosmology: heaven versus hell, purity versus corruption.

When institutional justice is not possible, cursing helps to bring things back into balance in all three languages. It gives pain a social meaning. Political versions of religious curses, like "May God judge you" (Бог тебе судья), used in Soviet and post-Soviet discourse, show how the sacred lexicon still makes moral dissent acceptable.

Discussion

The comparative results indicate that cursing transcends mere linguistic expressions of anger or aggression; it serves as a multifunctional social tool, historically entrenched in frameworks of power, religion, gender, and morality. Throughout civilizations, the curse functions as a communicative instrument that converts emotional experience into moral order. It serves as a bridge between the sacred and the social, the individual and the group, and it functions as a speech act, a ritual, and a moral judgment all at once.

Cursing functions as a moral technology of speech from a sociolinguistic standpoint. It enables speakers to execute acts of regulation, punishment, or protest solely through language. In ancient Mesopotamia or Egypt, cursing was linked to the power of the state and the gods. A ruler or priest could use a curse to

show their power. The language of malediction was not an impulsive emotion but a calculated performance – a discursive ritual reinforcing the divine law.

As societies progressed, this divine register was assimilated by the community. In Uzbek oral culture, curses such as "May your hand break for stealing" (O'g'irlagan qo'ling sinsin) or "May your tongue be silenced by evil" (Gapirgan tilingni alvasti chalsin) serve as localized forms of moral regulation. They show how linguistic performativity takes the place of institutional authority: when formal justice isn't there, speech becomes judgment. The speaker's words serve as a moral judgment, denouncing wrongdoing while reestablishing collective equilibrium.

A notable aspect of Turkic and Slavic traditions is that women, especially mothers or elderly women, often serve as linguistic enforcers of morality. Their curses have symbolic power because of their emotional, generational, and spiritual authority. The Uzbek saying "A mother's prayer moves mountains, but her curse burns the child" (Ona duosi tog'ni ag'daradi, ona qarg'ishi bolani yondiradi) shows how a mother can both care for and punish her child. In Russian folklore, "Материнское проклятие до седьмого колена" ("A mother's curse lasts seven generations"), the maternal voice is placed in divine time, with the curse serving as a form of justice across generations.

In both instances, maternal cursing illustrates what Bourdieu (1991) refers to as symbolic power-the capacity to influence reality through legitimate language. The social status of motherhood bestows linguistic authority that transmutes emotional expression into moral edict. From a performative perspective (Butler, 1997), these statements not only convey disapproval but also establish the moral framework within which guilt and redemption function. When a mother says, "May the milk I gave you bring you no blessing" (Bergan sutimga rozimasman), she linguistically destroys kinship by getting rid of both biological and moral ties. Talking is the punishment.

Religious discourse significantly enhances the performative aspect of cursing. In Islam, the Qur'an states that only God has the right to la'na, or divine cursing. Cursing by humans is linguistically acceptable but morally limited. Common Islamic phrases like "May God make you answer for your deeds" (Allohdan topgin) or "May your bowl never whiten" (Ilohim kosang oqarmasin) show a delegated performativity, which is moral anger shown through a reference to God. The speaker does not curse directly; instead, they ask God for justice. This change in language shows how religion changes the human voice into a tool for moral humility.

In Christianity and post-Christian cultures, the trajectory is reversed: divine phrases like "God damn you" or "To hell with you" have been desacralized, becoming emotional intensifiers detached from religious belief. But their historical impact remains. Even though these phrases are used in everyday speech, they still follow the religious structure of punishment: heaven, hell, salvation, and exile. The curse, then, is a linguistic fossil of moral theology that keeps its sacred form even after losing its sacred meaning.

Cursing also shows and strengthens the power and class dynamics that are already there. Fairclough's (1989) notion of language and power elucidates the manner in which linguistic conduct encodes social hierarchies. In the past, priests, nobles, and scholars were the only ones who could bless or curse. Common people's curses were seen as rude. Even in modern societies, the same pattern holds: working-class curses are considered obscene, while elite forms of condemnation (legal, political, or religious) are still seen as valid.

This hierarchy is also seen in how language treats gender. Male curses frequently pertain to power, honour, or social supremacy ("May you lose your name,"

"May your house fall"), while female curses emphasize emotional treachery or familial ethics ("May your children forget you," "May your love bring you sorrow"). These disparities illustrate how social structure influences linguistic form, connecting the semantics of cursing to moral expectations regarding gender and class.

In both Russian and English contexts, swearing became a way to protest. During the English Civil War, religious curses like "damned by God" were used as political weapons (Hill, 1972). During oppressive times in Russia, phrases like "Бог тебе судья" ("May God judge you") were used as a way to show dissent. Even though religious language was banned in the Soviet Union, these kinds of phrases continued to be used as coded resistance.

Uzbek oral culture also keeps the subversive power of cursing alive. Women often say things like "May justice find you at last" (Haqqingni olg'in) or "May my curse reach you if I am right" (Agar haq bo'lsam, qarg'ishim ursin) in village gatherings to enforce moral behaviour as a group. In this context, cursing serves a dual social purpose: it expresses individual emotion and conveys collective justice. It becomes the language of those who don't have power – the only way to use moral authority.

The development of cursing mirrors humanity's extensive linguistic and spiritual evolution – transitioning from communal ritual to personal emotion, and from sacred directive to genuine expression. In contemporary English, expressions such as "Go to hell" or "Damn you" no longer reference theology but convey emotional candour, frustration, or sincerity. The same is true for modern Uzbek or Russian speakers who use traditional curses as metaphors for disappointment instead of actual curses.

But this change doesn't take away their power. Instead, it shows how language can change: sacred forms are used in secular discourse. Butler's theory of performativity captures this dynamic perfectly: words keep their power because social memory keeps them alive. When someone says "God damn you," even as a joke, the moral authority of divine speech stays with them. So, the emotional power of cursing stays even after religion fades, showing that language carries emotional and historical weight long after belief systems change.

Cursing serves as a cathartic mechanism, facilitating the release of repressed emotions while concurrently reinforcing moral order. Anthropologically, it serves as a symbolic replacement for violence: the word penalizes where the hand is unable to. From a sociolinguistic point of view, it is a way of showing who you are by using shared expressive codes. When an Uzbek grandmother says, "May God take my soul if I lie" (Agar yolg'on gapirsam, jonimni olsin), she not only calls on God to witness her, but she also places herself in a group of people who value honesty and faith.

So, the curse works at the crossroads of feelings, identity, and morality. It shows how people take in the values of society and then use language to express them. When people curse, they reaffirm what their culture considers sacred, whether it's family, justice, or divine truth, and they also condemn its violation.

In the end, curses can be seen as the spoken history of civilization. Even when societies change, they keep old ideas about justice, purity, and cosmic balance. These words, from "May your bowl never whiten" (Ilohim kosang oqarmasin) to "God damn you," show how morals have changed over thousands of years. Every curse has some of the anxiety, pain, and moral reflection that people have felt in the past. They show how people want to use language to bring order to chaos and make justice happen when other systems don't work.

In this context, cursing represents not linguistic decay but linguistic survival: the endurance of moral discourse in an expressive manner. It exemplifies what Butler (1997) refers

to as "the act that performs the world it names." Cursing is a way for people to reaffirm their faith, not just in God or fate, but also in the power of words to change things.

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Cultural codes in language: influence on worldview and thinking

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Annotation *This paper examines the role of language as a fundamental tool for storing and translating cultural codes. The author analyzes the relationship in the triad "Language – Thinking – Culture", based on the provisions of the Sepir – Whorf hypothesis and modern research in the field of linguoculturology. The main attention is paid to the classification and functioning of key cultural codes: somatic, biomorphic, artefact-material and spatiotemporal. Using the example of phraseological units and metaphors in Russian, English, Tatar and Chinese, it is demonstrated how the national mentality captures a specific vision of the world. In particular, the difference in the nomination of natural objects and the conceptualization of time is considered. The article concludes that language not only reflects the prevailing cultural realities, but also actively forms cognitive patterns of perception. At the same time, it emphasizes that despite the uniqueness of linguistic filters, intercultural understanding remains possible due to the shared objective human experience. The study highlights the importance of learning foreign languages as a means of expanding worldview and enhancing personal adaptability in a global context. Furthermore, the role of educational environments in developing intercultural competence and the need to integrate linguocultural approaches into language teaching are emphasized.*

Keywords *Linguoculturology, cultural code, linguistic worldview, hypothesis of linguistic relativity, mentality, phraseology*

Tilda madaniy kodlar: dunofiyat va fikrlashga ta’siri

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Annotatsiya *Ushbu maqolada tilning madaniy kodlarni saqlash va uzatishning asosiy vositasi sifatidagi o‘rni o‘rganiladi. Muallif Sepir-Uorf gipotezasi qoidalari va lingvokulturologiya sohasidagi zamonaviy tadqiqotlarga tayanib, "Til – Tafakkur – Madaniyat" triadasidagi o‘zaro bog‘liqlikni tahlil qiladi.*
Asosiy e’tibor asosiy madaniy kodlarning tasnifi va faoliyatiga qaratilgan: somatik, biomorf, artefakt-buyum va fazoviy-vaqt.Ishda xorijiy tillarni o‘rganishning dunyoqarashni kengaytirish va global makonda shaxsning moslashuvchanligini rivojlantirish usuli sifatida ahamiyati asoslab berilgan. tabiat ob’ektlarini nomlash va vaqtni kontseptuallashtirishdagi farqlar tahlil qilinadi. Maqolada til nafaqat

mavjud madaniy realliklarni aks ettirishi, balki idrokning kognitiv modellarini faol shakllantirishi haqida xulosa qilinadi. Shu bilan birga, til filtrlari turlicha bo'lishiga qaramay, umumiy insoniy tajriba asosida madaniyatlararo tushunish imkoniyati saqlanib qolishi ta'kidlanadi. Tadqiqot xorijiy tillarni o'rganishning dunyoqarashni kengaytirish va shaxsning global makondagi moslashuvchanligini rivojlantirishdagi ahamiyatini asoslaydi.
Bundan tashqari, ta'lim muhitining madaniyatlararo kompetensiyani shakllantirishdagi roli hamda lingvokulturologik yondashuvlarni til o'qitish jarayoniga integratsiya qilish zarurati alohida ta'kidlanadi.

Kalit so'zlar *Lingvomadaniyatshunoslik, madaniy kod, dunyoning til manzarasi, lingvistik nisbiylik gipotezasi, mentalitet, frazeologiya*

Культурные коды в языке: влияние на мировоззрение и мышление

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Аннотация *В данной работе исследуется роль языка как фундаментального инструмента хранения и трансляции культурных кодов. Автор анализирует взаимосвязь в триаде «Язык – Мышление – Культура», опираясь на положения гипотезы Сепира – Уорфа и современные исследования в области лингвокультурологии. Основное внимание уделено классификации и функционированию ключевых культурных кодов: соматического, биоморфного, артефактно-вещного и пространственно-временного. На примере фразеологизмов и метафор в русском, английском, татарском и китайском языках демонстрируется, как национальная ментальность фиксирует специфическое видение мира. В частности, рассматривается различие в номинации природных объектов и концептуализации времени. В статье делается вывод о том, что язык не только отражает сложившиеся культурные реалии, но и активно формирует когнитивные шаблоны восприятия. При этом подчеркивается, что, несмотря на уникальность языковых фильтров, возможность межкультурного взаимопонимания сохраняется благодаря общности объективного человеческого опыта. Работа обосновывает значимость изучения иностранных языков как способа расширения мировосприятия и развития адаптивности личности в глобальном пространстве. Кроме того, подчеркивается роль образовательной среды в формировании межкультурной компетенции и необходимости интеграции лингвокультурологических подходов в процесс обучения иностранным языкам.*

Ключевые слова *Лингвокультурология, культурный код, языковая картина мира, гипотеза лингвистической относительности, ментальность, фразеология*

Введение

Язык является неотъемлемой частью культуры и ключевым инструментом ее хранения, передачи и усвоения. Он выступает как «действительность нашего духа» и способ существования сознания (Бромлей, 1987; Зиямухаммедова, 2022).

Понятие «культурный код» в лингвокультурологии обозначает систему знаков и символов, зафиксированных в языке (прежде всего во фразеологии, пословицах, метафорах), которые содержат бессознательный смысл тех или иных явлений, понятий или вещей в контексте конкретной культуры (Рапай, 2015). Эти коды формируют национальную ментальность и специфическое видение мира (Скляренко, 2002).

Взаимосвязь «Язык-Мышление-Культура» носит двусторонний характер (Фёдорова, 2018).

Во-первых, язык отражает уже сложившиеся культурные реалии и мировоззрение.

Во-вторых, язык оказывает влияние на формирование мышления, мировосприятия и даже поведения человека, задавая определенные рамки (Сепир, 1993).

Гипотеза Сепира-Уорфа утверждает, что структура родного языка не просто выражает мысли, но и формирует их. Изучение другого языка позволяет «сломать шаблоны восприятия» и освоить новый способ мышления (Сепир, 1993; Boroditsky, 2001).

Культурные коды проявляются в категоризации мира языковыми средствами, даже если это не полностью определяет мировоззрение. Знания о мире приходят из опыта, но язык их фиксирует и группирует по-своему.

Культурные коды реализуются через тематические группы и включают базовые коды, такие как соматический (телесный), биоморфный (животный/растительный), пространственный, временной (темпоральный) и артефактно-вещный (Телия, 1996). Эти коды служат «первоэлементами» культуры и языка, на основе которых формируются более сложные, абстрактные смыслы.

Фразеология и метафора являются ключевыми хранителями культурного кода, так как они фиксируют национальные ценности, верования и исторический опыт народа (Фёдорова, 2021). В них запечатлен «наивный образ мира», присущий данной лингвокультуре (Телия, 1996).

Рассмотрим примеры реализации культурных кодов:

1. **Соматический (телесный) код:** тело как мера и хранилище эмоций.

Телесный код использует части тела человека для выражения абстрактных понятий, чувств и отношений. Язык часто кодирует ментальные состояния через физические реакции.

Пример: «держать камень за пазухой» (рус.). Значение: скрывать ненависть, замышлять недоброе. Кодирование: пазуха – это скрытая, внутренняя часть одежды; камень – символ тяжести, угрозы, молчаливого оружия. Фразеологизм кодирует исторический или архаичный образ скрытого нападения и длительной враждебности, где враждебность не выражается открыто, а «носится» втайне.

Пример: «To go cap in hand» (англ. – «идти с шапкой в руке»). Смысл: вести себя подобострастно, униженно просить. Кодирование: снятие головного убора – универсальный европейский знак уважения

и покорности. Код фиксирует культурную норму: человек, идущий с просьбой к вышестоящему, должен буквально выразить свою низшую позицию через позу и жест.

2. **Биоморфный (животный и растительный) код:** природа как эталон.

Этот код опирается на образы животных и растений, используя их стереотипные качества для характеристики человека и абстрактных идей.

Пример: русское устойчивое выражение «стреляный воробей». Смысл: очень опытный, много повидавший человек, которого трудно обмануть. Кодирование: в отличие от молодого воробья, которого легко поймать, «стреляный» воробей выжил после охоты. Код устанавливает прямую метафорическую связь: животный опыт выживания = человеческая мудрость и осторожность.

Номинация как код. Пример: «божья коровка» (рус.) и «кузмэ куз» (татар. – дословно «глаз на глазе»). Смысл: один и тот же жук. Кодирование: в русском и большинстве европейских языков (нем. Herrgottschäffchen, англ. Ladybird) доминирует сакральный код, связывающий насекомое с Богом, солнцем или Девой Марией. В татарском языке доминирует визуальный код, где название отражает внешний вид (черные точки на красном фоне). Это показывает, что разные культуры кодируют один и тот же объект, фиксируя в языке разные, наиболее значимые для себя, его признаки.

3. **Артефактно-вещный код:** предметы как символы отношений.

Артефакты (предметы, созданные человеком) используются для обозначения экономических, социальных или ментальных процессов.

Пример: «бросать деньги на ветер» (рус.), смысл: тратить деньги впустую, неразумно. Кодирование: деньги – символ материальной ценности, ветер – символ неосязаемости, бесцельного движения и безвозвратной потери. Код овеществляет процесс траты (ее можно «бросить») и приравнивает ее к действию, которое не может дать результата (бросание в воздух).

Пример: «чаша терпения» (рус.), смысл: предел способности переносить трудности или обиды. Кодирование: чаша – символ сосуда, емкости, которая может быть наполнена, терпение – абстрактное чувство. Код материализует абстрактное чувство, превращая его в измеряемую субстанцию. Переполнение чаши означает достижение предела, после которого следует взрыв (эмоциональная реакция).

4. **Пространственный и временной коды:** организация мироздания.

Эти коды определяют, как культура концептуализирует фундаментальные категории – пространство и время.

Пример: пространственный код – «витать в облаках» (рус.), смысл: мечтать, быть оторванным от реальности. Кодирование: «верх» (небо, облака) кодируется как пространство нереального, возвышенного, но бесполезного; «низ» (земля) – это реальность и практичность. Код устанавливает связь между пространственным положением и полезностью/бесполезностью мышления.

Временной код (при сравнении языков): в английском «время» воспринимается как пространственный ресурс, как исчисляемая субстанция (пространственный код) – «тратить/экономить время» (to spend/save time, to run out of time); в китайском время часто кодируется вертикально (наречия для «раньше» или «позже» могут быть связаны с иероглифами «вверх»/«вниз»). Кодирование: эта разница влияет на то, как носители языка организуют информацию. Носители английского могут быть более склонны мыслить о времени как о линейной траектории, по которой они движутся, а для носителей китайского могут быть более естественны вертикальные метафоры при описании хронологии (Boroditsky, 2001).

Культурные коды, заложенные в языке, не только обогащают его, но и служат мощным фильтром восприятия, заставляя носителей языка непроизвольно обращать внимание на те аспекты реальности, которые их культура считает наиболее значимыми.

Различия в номинации (названии) обыденных предметов или явлений, не связанных с опытом, указывают на национально-специфическое восприятие и классификацию мира: так, народное название лютика у русских «куриная слепота» (из-за поверья о временной слепоте, вызванной его соком) кодирует опасность цветка; а название божьей коровки в татарском языке – «кузмэ куз» отражает ее внешний вид (черные точки), кодируя визуальное сходство.

Язык не только кодирует культуру, но и регулирует социальное поведение и нормы. Владение языком определяет статус: человек, умеющий обращаться со словом, уважаем. Изучение языка другой культуры способствует межкультурной коммуникации и взаимопониманию, но может создавать и проблему сложного баланса множественных языковых идентичностей при страхе потери связи со своими корнями. Поэтому так важно знать и сохранять национальные традиции и обычаи, что зачастую помогает и правильно понимать и применять в речи устойчивые выражения. Так, например, П.Г. Богатырев ввел термин «язык одежды», подчеркивая, что одежда является культурным кодом, передающим информацию о социальном статусе, роде занятий или даже настроении человека (Богатырев, 2007).

Язык одежды – это один из старейших способов невербальной коммуникации. В русском языке и культуре эта связь закреплена не только в этикете, но и в глубоких пластах лексики, фразеологии и литературе. Одежда транслирует смыслы в различных аспектах жизни. Знаменитая пословица «По одёжке встречают...» напоминает, что первое впечатление формируется именно через внешний вид. Выражения вроде «высокий воротник» или «белые воротнички» (метафоры власти) указывают на принадлежность к элите или интеллектуальному труду, а «встреча без галстуков» указывает на формат отношений. Названия элементов одежды часто становятся нарицательными для профессий: например, «люди в погонах» (военные, полиция), «белые халаты» (врачи), а слово «мундир» до сих пор несет в себе смыслы чести и строгого следования долгу («беречь честь мундира»). Выбор цвета, фасона и того, как именно надета вещь, может рассказать о человеке больше, чем слова. Русский язык богат идиомами, которые описывают социальное поведение через одежду (своеобразный фразеологический «гардероб») (Ожегов, 2019): «родиться в рубашке» – быть очень удачливым; «шиворот-навыворот» – сделать что-то неправильно (изначально – наказание дворян, когда их сажали на лошадь лицом к хвосту в одежде наизнанку); «с чужого плеча» – о чем-то неподходящем или заимствованном.

Выражение «затрапезный вид» – один из самых ярких примеров того, как история ткани и одежды превращается в устойчивую характеристику социального статуса и опрятности. Этимология слова уходит в XVIII век, к фамилии купца Ивана Затрапезнова, на чьей мануфактуре выпускали два типа ткани: дорогой, качественный шелк и дешевую, грубую пеньковую пестрядь (обычно в синюю полоску), которую прозвали «затрапезом» или «затрапезой». Человек, вышедший на улицу в такой одежде, выглядел бедно и неопрятно – отсюда и пошло выражение. Сегодня «затрапезный» означает (Ожегов, 2019): 1) будничный, повседневный, слишком простой для конкретной обстановки; 2) неопрятный, поношенный, несвежий; 3) указывающий на низкий социальный

престиж или пренебрежение правилами приличия.

Это выражение – идеальный маркер социальной дистанции. Оно показывает, что в русской культуре существует четкое разделение на одежду «для мира» (парадную, статусную) и «для себя» (затрапезную). Использование этого эпитета в адрес другого человека часто несет в себе оттенок легкого пренебрежения или критики его небрежности.

Само же понятие, заключенное в слове «трапеза», в русском языке в прошлом имело обрядовый и религиозный смысл («стол господний»). В современной русской культуре оно заменено нейтральными «завтрак», «обед», «ужин». Это изменение отражает эволюцию культурного кода: смещение акцента с обряда на бытовую функцию (Скляренко, 2002).

Заключение

Язык выполняет решающую роль в формировании личности, национального характера и нации, поскольку он хранит и передает культуру из поколения в поколение (Зиямухаммедова, 2022). Изучение иностранных языков является уникальным шансом расширить мировосприятие и развить когнитивные способности, формируя новые нейронные связи и адаптивность к новой информации. Несмотря на различие культурных кодов, фундаментальные основы мышления у носителей разных языков схожи, и возможность взаимопонимания существует, поскольку содержание представлений в конечном счете определяется жизненным опытом и объективной реальностью, а не исключительно языком (Колшанский, 1990).

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A Comparative Study of Definiteness and Indefiniteness in English, Russian, and Uzbek

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Annotation *This article presents a comparative analysis of how definiteness and indefiniteness are expressed in English, Russian, and Uzbek. English marks these categories through the article system ("the," "a/an"), while Russian and Uzbek do not have articles and rely on other linguistic means. The study examines the role of context, word order, demonstratives, and morphological markers such as the Uzbek suffix "-ni" and the numeral "bir." The analysis highlights similarities and differences in the ways these languages express referential meaning and shows that Russian and Uzbek depend more on contextual and grammatical cues than English. Drawing on theoretical frameworks by Christophersen, Lyons, and Halliday and Hasan, the study employs a descriptive-comparative methodology to analyze authentic examples across all three languages. The findings reveal that while the semantic concept of definiteness is universal, the grammatical means of expressing it vary significantly. These results carry practical implications for contrastive linguistics, translation studies, and the teaching of English to speakers of Russian and Uzbek.*

Keywords *Definiteness, indefiniteness, comparative linguistics, English language, Russian language, Uzbek language, articles, demonstrative pronouns, noun phrase, linguistic analysis*

Ingliz, rus va o'zbek tillarida aniqlik va noaniqlikning qiyosiy tadqiqoti

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Annotatsiya *Ushbu maqola ingliz, rus va o'zbek tillarida aniqlik va noaniqlik qanday ifodalanishini taqqoslash asosida tahlil qiladi. Ingliz tili bu kategoriyalarni maqola tizimi ("the," "a/an") orqali belgilaydi, rus va o'zbek tillarida esa maqolalar bo'lmagani uchun boshqa til vositalariga tayanadi. Tadqiqot kontekst, so'z tartibi, demonstrativlar hamda o'zbekcha "-ni" affiksi va "bir" soni kabi morfologik belgilovchilarning rolini o'rganadi. Tahlil bu tillarning referensial ma'noni ifodalash usullaridagi o'xshashlik va farqlarni yoritadi hamda rus va o'zbek tillarining ingliz tiliga nisbatan kontekstual va grammatik ishoralarga ko'proq tayanishini ko'rsatadi. Christophersen, Lyons va Halliday hamda Hasanning nazariy yondashuvlariga*

tayangan holda, tadqiqot uchala til bo'yicha haqiqiy misollarni tavsiflovchi-taqqoslash metodologiyasi yordamida tahlil qiladi. Natijalar shuni ko'rsatadiki, aniqlik (definiteness) semantik tushunchasi universal bo'lsa-da, uni ifodalashning grammatik vositalari sezilarli darajada farqlanadi. Ushbu natijalar kontrastiv tilshunoslik, tarjima nazariyasi hamda rus va o'zbek tilida so'zlashuvchilarga ingliz tilini o'rgatish amaliyotida muhim ahamiyatga ega.

Kalit so'zlar *Aniqlik, noaniqlik, taqqoslash lingvistika, ingliz tili, rus tili, o'zbek tili, artikllar, ko'rsatuvchi zamirlar, ot birikmasi, lingvistik tahlil*

Сравнительное исследование определённости и неопределённости в английском, русском и узбекском языках

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Аннотация *В данной статье представлен сравнительный анализ способов выражения определённости и неопределённости в английском, русском и узбекском языках. В английском языке эти категории обозначаются с помощью системы артиклей («the», «a/an»), тогда как в русском и узбекском языках артиклей нет, и для этого используются другие лингвистические средства. В исследовании рассматривается роль контекста, порядка слов, указательных местоимений и морфологических маркеров, таких как узбекский суффикс «-ni» и числительное «bir». Анализ выявляет сходства и различия в способах выражения референциального значения в этих языках и показывает, что русский и узбекский языки в большей степени полагаются на контекстуальные и грамматические сигналы, чем английский. Опираясь на теоретические концепции Кристоферсена, Лайонса, Халлидея и Хасана, в исследовании используется описательно-сравнительная методология для анализа аутентичных примеров во всех трех языках. Результаты показывают, что, хотя семантическое понятие определенности является универсальным, грамматические средства его выражения значительно различаются. Эти результаты имеют практическое значение для контрастной лингвистики, переводоведения и преподавания английского языка носителям русского и узбекского языков.*

Ключевые слова *Определенность, неопределенность, сравнительная лингвистика, английский язык, русский язык, узбекский язык, артикли, указательные местоимения, именная фраза, лингвистический анализ*

Introduction

Language is the primary tool of human communication, allowing people to exchange ideas, thoughts, and information. One of the important aspects of grammar and semantics in many languages is the expression of definiteness and indefiniteness. These categories help speakers indicate whether a noun refers to a specific, identifiable entity or to something general, unknown, or newly introduced in discourse. The concept of definiteness plays an important role in understanding how speakers structure information in communication. When a noun phrase is definite, the speaker assumes that the listener can identify the referent. In contrast, an indefinite noun phrase introduces new information or refers to a non-specific object. Different languages express this distinction through different grammatical mechanisms. English has a developed article system consisting of definite and indefinite articles. Russian and Uzbek, however, do not have grammatical articles. Instead, they rely on context, word order, demonstrative pronouns, and morphological markers. The differences in how languages express definiteness and indefiniteness have attracted the attention of many linguists. Comparative studies of these categories help reveal the structural diversity of languages and improve understanding of cross-linguistic communication. The purpose of this article is to analyze the ways definiteness and indefiniteness are expressed in English, Russian, and Uzbek and to compare the linguistic means used in these languages. The study also reviews theoretical perspectives from prominent linguists and examines how their ideas apply to the languages under discussion. Different grammatical techniques are used by different languages to convey this distinction. There are both definite and indefinite articles in the sophisticated English article system. However, grammatical articles are absent from Uzbek and Russian. Rather, they depend on morphological indicators, demonstrative pronouns, word order, and context.

Many linguists have been interested in the ways that languages convey definiteness and indefiniteness. These categories are used in comparative research to better comprehend cross-linguistic communication and to highlight the structural diversity languages. This article compares the linguistic devices employed in English, Russian, and Uzbek and examines how definiteness and indefiniteness are expressed in each language. The study also looks at the theoretical stances of well-known linguists and how they relate to the languages in question.

In language studies, definiteness and indefiniteness have long been studied. Numerous academics have studied how speakers differentiate between known and unknown things in speech and how languages convey referential meaning. P. Christophersen (1939) carried out one of the first thorough analyses of the English article system. He examined the purposes of definite and indefinite articles and highlighted their significance in establishing reference in communication in his book the Articles. Otto Jespersen (1949) made another important contribution. Jespersen discussed the function of articles in information structure and looked at the evolution of English grammar throughout time. He maintained that the indefinite article presents fresh information, but the definite article is employed when the referent is identified. The semantic dimensions of definiteness were also investigated in later research. Definiteness is a semantic category associated with identifiability and shared knowledge between speaker and listener, according to Charles Lyons (1999). Languages can convey definiteness either grammatically or pragmatically, according to Lyons. Contemporary linguistic research has also looked at how context affects definiteness. The

significance of language in interpreting reference was emphasized by Halliday and Hasan (1976). They contended that textual cohesiveness and the relationships between various textual elements are frequently linked to definiteness. Researchers in Uzbek linguistics, such as Abdurahmonov (1996) and Sodiqov (1980), have examined the grammatical categories of the Uzbek language and described how demonstrative pronouns, case markers, and numerals can be used to convey definiteness. These theoretical stances demonstrate that whereas grammatical systems vary among languages, the semantic concept of definiteness is universal.

The well-developed article system in English makes a clear distinction between definite and indefinite reference. The definite article "the" and the indefinite articles "a" and "an" are the two primary categories of articles. When a speaker speaks to a particular thing that the audience can recognize, the definite article "the" is used. This could happen if the item is unique in the context or if it has already been brought up in the discourse.

For instance: The instructor came into the room. In the east, the sun rises. Since the referents in these instances may be identified, the definite article is necessary. The indefinite articles “a” and “an” are used when a noun refers to an unspecified or unknown object. These articles often introduce new information.

Examples:

I saw a bird in the garden. She bought an interesting book yesterday.

According to Biber et al. (1999), the indefinite article is typically used when the speaker introduces a new entity into the discourse.

English also uses the zero article in certain contexts, particularly with plural nouns and abstract nouns when speaking generally.

Examples: Books are important for education. Happiness is essential for a good life. Thus, the article system in English provides a clear grammatical mechanism for expressing definiteness and indefiniteness.

Since there are no grammatical articles in Russian, there are no particular markers to distinguish between definite and indefinite reference. Rather, Russian employs a number of different linguistic techniques. Word order is one crucial mechanism. The placement of a noun in a sentence can affect how it is understood since Russian word order is rather flexible.

Examples:

Книга лежит на столе.

На столе лежит книга.

Although the sentences contain the same words, the second sentence usually introduces the book as new information, while the first sentence refers to a known object. Another important device is the use of demonstrative pronouns such as “этот” (this) and “тот” (that).

Examples:

Этот студент очень талантливый.

Тот дом находится рядом с рекой.

Demonstrative pronouns make the reference more specific and help identify the object. Intonation and contextual interpretation also play important roles. Russian speakers often rely on shared knowledge and situational context to determine whether a noun phrase refers to a definite or indefinite object.

Although Uzbek likewise lacks articles, it expresses definiteness and indefiniteness using a variety of syntactic and lexical devices. The numeral “bir” is one of the most widely used indicators of ambiguity. It works similarly to the English indefinite article, despite its literal meaning of “one.”

For instance:

Men bir kitob sotib oldim. (I purchased a book.)

The item is not particular, as indicated by the numeral “bir.” In Uzbek, the accusative case marker “-ni” is frequently used to indicate definiteness.

For instance:

Men o’qidim kitobni. (I read the book.)

The suffix “-ni” indicates that the speaker and listener are certain about the object. Uzbek

also uses demonstrative pronouns such as “bu” (this) and “o‘sha” (that).

Examples: Bu uy juda katta. O‘sha kitob juda qiziqarli.

Context also plays an important role in determining the meaning of noun phrases

Comparative Analyses

The ways that definiteness and indefiniteness are expressed in English, Russian, and Uzbek show both parallels and contrasts. The grammatical article system is the main foundation of English. Clear indicators that indicate whether a noun phrase is definite or indefinite are provided by this system. Because they lack articles, Russian and Uzbek rely more on grammatical and contextual cues. Word sequence and intonation are crucial markers of reference in Russian. Uzbek employs lexical components like the number “bir” and morphological markers like the accusative suffix “-ni.” The usage of demonstrative pronouns in all three languages is another commonality. These pronouns make up for the lack of articles in Russian and Uzbek and aid in the identification of particular items.

Despite structural differences, the semantic distinction between definite and indefinite reference exists in all three languages.

Conclusion

The comparison of Uzbek, Russian, and English shows that distinct linguistic mechanisms are used to describe the categories of definiteness and indefiniteness. English is based on an article-based grammatical system that clearly indicates reference. In contrast, Uzbek and Russian rely on word order, demonstratives, contextual interpretation, and other grammatical components because they lack articles. Additionally, Uzbek expresses definiteness and indefiniteness via lexical elements like the numeral “bir” and morphological markers like the accusative suffix “-ni.” Sentence structure and conversation context are more important in Russian. Understanding these differences is important for linguistic research, translation studies, and language teaching. Comparative analysis helps reveal how languages organize information and demonstrates the diversity of grammatical systems in human language.

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Untranslatable phraseological and idiomatic units in bilingual dictionaries: theoretical and practical approaches

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Annotation *This article extensively examines the theoretical foundations of non-equivalent lexical units, providing a consistent analysis of their role within the language system and their semantic features. In particular, special attention is paid to the phraseological and idiomatic aspects of these units, their usage in discourse, and their connection with cultural context. The study is based on materials from Uzbek and English languages and explores the challenges of representing, interpreting, and finding equivalents for non-equivalent units in bilingual dictionaries. Furthermore, the article identifies the main strategies employed in translating phraseological and idiomatic units, including explanation, adaptation, and the use of functional equivalents. Stylistic features, national and cultural differences, and connotative meanings are analyzed in detail as key sources of translation difficulty. The results of the research are significant for the compilation of bilingual dictionaries and the improvement of translation practice. In addition, theoretical perspectives are supported by practical examples, ensuring terminological accuracy and offering recommendations for lexicographic practice. The findings can be effectively applied in educational processes, translator training, and further research, while also outlining directions for future studies.*

Keywords *Phraseological unit, idiomatic unit, bilingual dictionary, translation strategies, cultural adaptation, equivalent, semantic analysis, language and culture*

Muqobilsiz frazeologik va idiomatik birliklarni ikki tilli lug‘atlarda ifodalanishi: nazariy va amaliy yondashuvlar

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Annotatsiya *Ushbu maqolada muqobilsiz leksik birliklarning nazariy asoslari keng yoritilib, ularning til tizimidagi o‘rni hamda semantik xususiyatlari izchil tahlil qilinadi. Xususan, mazkur birliklarning frazeologik va idiomatik jihatlari, ularning nutqda qo‘llanish imkoniyatlari hamda madaniy kontekst bilan bog‘liqligi alohida e’tibor markazida bo‘ladi. Tadqiqot o‘zbek va ingliz tillari materiallari asosida olib borilib, ikki tilli lug‘atlarda muqobilsiz birliklarni ifodalash, talqin qilish va ekvivalent topish muammolari o‘rganiladi. Shuningdek, maqolada frazeologik va idiomatik birliklarni tarjima qilishda qo‘llaniladigan asosiy strategiyalar, jumladan, izohlash, moslashtirish va funksional muqobil topish usullari aniqlanadi. Stilistik o‘ziga xosliklar, milliy-madaniy tafovutlar hamda konnotativ ma’nolar tarjima jarayonida yuzaga keladigan qiyinchiliklar sifatida batafsil tahlil qilinadi. Tadqiqot natijalari ikki tilli lug‘atlar tuzishda va tarjima amaliyotini takomillashtirishda muhim ahamiyat kasb etadi. Bundan tashqari, maqolada misollar asosida nazariy qarashlar amaliy*

dalillar bilan mustahkamlanadi, terminologik aniqlik ta'minlanadi hamda lug'atchilik amaliyotiga doir tavsiyalar ishlab chiqiladi. Natijalar o'quv jarayonida, tarjimonlar tayyorlashda va ilmiy izlanishlarda samarali qo'llanishi mumkin bo'lgan xulosalarni beradi. Shuningdek, kelgusidagi tadqiqotlar uchun ustuvor yo'nalishlar ham belgilab beriladi va umumiy natijalar yoritiladi.

Kalit so'zlar *Frazeologik birlik, idiomatik birlik, ikki tilli lug'at, tarjima strategiyalari, madaniy moslik, ekvivalent, semantik tahlil, til va madaniyat*

Непереводимые фразеологические и идиоматические единицы в двуязычных словарях: теоретический и практический подход

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Аннотация *В данной статье подробно рассматриваются теоретические основы невзаимозаменяемых лексических единиц, проводится систематический анализ их роли в языковой системе и семантических особенностей. Особое внимание уделяется фразеологическим и идиоматическим аспектам этих единиц, их употреблению в речи и связи с культурным контекстом. Исследование основано на материалах узбекского и английского языков и изучает проблемы представления, интерпретации и поиска эквивалентов невзаимозаменяемых единиц в двуязычных словарях. Кроме того, статья определяет основные стратегии, используемые при переводе фразеологических и идиоматических единиц, включая объяснение, адаптацию и использование функциональных эквивалентов. Стилевые особенности, национально-культурные различия и коннотативные значения подробно анализируются как ключевые источники трудностей перевода. Результаты исследования имеют значимость для составления двуязычных словарей и совершенствования практики перевода. Теоретические положения подкрепляются практическими примерами, обеспечивается терминологическая точность и даются рекомендации для лексикографической практики. Полученные результаты могут быть эффективно использованы в образовательном процессе, подготовке переводчиков и дальнейших научных исследованиях, а также очерчиваются перспективные направления будущих исследований.*

Ключевые слова *Фразеологическая единица, идиоматическая единица, двуязычный словарь, стратегии перевода, культурная адаптация, эквивалент, семантический анализ, язык и культура*

Kirish

Muqobilsiz frazeologik va idiomatik birliklar (untranslatable idioms and phrasemes) tilning semantik, frazeologik va madaniy qatlamlarini aks ettiruvchi noyob leksik birliklardir. Ularning asosiy xususiyati shundaki, ular bir tildan boshqasiga to'liq ekvivalent tarzda tarjima qilinmaydi va tarjima jarayonida alohida e'tibor talab qiladi (Baker, 2018). Muqobilsiz birliklar nafaqat leksik ma'noga ega bo'libgina qolmay, balki madaniy, stilistik va kontekstual elementlarni ham o'z ichiga oladi, bu esa ularni ikki tilli lug'atlarga kiritishda qiyinchiliklar yaratadi (Vinogradov, 1970). Ikki tilli lug'atlar, ayniqsa o'zbek-ingliz va ingliz-o'zbek lug'atlari, tarjima va til o'rganish jarayonida asosiy vosita sifatida xizmat qiladi. Shu bilan birga, muqobilsiz frazeologik va idiomatik birliklarni lug'atlarda ifodalash nafaqat tarjima sifatini oshiradi, balki foydalanuvchiga birliklarning madaniy va semantik jihatlarini tushunishga yordam beradi (Newmark, 1988). O'zbek va ingliz tillaridagi frazeologik va idiomatik birliklar ko'plab kross-kultural tafovutlarni aks ettiradi. Masalan, ingliz tilidagi "kick the bucket" ifodasi o'zbek tilida "vafot etmoq" yoki "olamdan o'tmoq" tarzida tarjima qilinadi, ammo bu tarjima birlikning frazeologik va madaniy kontekstini to'liq qamrab olmaydi (Sobirova, 2019). Shu sababli, muqobilsiz birliklarni lug'atlarda talqin qilish jarayonida izoh berish, kontekstual ekvivalent tanlash va madaniy moslikni hisobga olish muhim tamoyillar sifatida ajralib turadi.

Mavzuga oid adabiyotlar tahlili

Muqobilsiz leksik birliklar va ularning frazeologik hamda idiomatik shakllari tarjima nazariyasi va ikki tilli lug'atlar tadqiqotida alohida o'ringa ega. Baker "In Other Words: A Coursebook on Translation" asarida muqobilsiz birliklarni "bir tilning semantik va madaniy xususiyatlarini boshqa tilga to'liq ko'chira olmaydigan birliklar" deb ta'riflaydi. Muallifning fikricha, tarjima jarayonida bunday birliklar bilan ishlashda izoh berish va kontekstual moslik tamoyillari eng samarali strategiya hisoblanadi. Vinogradovning "Problemy leksicheskogo perevoda" asarida frazeologik birliklarni leksik tizimning mustahkam elementi sifatida tahlil qiladi va ularning tarjima qiyinchiliklari asosan semantik va stilistik tafovutlardan kelib chiqishini ta'kidlaydi. Vinogradov, shuningdek, muqobilsiz birliklarni talqin qilishda funksional ekvivalensni qo'llashning zarurligini bildiradi. Newmark "A Textbook of Translation" asarida ikki tilli lug'atlarda frazeologik va idiomatik birliklarni ifodalash strategiyalarini tizimlashtiradi. Muallif tarjimada uch asosiy yondashuvni ajratib ko'rsatadi: izoh berish (glossing), ekvivalent topish va kontekstual adaptatsiya. Shu bilan birga, Newmark tarjimon va lug'at foydalanuvchisi uchun amaliy tavsiyalar beradi, bu esa pedagogik jihatdan katta ahamiyatga ega. Sobirova "Muqobilsiz leksik birliklarni ikki tilli lug'atlarda talqin qilish" asarida o'zbek-ingliz ikki tilli lug'atlardagi muqobilsiz frazeologik va idiomatik birliklarni amaliy misollar bilan tahlil qiladi. Tadqiqot shuni ko'rsatdiki, ko'pgina birliklar ingliz tilida frazeologik ekvivalentga ega bo'lsa ham, madaniy kontekstni to'liq aks ettirmaydi, shuning uchun izoh berish va kontekstual moslikni hisobga olish zarur. Catford "A Linguistic Theory of Translation" asarida tarjima nazariyasi bo'yicha semantik va struktural ekvivalens tamoyillarini ishlab chiqadi va muqobilsiz birliklarni tarjima qilishda ularning amaliy ahamiyatini ta'kidlaydi. Shu bilan birga, kross-kultural tafovutlar va stilistik xususiyatlarni hisobga olish orqali tarjima jarayoni yanada mukammal bo'lishi mumkinligini bildiradi (Catford, 1965).

Tadqiqot metodologiyasi

Tadqiqotning birinchi bosqichi-muqobilsiz birliklarning nazariy asoslarini aniqlash. Bu jarayon o'zbek va ingliz tillaridagi frazeologik va idiomatik birliklar bo'yicha mavjud ilmiy adabiyotlarni, lug'atlarni va tarjima qo'llanmalarni tizimli o'rganishni o'z

ichiga oladi. Nazariy tahlil yordamida birliklarning semantik, frazeologik va madaniy xususiyatlari aniqlandi, shuningdek, ularning ikki tilli lug‘atlarga kiritilishida duch keladigan murakkabliklar belgilab olindi. Bu yondashuv tadqiqotga ilmiy konseptual asos beradi. Nazariy tahlil-o‘zbek va ingliz tillaridagi muqobilsiz leksik birliklar, frazeologik va idiomatik birliklar bo‘yicha mavjud nazariy adabiyotlarni o‘rganish (Larson, 1998).

Taqqoslash usuli (comparative method)-Tanlangan ikki tilli lug‘atlardagi frazeologik va idiomatik birliklarni solishtirish, ularning ekvivalentligi va kontekstual mosligini tahlil qilish (Koller, 1979). Taqqoslash jarayonida: birliklarning semantik ekvivalenti mavjudligi yoki yo‘qligi; madaniy va frazeologik xususiyatlar; lug‘atlarda izoh berish va kontekstual moslik darajasi shular tahlil qilindi. Ushbu yondashuv muqobilsiz birliklarning lug‘atlarda ifodalanishidagi samarali strategiyalarni aniqlashga yordam beradi.

Kontekstual tahlil-Birliklarning turli kontekstlarda ishlatilishini o‘rganish va tarjima jarayonida qanchalik to‘liq ifodalanishini aniqlash (Hatim, 1990). Bu metod yordamida bir birlikning turli matn va nutq kontekstlarida qanday ma’no va stilistik o‘zgarishlarga uchrashi, shuningdek, tarjimada qanchalik aniq ifodalanishi tahlil qilinadi. Kontekstual tahlil natijalari tarjima jarayonida birlikning semantik va frazeologik nuanslarini saqlash uchun zarur bo‘lgan strategiyalarni aniqlash imkonini beradi.

Case study-Tanlangan o‘zbek-ingliz lug‘atlardagi muqobilsiz frazeologik va idiomatik birliklar asosida amaliy misollar keltirish va tarjima strategiyalarini tahlil qilish (Pum, 2010). Case study yordamida quyidagi jihatlar aniqlanadi: tarjimada duch keladigan asosiy qiyinchiliklar; semantik va madaniy tafovutlar; izoh berish va kontekstual ekvivalentlardan foydalanishning samaradorligi; frazeologik va idiomatik birliklarning lug‘at foydalanuvchisi uchun tushunarli bo‘lishini ta’minlash. Ushbu tadqiqot metodologiyasi nafaqat nazariy asosni kuchaytiradi, balki ikki tilli lug‘atlarda muqobilsiz frazeologik va idiomatik birliklarni tizimli va samarali tarzda ifodalash imkonini beradi. Shuningdek, metodologiya kross-kultural tafovutlarni hisobga olish orqali tarjima jarayonini mukammallashtirishga yordam beradi.

Metodologiya shuni ko‘rsatadiki, ikki tilli lug‘atlarda muqobilsiz birliklarni talqin qilishda: semantik va stilistik ekvivalens, kontekstual moslik, izoh berish asosiy tamoyillar sifatida muhimdir (Munday, 2016).

Tadqiqot natijalari

Natijalar ikki tilli lug‘atlarda muqobilsiz frazeologik va idiomatik birliklarning ifodalanishida uchraydigan asosiy xususiyatlarni ochib berdi. O‘zbek va ingliz tillaridagi tanlangan birliklar tahlil qilinib, ularning tarjima strategiyalari va kontekstual ishlatilishi aniqlandi. Semantik izoh berish-ko‘plab muqobilsiz birliklar to‘liq ekvivalentga ega emas, shuning uchun izoh berish eng samarali yondashuv hisoblanadi. Misollar:

O‘zbekcha: “Boshini osmonga tekkizmoq”, Inglizcha tarjimasi: “to reach for the sky” yoki izoh bilan: “to attempt something very ambitious beyond one’s capacity”, O‘zbekcha: “Qo‘lini ochmoq”, Inglizcha tarjimasi: “to be generous” yoki izoh bilan: “to give freely, show generosity”, O‘zbekcha: “Dengizni quritmoq”, Inglizcha tarjimasi: “to do the impossible”

Madaniy moslik va kross-kultural tafovutlar-ba’zi birliklar faqat madaniy kontekstga mos ravishda tarjima qilinadi:

O‘zbekcha: “Chorak soatga yetishmoq”, Inglizcha: “to be just in time”, O‘zbekcha: “Olti o‘qqa bir qurol”, Inglizcha: “kill two birds with one stone”, O‘zbekcha: “Tomoq ochmoq”, Inglizcha: “to eat”, lekin izoh bilan: “to eat, especially eagerly or with appetite”

Idiomatik birliklarning frazeologik ekvivalenti-ba’zi birliklar ingliz tilida frazeologik ekvivalentga ega bo‘lib, ularni tarjima qilganda ma’no va stilistik ohang saqlanadi:

O‘zbekcha: “Chiroqni o‘chirmoq”, Inglizcha ekvivalenti: “to blow out the candle”,

izoh bilan: “to end or terminate something”, O‘zbekcha: “Boshidan kechirmoq”, Inglizcha ekvivalenti: “to go through (something)”, O‘zbekcha: “Teshikdan o‘tmoq”, Inglizcha ekvivalenti: “to slip through the crack”

Kontekstual tahlil-kontekstga qarab tarjima qilish muqobilsiz birliklar uchun zarur:

O‘zbekcha: “Qattiq qo‘l ostida ishlamoq”, Inglizcha: “to work under strict supervision” yoki “to be under tight control”, O‘zbekcha: “Ko‘zga tashlanmoq”, Inglizcha: “to attract attention”, lekin kontekstga qarab: “to stand out in a crowd”, O‘zbekcha: “Shakar qilsang, qo‘lga ol”, Inglizcha izoh: “if you make a promise, be responsible and fulfill it”, O‘zbekcha: “Boshiga balo tushmoq”, Inglizcha: “to encounter misfortune” yoki “to get into trouble”, O‘zbekcha: “Yurakdan chiqqan gap”, Inglizcha: “heartfelt words”, O‘zbekcha: “Qo‘lini surmoq”, Inglizcha: “to hesitate or withdraw from action”, O‘zbekcha: “Tili baland bo‘lmoq”, Inglizcha: “to speak eloquently”, O‘zbekcha: “Oyoq ostida qolmoq”, Inglizcha: “to be neglected or overlooked”. Ko‘p hollarda muqobilsiz frazeologik va idiomatik birliklarni lug‘atlarga kiritishda izoh berish va kontekstual moslik asosiy strategiya hisoblanadi. Madaniy tafovutlar hisobga olinsa, tarjima yanada tushunarli va foydalanuvchi uchun qulay bo‘ladi. Ba’zi birliklar ingliz tilida frazeologik ekvivalentga ega bo‘lib, ular ekvivalent tarzda ishlatilishi mumkin. Tadqiqot natijalari ikki tilli lug‘atlarni yaratishda pedagogik va amaliy jihatdan foydali bo‘lib, til o‘rganuvchilar va tarjimonlar uchun ancha qulayliklar yaratadi.

Muhokama

Tadqiqot natijalari ko‘rsatdiki, muqobilsiz frazeologik va idiomatik birliklarni ikki tilli lug‘atlarga kiritishda bir nechta ilmiy va amaliy jihatlar muhim ahamiyatga ega. Avvalo, natijalar shuni ko‘rsatadiki, ko‘plab muqobilsiz birliklarning ingliz tilida to‘liq frazeologik yoki idiomatik ekvivalenti mavjud emas, shuning uchun izoh berish va kontekstual moslik asosiy tarjima strategiyalari sifatida ajralib turadi. Bu yondashuv, nafaqat birlikning asosiy ma’nosini saqlab qoladi, balki foydalanuvchiga frazeologik va madaniy nuanslarni tushuntirish imkonini beradi. Misol sifatida “Boshini osmonga tekkizmoq” va “Chorak soatga yetishmoq” birliklari keltiriladi, ular ingliz tilida literal ekvivalent orqali ma’nosini yetkazsa ham, izoh berish orqali to‘liq tushunarlilikka erishish mumkin.

Shuningdek, madaniy tafovutlar frazeologik va idiomatik birliklarni tarjima qilishda muhim omil hisoblanadi. Ko‘plab o‘zbek frazeologik birliklari ingliz tilida faqat kontekstga mos keladigan ekvivalentlar orqali ifodalanadi. Masalan, “Olti o‘qqa bir qurol” ingliz tilida “kill two birds with one stone” frazeologik ekvivalenti orqali tarjima qilinadi, lekin ba’zi birliklar, masalan “Chorak soatga yetishmoq”, kontekstga qarab “to be just in time” tarzida tushuntiriladi. Bu natija ikki tilli lug‘atlarni yaratishda tarjimonning madaniy va stilistik tafovutlarni hisobga olishi zarurligini tasdiqlaydi. Frazeologik birliklarning semantik tuzilishi va ularning idiomatik xususiyati tarjima jarayonida muqobilsizligini belgilaydi. Tadqiqot natijalaridan ma’lum bo‘ldiki, ba’zi frazeologik birliklar ingliz tilida ekvivalentga ega bo‘lsa-da, ularning madaniy va stilistik ohangi to‘liq saqlanmaydi. Misol uchun, “Tomoq ochmoq” birlikning asosiy ma’nosi ingliz tilida “to eat” bilan ifodalanadi, ammo uning nuanslari va stilistik ohangi faqat izoh berish orqali foydalanuvchiga yetkaziladi. Shu sababli, muqobilsiz birliklarni lug‘atlarga kiritishda semantik ekvivalent bilan birga kontekstual va madaniy izoh berish talab etiladi.

Xulosa

Tadqiqot shuni ko‘rsatdiki, muqobilsiz frazeologik va idiomatik birliklarni ikki tilli lug‘atlarga kiritishda asosiy yondashuvlar-semantik ekvivalentni saqlash, kontekstual va madaniy moslikni ta’minlash, hamda izoh berishdir. Ko‘p birliklarning ingliz tilida to‘liq ekvivalenti yo‘q bo‘lgani sababli, izoh va misollar foydalanuvchiga ma’noni to‘liq tushuntirishda muhim vosita bo‘ladi. Umuman olganda, frazeologik va idiomatik birliklarning

lug‘atlardagi tizimli va izchil ifodalanishi tarjima amaliyoti, til o‘rganuvchilari va tarjimonlar uchun katta pedagogik va amaliy qiymatga ega.

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Socio- communicative strategies in English and Uzbek newspaper discourse: A comparative study

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Annotation *Newspaper discourse plays a crucial role in shaping public opinion and reflecting socio-cultural values within a given society. This study aims to examine the socio-communicative strategies employed in English and Uzbek newspaper discourse from a comparative perspective. Drawing on a qualitative analysis of selected newspaper texts, the research explores how linguistic choices reflect cultural norms, ideological orientations, and communicative intentions in different media environments. The findings reveal that English newspaper discourse tends to prioritize individualism, critical engagement, and pluralism of opinions, whereas Uzbek newspaper discourse emphasizes social stability, collective responsibility, and indirect evaluative strategies. These differences demonstrate the influence of national mentality and cultural traditions on the functional and stylistic features of newspaper communication. The study contributes to cross-cultural media linguistics by highlighting how socio-communicative practices are shaped by broader societal frameworks. Furthermore, the study underscores the importance of incorporating socio-cultural awareness into media discourse analysis and language education. Understanding these differences can enhance learners' critical media literacy and intercultural competence. Future research may focus on digital media platforms to examine how these socio-communicative patterns evolve in online news environments.*

Keywords *Newspaper discourse, socio-communicative strategies, media linguistics, English press, Uzbek press, discourse analysis*

Ingliz va o'zbek gazeta diskursida ijtimoiy-kommunikativ strategiyalar: qiyosiy tahli

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Annotatsiya *Gazeta diskursi jamiyatda jamoatchilik fikrini shakllantirishda hamda ijtimoiy-madaniy qadriyatlarni aks ettirishda muhim rol o'ynaydi. Ushbu tadqiqot ingliz va o'zbek gazeta diskursida qo'llaniladigan ijtimoiy-kommunikativ strategiyalarni qiyosiy nuqtai nazardan o'rganishga qaratilgan. Tanlab olingan gazeta matnlarining sifat tahliliga asoslanib, tadqiqot turli media muhitlarida lingvistik*

tanlovlarning madaniy me'yorlar, mafkuraviy yo'nalishlar va kommunikativ niyatlarni qanday aks ettirishini o'rganadi. Tadqiqot natijalari shuni ko'rsatadiki, ingliz gazeta diskursi individualizm, tanqidiy yondashuv va fikrlar plyuralizmini ustuvor deb biladi, o'zbek gazeta diskursi esa ijtimoiy barqarorlik, jamoaviy mas'uliyat va bilvosita baholash strategiyalariga urg'u beradi. Ushbu farqlar milliy mentalitet va madaniy an'analarning gazeta kommunikatsiyasining funksional hamda stilistik xususiyatlariga ta'sirini namoyon etadi. Tadqiqot ijtimoiy-kommunikativ amaliyotlarning kengroq ijtimoiy tuzilmalar ta'sirida shakllanishini yoritish orqali madaniyatlararo media lingvistikasiga hissa qo'shadi. Shuningdek, tadqiqot natijalari media diskursini tahlil qilishda hamda til o'qitish jarayonida sotsiomadaniy omillarni hisobga olish muhimligini ko'rsatadi. Bu farqlarni anglash o'quvchilarning tanqidiy media savodxonligini va madaniyatlararo kompetensiyasini rivojlantiradi. Kelgusida tadqiqotlar raqamli media muhitida ushbu xususiyatlarning o'zgarishini o'rganishga qaratilishi mumkin.

Kalit so'zlar *Gazeta diskursi, ijtimoiy-kommunikativ strategiyalar, media lingvistika, ingliz matbuoti, o'zbek matbuoti, diskurs tahlili*

Социокоммуникативные стратегии в английском и узбекском газетном дискурсе: сравнительный анализ

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Аннотация *Газетный дискурс играет важную роль в формировании общественного мнения и отражении социокультурных ценностей в обществе. Данное исследование направлено на изучение социокоммуникативных стратегий, используемых в английском и узбекском газетном дискурсе, с сравнительной точки зрения. Основываясь на качественном анализе отобранных газетных текстов, исследование рассматривает, каким образом языковые средства отражают культурные нормы, идеологические установки и коммуникативные намерения в различных медийных средах. Полученные результаты показывают, что английский газетный дискурс ориентирован на индивидуализм, критическое мышление и плюрализм мнений, тогда как узбекский газетный дискурс акцентирует внимание на социальной стабильности, коллективной ответственности и косвенных оценочных стратегиях. Эти различия демонстрируют влияние национального менталитета и культурных традиций на функциональные и стилистические особенности газетной коммуникации. Исследование вносит вклад в межкультурную медиалингвистику, подчеркивая, что социокоммуникативные практики формируются под воздействием более*

широких общественных структур. Кроме того, результаты исследования подчеркивают важность учета социокультурных факторов при анализе медиадискурса и обучении языку. Понимание данных различий способствует развитию критической медиаграмотности и межкультурной компетенции обучающихся. Перспективным направлением дальнейших исследований является анализ цифровых медиа и трансформации дискурсивных стратегий.

Ключевые слова *Газетный дискурс, социокоммуникативные стратегии, медиалингвистика, английская пресса, узбекская пресса, дискурс-анализ*

Introduction

In contemporary society, mass media serve as one of the primary mechanisms through which social reality is constructed and interpreted. Among various forms of media communication, newspaper discourse occupies a central position due to its role in disseminating information, shaping public opinion, and influencing collective attitudes toward political, economic, and cultural processes. From a linguistic perspective, newspaper discourse represents a complex communicative phenomenon in which language functions not merely as a means of reporting events but also as a tool for evaluation, interpretation, and persuasion.

According to functional linguistic theory, language operates as a social semiotic system in which meaning is shaped by social context and communicative purpose (Halliday, 1978). Consequently, the linguistic structure of newspaper texts reflects the ideological orientations and cultural values prevalent within a given society. Media discourse does not simply mirror reality; rather, it actively participates in constructing social meaning by selecting particular topics, framing events, and employing evaluative language that guides readers' interpretation of information (Fairclough, 1995).

In this regard, comparative analysis of newspaper discourse across linguistic communities provides valuable insights into how socio-cultural traditions influence communicative strategies in publicistic communication. English and Uzbek newspaper discourses, while belonging to the same functional style, demonstrate distinct approaches to criticism, audience positioning, and representation of social values. The present study aims to examine these differences by analyzing socio-communicative characteristics embedded in contemporary media texts.

Scholarly interest in media discourse has grown considerably over the past decades, particularly within the framework of discourse analysis and critical linguistics. Researchers have emphasized that newspaper language reflects institutional practices and ideological structures that shape the production and interpretation of news texts (Fowler, 1991). The communicative function of newspaper discourse extends beyond the transmission of factual information, encompassing the interpretation of events and the formation of evaluative judgments within public consciousness.

Van Dijk (1988) argues that news discourse is intrinsically linked to social cognition and cultural context, as it is produced within specific institutional and ideological environments. From this perspective, linguistic choices in media texts are influenced by broader societal frameworks that determine acceptable norms of criticism, politeness, and social interaction. Similarly, Bell (1991) notes that journalistic discourse is shaped by audience expectations and cultural

conventions that guide the presentation of information in different communicative contexts.

Studies in cross-cultural media communication have demonstrated that newspaper discourse varies significantly across societies in terms of evaluative strategies and communicative orientation. While Western media traditions often prioritize individualism and open debate, media systems in other cultural contexts may emphasize social harmony, respect for authority, and collective responsibility (Rahmatullayev, 2005). These differences are reflected in the stylistic and pragmatic features of newspaper texts, including patterns of criticism, lexical choice, and audience engagement.

Methodology

The present research employs a qualitative comparative approach to examine socio-communicative strategies in English and Uzbek newspaper discourse. The data for analysis were collected from contemporary newspaper publications representing both linguistic communities. Selected texts were analyzed in terms of evaluative language use, patterns of criticism, audience positioning, and representation of social values.

Comparative discourse analysis was applied to identify similarities and differences in communicative strategies employed in English and Uzbek media texts. Particular attention was paid to the ways in which linguistic choices reflect culturally specific norms governing public communication and social interaction.

Results

Explicit vs. Implicit Evaluative Strategies in Newspaper Discourse

Drawing on a qualitative analysis of selected newspaper texts, the contrast between English and Uzbek media discourse becomes particularly visible in the realization of evaluative language and audience positioning.

1. **Individualism and Critical Engagement in English Newspaper Discourse**

English newspaper discourse frequently foregrounds explicit evaluation and individual agency. For instance, an article published in *The Guardian* states:

"Ministers have been accused of failing to tackle the housing shortage as rents continue to rise across the UK" (Booth, 2023).

The phrase *have been accused of failing* functions as an overt evaluative marker. It explicitly attributes responsibility to government officials and frames the situation in terms of accountability. The lexical choice *failing* conveys negative judgment, thereby encouraging readers to critically assess policy effectiveness.

Similarly, a report from *BBC News* notes:

"Households are being forced to make difficult choices as living costs continue to climb"
(Jones, 2022).

Here, the expression *make difficult choices* positions readers as autonomous decision-makers navigating socio-economic challenges. The emphasis on "households" highlights individual social units rather than collective entities. These linguistic strategies reflect a socio-communicative orientation toward individual responsibility and analytical engagement.

2. **Collective Orientation and Indirect Evaluation in Uzbek Newspaper Discourse**

In contrast, Uzbek newspaper discourse tends to embed evaluation within informational structures and frame developments in terms of collective benefit. For example, an article in *Xalq so'zi* reports:

"Bandlikni ta'minlash maqsadida hududlarda yangi loyihalar izchil amalga oshirilmoqda"
(Rasulov, 2023).

The expression *izchil amalga oshirilmoqda* carries a positive evaluative meaning; however, it is presented as part of a neutral descriptive statement. There is no explicit attribution of failure or criticism.

Instead, the evaluation is integrated implicitly within the narrative of systematic progress.

Likewise, a headline in *Pravda Vostoka* reads:

"Yangi transport loyihalari aholining turmush darajasini yaxshilashga xizmat qiladi" (Tursunov, 2022).

The use of the collective noun *aholi* emphasizes communal welfare rather than individual experience. The verb phrase *xizmat qiladi* frames governmental initiatives as socially beneficial without inviting critical scrutiny.

Comparative interpretation

The comparative analysis demonstrates that English newspaper discourse externalizes evaluation through explicit critical markers and dialogic positioning, thereby reinforcing traditions of pluralism and public debate. Readers are constructed as independent evaluators capable of questioning institutional decisions.

Conversely, Uzbek newspaper discourse integrates evaluation within contextualized reporting and foregrounds collective well-being. The absence of direct accusatory language suggests a socio-communicative preference for social cohesion and constructive representation.

Thus, linguistic choices in both media environments reflect deeper cultural norms: English discourse aligns with individualistic and debate-oriented communicative models, whereas Uzbek discourse prioritizes stability, consensus, and collective responsibility.

Discussion and Conclusion

The observed distinctions in socio-communicative strategies can be attributed to historical and cultural factors influencing media communication in each linguistic context. English newspaper discourse reflects traditions of public debate and freedom of expression that encourage open criticism and dialogic interaction with readers. As a result, journalistic texts often employ explicit evaluative language and rhetorical strategies aimed at stimulating discussion and analytical thinking.

Conversely, Uzbek newspaper discourse reflects socio-cultural norms that prioritize stability, consensus, and respect for authority. The emphasis on social harmony influences the linguistic presentation of information, leading to the use of indirect criticism and explanatory discourse structures. These communicative practices contribute to the maintenance of collective identity and social cohesion within the media environment.

The comparative analysis of English and Uzbek newspaper discourse demonstrates that socio-cultural context plays a crucial role in shaping communicative strategies employed in media texts. While both discourse traditions aim to inform and engage the public, they differ in their approach to evaluation, criticism, and audience interaction. English newspaper discourse tends to promote critical engagement and pluralism, whereas Uzbek newspaper discourse emphasizes clarity, social stability, and collective responsibility. Understanding these cross-cultural differences contributes to a deeper insight into the interaction between language, media, and society in contemporary public communication.

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Cultural determinants of nationally specific metaphorical models in Russian and Spanish slang

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Annotation *This article presents a comparative analysis of cultural determinants shaping metaphorical models in Russian and Spanish slang. Despite a substantial body of cognitive linguistics research, cultural conditioning of metaphorisation in substandard vocabulary of these two languages remains underexplored. The study's novelty lies in describing the hierarchical organisation of cultural determinants that generate nationally specific metaphorical models. A corpus of 4,199 units was compiled via systematic sampling from authoritative lexicographic sources (1,970 Russian; 2,229 Spanish); the MIPVU metaphor identification procedure and frame analysis were applied. Results show that archetypal schemas CONTAINER, PATH, and FORCE cover 85-89% of the material in both languages, while nationally specific frames account for approximately 30% of the corpus. Dominant cultural determinants in Russian slang are ROAD, HOME, FREEDOM, and FATE; in Spanish – HONOUR, PASSION, DEATH, and FESTIVITY. The findings verify Extended Conceptual Metaphor Theory and clarify the mechanism of cultural filters operating at the level of conceptual domains. Results are applicable to lexicographic practice, the methodology of teaching Spanish and Russian as foreign languages, as well as to the theory and practice of intercultural communication.*

Keywords *Conceptual metaphor, cultural determinant, slang, nationally specific models, Russian language, Spanish language, cognitive linguistics, contrastive linguistics*

Rus va ispan slengidagi milliy o‘ziga xos metaforik modellarning madaniy determinantlari

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Annotatsiya *Maqola rus va ispan slengidagi metaforik modellarning madaniy determinantlarini qiyosiy tahlil qilishga bag‘ishlangan. Kognitiv tilshunoslikda olib borilgan keng qamrovli tadqiqotlarga qaramay, ushbu ikki tildagi substandart leksikada metaforalashtirishning madaniy shartlanganligi muammosi yetarli darajada o‘rganilmagan. Tadqiqotning ilmiy yangiligi milliy o‘ziga xos metaforik modellarni shakllantiruvchi madaniy determinantlarning ierarxik tashkil topishini tavsiflashdan iborat. Obro‘li leksikografik manbalardan to‘liq tanlab olish usuli asosida 4 199 birlikdan iborat korpus tuzildi (1 970 – rus slengi, 2 229 – ispan slengi); MIPVU metaforani identifikatsiyalash metodikasi va freym tahlili qo‘llanildi. Natijalar shuni ko‘rsatdiki, IDISH, YO‘L va KUCH arxetipik sxemalari ikkala tildagi materialning 85–89 foizini qamrab oladi. Milliy o‘ziga xos freymlar korpusning taxminan 30 foizini tashkil etadi: rus slengida YO‘L, UY, ERKINLIK, TAQDIR konseptlari; ispan slengida esa – SHARAF, EHTIROS, O‘LIM, BAYRAM konseptlari dominant hisoblanadi. Olingan natijalar kengaytirilgan konseptual metafora nazariyasini tasdiqlaydi hamda konseptual domenlar darajasida madaniy filtrlar ta’sirini ko‘rsatadi. Tadqiqot*

natijalari leksikografik amaliyotda, ispan va rus tillarini xorijiy til sifatida o'qitish metodikasida, shuningdek, madaniyatlararo muloqot nazariyasi va amaliyotida qo'llanilishi mumkin.

Kalit so'zlar *Konseptual metafora, madaniy determinant, sleng, milliy o'ziga xos modellar, rus tili, ispan tili, kognitiv tilshunoslik, qiyosiy tilshunoslik*

Культурные детерминанты национально-специфических метафорических моделей в русском и испанском сленге

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Аннотация *Статья посвящена сопоставительному анализу культурных детерминантов метафорических моделей в русском и испанском сленге. Несмотря на значительный корпус когнитивно-лингвистических исследований, проблема культурной обусловленности метафоризации в субстандартной лексике двух языков остаётся недостаточно разработанной. Научная новизна работы состоит в описании иерархической организации культурных детерминантов, формирующих национально-специфические метафорические модели. Методом сплошной выборки из авторитетных лексикографических источников сформирован корпус из 4 199 единиц (1 970 – русский сленг, 2 229 – испанский сленг); применялись процедура идентификации метафор MIPVU и фреймовый анализ. Результаты показали, что архетипические схемы КОНТЕЙНЕР, ПУТЬ и СИЛА охватывают 85-89% материала в обоих языках. Национально-специфические фреймы составляют около 30% корпуса: в русском сленге доминируют концепты ДОРОГА, ДОМ, ВОЛЯ, СУДЬБА; в испанском – ЧЕСТЬ, СТРАСТЬ, СМЕРТЬ, ПРАЗДНИК. Полученные данные верифицируют расширенную концептуальную теорию метафоры и раскрывают механизм культурных фильтров, действующих на уровне концептуальных доменов. Результаты применимы в лексикографической практике, методике преподавания испанского и русского как иностранных языков, а также в теории и практике межкультурной коммуникации.*

Ключевые слова *Концептуальная метафора, культурный детерминант, сленг, национально-специфические модели, русский язык, испанский язык, когнитивная лингвистика, сопоставительное языкознание*

Введение

Сленг занимает особое место среди объектов современной когнитивной лингвистики: будучи наиболее динамичным и социально маркированным пластом лексики, он отражает те изменения в концептуализации действительности, которые происходят на стыке культурного опыта и языковой инновации. Концептуальные метафоры,

структурирующие сленговые единицы, представляют собой не просто риторические украшения, но устойчивые когнитивные схемы, посредством которых носители языка осмысляют реальность (Lakoff & Johnson, 1980; 5). Вместе с тем очевидно, что несмотря на значительный общечеловеческий компонент метафорической системы, конкретный «выбор» той или иной сферы-источника во многом детерминирован культурными факторами – историческими, аксиологическими, социальными (Kövecses, 2005; 231).

Сопоставительное изучение сленговой метафорики в типологически и культурно различных языках – в данном случае русском и испанском – позволяет с высокой степенью точности разграничить универсальные и культурно-специфические составляющие метафорической системы. Актуальность такого подхода определяется несколькими факторами. Во-первых, оба языка обладают богатой традицией субстандартной лексики, детально задокументированной в лексикографических источниках, что обеспечивает сопоставимость эмпирических данных. Во-вторых, русская и испанская лингвокультуры формировались в существенно различных цивилизационных контекстах, что создаёт оптимальные условия для выявления именно культурного компонента метафорической детерминации. В-третьих, когнитивно-лингвистический анализ сленга по-прежнему остаётся периферийной, хотя и стремительно развивающейся областью по сравнению с изучением метафорики литературного языка (Eble, 1996; Coleman, 2012).

Проблемная область исследования очерчивается следующим образом: каким образом и в какой степени культурные детерминанты – исторические архетипы, аксиологические доминанты, социальные практики – обусловливают национально-специфические метафорические модели в русском и испанском сленге? Какова иерархия этих детерминантов и где пролегает граница между культурно-специфическим и универсальным?

Цель настоящей статьи – провести систематический сопоставительный анализ культурных детерминантов метафорических моделей в русском и испанском сленге на основе корпусных данных, выявить иерархическую структуру взаимодействия универсальных архетипических схем и национально-специфических фреймов, а также охарактеризовать основные лингвокультурные концепты, выполняющие роль культурных фильтров метафоризации в каждом из исследуемых языков.

Теоретической базой служат концептуальная теория метафоры Дж. Лакоффа и М. Джонсона (1980), теория вариативности метафоры З. Ковечеша (2005, 2020), расширенная концептуальная теория метафоры (Extended CMT) (Kövecses, 2020), культурная лингвистика Ф. Шарифиана (2017), а также когнитивная социолингвистика Г. Кристиансена и Р. Дирвена (2008). Материалом исследования послужил корпус из 4 199 сленговых единиц, извлечённых методом сплошной выборки из словарей В.С. Елистратова, Т.Г. Никитиной, Д. Карбонелля Бассета и Х. Санмартин Саес (Елистратов, 2000; Никитина, 2015; Carbonell Basset, 2000; Sanmartín Sáez, 1998).

Изучение культурного измерения метафоры в рамках когнитивной лингвистики имеет протяжённую историю. Пионерский труд Дж. Лакоффа и М. Джонсона «Метафоры, которыми мы живём» (1980) наглядно показал, что метафора является не стилистическим украшением, а фундаментальным когнитивным механизмом. Однако ранние работы в рамках этой парадигмы тяготели к поиску универсальных структур, отодвигая культурную специфику на второй план (Johnson, 1987; Grady, 1997).

Поворотным пунктом стала монография З. Ковечеша (2005), в которой автор систематически исследовал взаимодействие универсального и культурно-специфического в метафорической системе. Опираясь на кросс-лингвистический материал – прежде всего английского, венгерского и испанского языков, – Ковечеш выделил два типа факторов метафорической вариативности: дифференцированный опыт (differential experience) и дифференцированные когнитивные предпочтения (differential cognitive preferences) (Kövecses, 2005; 231–232). Эта концептуальная рамка получила дальнейшее развитие в его же расширенной теории концептуальной метафоры (Extended CMT), где в число «контекстуальных факторов» метафорообразования включены среда, тело, история и культура (Kövecses, 2020).

В русистике проблема культурной обусловленности метафоры разрабатывалась преимущественно в контексте политического дискурса – в частности, в трудах А. П. Чудинова (2001) – и фразеологии (Телия, 1996; Арутюнова, 1990). Применительно к сленгу русскоязычная традиция тяготела к лексикографическому описанию (Елистратов, 2000; Никитина, 2015; Химик, 2000) при недостаточной теоретической разработке когнитивных аспектов. В испанистике фреймовый и концептуальный анализ сленга представлен работами А. Бриса (1998), Х. Санмартин Саес (1998), а также лингвокогнитивными исследованиями в русле испанской когнитивной лингвистики (Ibarretxe-Antuñano & Valenzuela, 2012). Вопросы региональной вариативности испанского сленга в условиях языковых контактов рассмотрены применительно к центральноамериканскому ареалу (Абдуллаев, 2025); процессы метафорического моделирования от когнитивных структур к языковым реализациям в испанском сленге проанализированы в (Abdullaev, 2025).

Применение методологии культурной лингвистики к сленговому материалу – сравнительно новое направление. Г. Палмер (1996) и Ф. Шарифиан (2017) обосновали теоретические основания для изучения культурных концептуализаций в субстандартном дискурсе, а К. Кристиансен и Р. Дирвен (2008) предложили инструментарий когнитивной социолингвистики для анализа языковой вариативности. Вместе с тем сопоставительное исследование, охватывающее одновременно обе языковые системы в когнитивно-культурологическом ключе, по-прежнему представляет значительный исследовательский интерес. Именно этот пробел призвана заполнить настоящая работа.

Теоретические основания

Концептуальная теория метафоры, заложенная Дж. Лакоффом и М. Джонсоном (1980), исходит из принципа, согласно которому абстрактные понятийные области (сферы-цели) структурируются посредством более конкретных (сфер-источников) через систему устойчивых соответствий (маппингов). Из этого принципа следует, что анализ метафорической системы языка позволяет реконструировать когнитивную картину мира его носителей. Фундаментальный вопрос, остававшийся дискуссионным вплоть до концепции Ковечеша, состоял в следующем: в какой мере эти когнитивные структуры универсальны, а в какой – культурно специфичны?

Согласно позиции Ковечеша (2005; 35), определённый класс концептуальных метафор опирается на универсальный телесный опыт: такие метафоры, как ХОРОШЕЕ – НАВЕРХУ / BAD IS DOWN, БОЛЬШЕ – НАВЕРХУ / MORE IS UP, являются, по существу, физиологически обоснованными. Однако там, где телесный

опыт варьируется или дополняется культурными практиками, – в частности, в сфере социальных отношений, эмоций, морали – культурные модели начинают действовать как фильтры, определяя, какие именно аспекты сферы-источника активируются при метафорическом переносе. А. Вежбицкая (1992) убедительно показала, что даже, казалось бы, «нейтральные» базовые понятия – такие как «дом» или «путь» – несут существенную культурную нагрузку, порождая различные метафорические следствия в разных лингвокультурах.

Для настоящего исследования принципиальным является разграничение четырёх аналитических уровней метафорической организации: (I) универсальные архетипические схемы (image schemas по Дж. Джонсону (1987)); (II) концептуальные домены с устойчивыми маппингами; (III) культурные фреймы, включая национально-специфические и субкультурные; (IV) контекстуальные реализации в конкретных сленговых единицах. Данная иерархия согласуется с расширенной теорией концептуальной метафоры (Kövecses, 2020), где подчёркивается роль культурного контекста как самостоятельного фактора, надстраивающегося над телесным воплощением (embodiment). Схематически данная модель представлена на рис. 1.

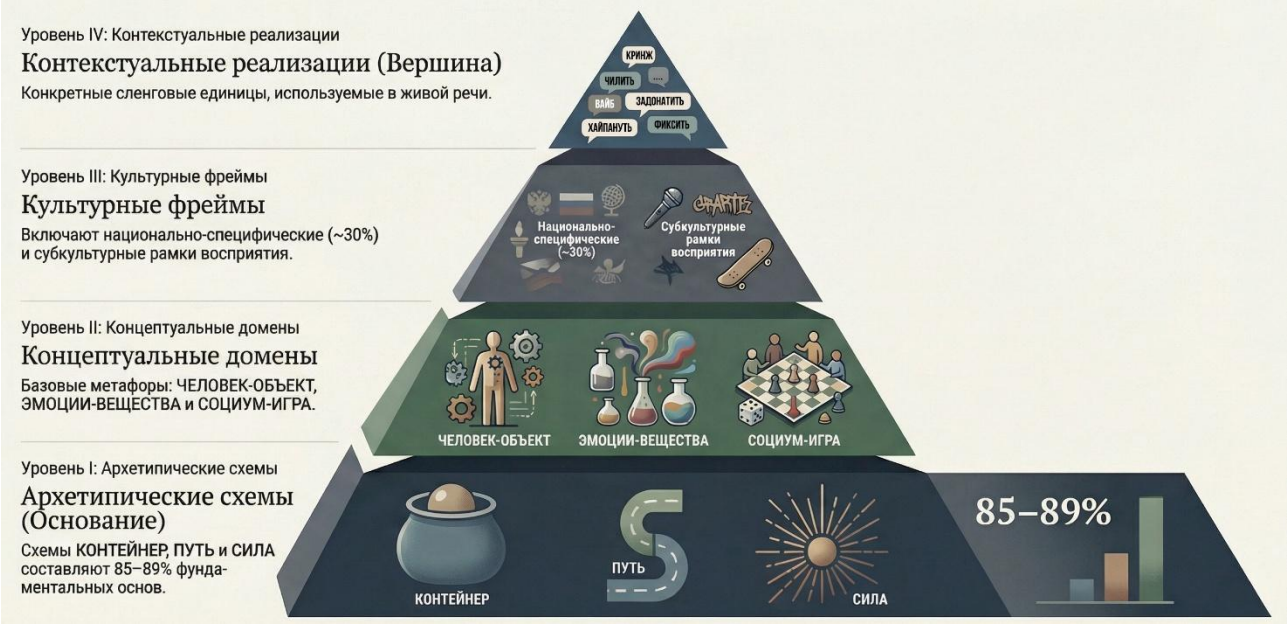


Рисунок 1. *Иерархическая модель культурной детерминации метафорических систем в сленге*

Культурный детерминант – понятие, используемое в данной работе как рабочий термин, – обозначает устойчивый историко-культурный, аксиологический или социальный фактор, систематически обусловливающий выбор сферы-источника при метафорическом переносе в рамках конкретной лингвокультуры. Культурные детерминанты действуют не как жёсткие «запреты» или «предписания», а как фоновые ориентиры, формирующие когнитивную среду метафоризации – то, что Ф. Шарифиан называет «культурными концептуализациями» (Sharifian, 2017; 15). Сленг, в отличие от кодифицированного языка, особенно прозрачен для действия этих детерминантов, поскольку его единицы создаются и функционируют в границах

конкретных социальных групп с высокой степенью культурной гомогенности (Eble, 1996; 11; Coleman, 2012; 3).

Материал и Методология исследования

Эмпирическую базу исследования составил корпус из 4 199 сленговых единиц, отобранных методом сплошной выборки из русскоязычных и испаноязычных лексикографических источников. В русскоязычной части использовались «Словарь русского арго» В. С. Елистратова (2000) и «Молодёжный сленг: толковый словарь» Т. Г. Никитиной (2015), что обеспечило охват как молодёжного сленга, так и субкультурного арго советского и постсоветского периодов. Для испанского материала задействовались «Gran diccionario del argot el sohez» Д. Карбонелля Бассета (2000) и «Diccionario de argot» Х. Санмартин Саес (1998), а также данные корпуса разговорной речи Национального корпуса испанского языка (CREA). Итоговый корпус составили 1 970 русских и 2 229 испанских единиц.

Критерием включения единицы в корпус служило наличие у неё метафорического значения, устанавливаемого по словарным дефинициям с опорой на методику идентификации метафор MIPVU (Metaphor Identification Procedure Vrije Universiteit Amsterdam) (Steen et al., 2010). Данная процедура предполагает сравнение контекстуального и базового значений лексемы: слово квалифицируется как метафорически употреблённое, если его контекстуальное значение может быть понято через сравнение с более конкретным базовым значением. Применение стандартизированной процедуры обеспечило воспроизводимость результатов и минимизировало интерпретативный произвол.

Каждая отобранная единица подверглась многоуровневому анализу. На первом этапе определялась сфера-источник метафорического переноса и её принадлежность к одной из универсальных архетипических схем. На втором этапе устанавливался концептуальный домен – устойчивый маппинг между двумя понятийными областями (например, «ЧЕЛОВЕК как ОБЪЕКТ», «ЭМОЦИИ как ВЕЩЕСТВА»). На третьем этапе выявлялась принадлежность к национально-специфическому или субкультурному фрейму посредством сопоставительного анализа: единица квалифицировалась как культурно-специфическая, если аналогичный маппинг отсутствовал в корпусе другого языка либо реализовывался посредством иных культурных образов. Четвёртый этап – описание контекстуальной реализации в конкретных сленговых высказываниях.

Статистическая обработка данных включала подсчёт абсолютных частот и их перевод в процентные показатели по отношению к объёму корпуса каждого языка, что обеспечило сопоставимость результатов при неодинаковом объёме подкорпусов. Для проверки значимости различий в распределениях применялся критерий χ^2 (хи-квадрат); статистически значимыми считались различия при $p < 0,05$.

Результаты исследования

Результаты анализа показали, что метафорические модели в русском и испанском сленге организованы иерархически: от относительно универсальных архетипических схем к высококультурно-специфическим фреймам. Представим полученные данные последовательно по уровням анализа.

Уровень I: архетипические схемы. Три базовые архетипические схемы – КОНТЕЙНЕР, ПУТЬ и СИЛА – охватывают подавляющее большинство метафорического материала в обоих языках: 88,5% в русском корпусе и 85,2% в испанском. Схема КОНТЕЙНЕР занимает лидирующую позицию (34,7% и 33,0% соответственно): она реализуется в

сленговых номинациях, концептуализирующих психику, сознание, эмоциональное состояние как некое вместилище – рус. *быть не в себе*, *выйти из себя*; исп. *estar fuera de sus casillas* "быть в состоянии аффекта", *salir de sus cabales* "лишиться рассудка". Архетип ПУТЬ представлен в 28,3% русского и 27,5% испанского материала: рус. *дойти до ручки*, *съехать с катушек*; исп. *ir por mal camino*, *estar en el buen rollo*. Архетип СИЛА фиксируется с практически идентичной частотностью в обоих языках – 21,8%: рус. *убить* (сильно поразить), *зарядить* (дать энергию); исп. *matar* (быть очень привлекательным), *estar prendido* (быть возбуждённым).

Уровень II: концептуальные домены. На промежуточном уровне выделяются четыре устойчивые доменные структуры. Модель «ЧЕЛОВЕК как ОБЪЕКТ» демонстрирует наибольшую частотность – 20,4% в русском и 17,1% в испанском корпусе; разница статистически значима ($\chi^2 = 8,3$, $p < 0,01$), что свидетельствует о более выраженной тенденции к овеществлению социальных отношений в русском сленге. Рус. *тело*, *машина*, *мосол*; исп. *cuerpo*, *máquina*, *flaco*. Модель «ЭМОЦИИ как ВЕЩЕСТВА» устойчиво присутствует в обоих корпусах (14,1% и 14,6%): рус. *кипеть*, *переливать*; исп. *hervir*, *derretirse*. Модель «СОЦИУМ как ИГРА» показывает статистически значимые различия (11,1% vs. 15,9%, $\chi^2 = 12,7$, $p < 0,001$), причём в испанском сленге она существенно более развита, что соотносится с карнавальной и игровой составляющей испанской культуры.

Уровень III: культурные фреймы. Данный уровень демонстрирует наибольшую межъязыковую вариативность. Национально-специфические фреймы охватывают 29,9% русского и 31,1% испанского материала; субкультурные – 36,4% и 37,7% соответственно. Именно на этом уровне наиболее отчётливо проявляется действие культурных детерминантов.

В русском сленге функцию ведущих культурных детерминантов выполняют четыре лингвокультурных концепта. Концепт ДОРОГА / ПУТЬ, укоренённый в исторической практике освоения пространства и православной идее жизненного пути, порождает разветвлённую метафорическую цепочку: *слететь с катушек*, *покатиться по наклонной*, *вырулить*, *занесло*. Концепт ДОМ / СВОЁ-ЧУЖОЕ отражает коллективистскую ценностную систему и бинарное деление социального пространства: *свой*, *чужак*, *наш брат*, *не в масть*. Концепт ВОЛЯ, специфический для русской аксиологии (Чудинов, 2001), реализуется в метафорах свободы/несвободы: *под колпаком*, *в загоне*, *на воле*. Концепт СУДЬБА / ФАТУМ, связанный с культурной установкой на непреодолимость внешних обстоятельств, детерминирует такие единицы, как *попал*, *кирдык*, *труба* (о безвыходном положении).

В испанском сленге ведущими культурными детерминантами выступают иные концепты. Концепт ЧЕСТЬ / HONRA, исторически значимый для иберийской культурной традиции (Sanmartín Sáez, 1998; 23), детерминирует метафоры достоинства и репутации: *tener cara* (иметь наглость / лицо), *quedar bien / mal* (хорошо / плохо выглядеть в чужих глазах). Концепт СТРАСТЬ / PASIÓN обусловливает гиперболические метафоры интенсивности переживания: *estar colado* (быть сильно влюблённым, дословно: "быть просочившимся"), *flipar* (быть в восторге). Концепт СМЕРТЬ / MUERTE – в духе средиземноморской карнавализации смерти (Briz, 1998; 56) – функционирует как метафора крайней степени любого переживания: *te mato* (ты меня убиваешь – о чём-то восхитительном), *me muero* (умираю от восхищения / смущения). Концепт ПРАЗДНИК / FIESTA формирует метафоры веселья, непринуждённого общения и группового единства: *estar de buen rollo*,

montar el número, qué juerga. Сопоставительная схема национально-специфических культурных детерминантов в обоих языках представлена на рис. 2.



Рисунок 2. *Национально-специфические культурные детерминанты метафорических моделей в русском и испанском сленге*

Уровень / Когнитивная структура	Рус. сленг, n	%	Исп. сленг, n	%	Универсаль-ность
I. Архетипические схемы	1 743	88,5	1 899	85,2	Высокая
– КОНТЕЙНЕР	684	34,7	736	33,0	++
– ПУТЬ	558	28,3	613	27,5	++
– СИЛА	429	21,8	486	21,8	++
II. Концептуальные домены (всего)	1 970	100,0	2 229	100,0	Средняя
– ЧЕЛОВЕК-ОБЪЕКТ	402	20,4	381	17,1	++
– ЭМОЦИИ-ВЕЩЕСТВА	278	14,1	325	14,6	++
– СОЦИУМ-ИГРА	219	11,1	354	15,9	+
– МЫШЛЕНИЕ-ДВИЖЕНИЕ	203	10,3	221	9,9	+
III. Культурные фреймы	1 306	66,3	1 533	68,8	Низкая
– Нац.-специфические	589	29,9	693	31,1	--
– Субкультурные	717	36,4	840	37,7	-

Таблица 1. *Иерархическая организация метафорических моделей в русском и испанском сленге*

Примечание: *++ высокая универсальность, + средняя универсальность, - низкая универсальность, -- культурно-специфические единицы.*

Особого внимания заслуживает феномен изоморфных структур с различным культурным наполнением – случаи, когда формально идентичная метафорическая модель обнаруживает принципиально разное аксиологическое содержание в двух языках. Наглядным примером служит модель «ОГОНЬ – ИНТЕНСИВНОСТЬ»: рус. *зажечь* акцентирует социальный, коллективный аспект (зажечь компанию, зажечь публику), тогда как исп. *estar ardiendo*, *ser un fuego* выдвигают на первый план индивидуальное эмоциональное состояние – страсть, сексуальное влечение, — что коррелирует с известной концепцией испанского культурного концепта страстности (Wierzbicka, 1992; 67).

Обсуждение результатов

Полученные данные в целом согласуются с положениями расширенной концептуальной теории метафоры З. Ковечеша (2020): действительно, архетипические схемы, опирающиеся на телесный опыт, образуют «ядро» метафорической системы, тогда как культурные фреймы формируют переменную «периферию». Вместе с тем ряд результатов уточняет и дополняет существующие теоретические положения.

Прежде всего обращает на себя внимание значительный удельный вес национально-специфических фреймов (~30% в обоих языках) при практически идентичном распределении архетипических схем. Это свидетельствует о том, что культурная детерминация действует не столько через «выбор» архетипической схемы (КОНТЕЙНЕР, ПУТЬ, СИЛА) – он, по существу, предопределён когнитивной архитектурой человека, – сколько через специфическое заполнение этих схем национально-культурным содержанием. Иными словами, и русский, и испанский носители языка концептуализируют психологическое состояние через схему КОНТЕЙНЕРА, однако в качестве конкретного «наполнителя» русский сленг апеллирует к понятиям власти и несвободы (*под колпаком*, *в загоне*), тогда как испанский – к понятиям страсти и интенсивности (*estar lleno de pasión*, *rebosar*).

Статистически значимые различия в представленности модели «СОЦИУМ как ИГРА» (11,1% vs. 15,9%) нуждаются в культурологической интерпретации. А. Брис (1998; 87) охарактеризовал испанскую разговорную речь как принципиально игровую, ориентированную на создание особой коммуникативной атмосферы. Карнавальная традиция в испанской культуре, описанная в целом ряде культурно-антропологических исследований, закономерно порождает более богатый репертуар игровых метафор в сленге. Примечательно, что латиноамериканские варианты испанского языка демонстрируют ещё более высокий показатель по данному параметру: в мексиканском городском сленге фиксируется около 18% метафор игрового домена.

Доминирование модели «ЧЕЛОВЕК как ОБЪЕКТ» в русском сленге (20,4% vs. 17,1%) может быть осмыслено в контексте историко-культурных детерминантов: советская и постсоветская эпохи с их специфической практикой деперсонализации и «инструментализации» человека формировали лингвокогнитивную среду, в которой метафора овеществления оказывалась особенно продуктивной (Химик, 2000; 134). Этот вывод согласуется с наблюдениями З.Д. Поповой и И.А. Стернина (2007) о специфике русского языкового сознания.

Феномен изоморфных структур с различным культурным наполнением представляется теоретически значимым: он демонстрирует, что культурные детерминанты действуют преимущественно на уровне концептуального заполнения (что именно подчёркивается в метафорическом маппинге), а не на уровне самой структуры маппинга. Это наблюдение

подтверждает тезис Ковечеша (2005; 231) о дифференцированных когнитивных предпочтениях как факторе метафорической вариативности: два сообщества могут использовать одну и ту же архетипическую схему, но систематически выделять разные её аспекты в соответствии с культурной аксиологией.

Выявленные результаты верифицируют применимость иерархической модели анализа к сленговому материалу. Ряд исследователей – в частности, А. Дейньян (2005; 57) – высказывали сомнения в адекватности инструментария концептуальной теории метафоры для субстандартного дискурса, указывая на его принципиально иную коммуникативную природу. Полученные данные опровергают этот скептицизм: сленговые метафоры обнаруживают точно такую же иерархическую организацию, как и метафоры литературного языка, – с поправкой на более высокий удельный вес субкультурных фреймов и более быструю динамику обновления лексического репертуара.

Ограничения исследования связаны прежде всего с синхроническим характером анализа: диахроническое измерение (изменение удельного веса тех или иных культурных детерминантов на протяжении XX–XXI вв.) остаётся за пределами рассмотрения. Кроме того, корпус ограничен пиренейским вариантом испанского языка; латиноамериканские варианты с их специфическими культурными детерминантами (mestizaje, революционная образность) составляют перспективный предмет отдельного исследования. Наконец, вопрос о гендерном и возрастном варьировании культурных детерминантов внутри каждой лингвокультуры заслуживает самостоятельной разработки.

Заключение

Проведённое сопоставительное исследование культурных детерминантов метафорических моделей в русском и испанском сленге позволяет сформулировать следующие выводы.

Метафорические системы обоих языков организованы иерархически и включают как высокоуниверсальные (архетипические схемы КОНТЕЙНЕРА, ПУТИ и СИЛЫ, охватывающие 85-89% материала), так и культурно-специфические компоненты (национально-специфические фреймы – около 30% корпуса). Сам факт столь значительного присутствия национальной специфики опровергает как гипотезу о принципиальной универсальности метафорических систем, так и чрезмерно релятивистские позиции, отрицающие общечеловеческую когнитивную составляющую.

Культурные детерминанты действуют преимущественно через специфическое заполнение универсальных схем национально-культурным содержанием, а не через выбор принципиально иных схем. В русском сленге доминирующими детерминантами выступают концепты ДОРОГА, ДОМ, ВОЛЯ и СУДЬБА, отражающие коллективистскую аксиологию и исторически сложившиеся социальные практики. В испанском сленге ведущую роль играют концепты ЧЕСТЬ, СТРАСТЬ, СМЕРТЬ и ПРАЗДНИК, коррелирующие с индивидуалистической ценностной системой и карнавальной культурной традицией.

С теоретической точки зрения полученные результаты верифицируют расширенную концептуальную теорию метафоры З. Ковечеша, подтверждая иерархическую природу метафорических систем и роль культурного контекста как самостоятельного уровня детерминации. В практическом плане выявленные закономерности открывают перспективы для разработки сопоставительных метафорических словарей, материалов для обучения испанскому и русскому как иностранным языкам, а также методических

рекомендаций в сфере межкультурной коммуникации. Дальнейшие исследования представляется целесообразным направить на диахронический анализ культурных детерминантов, расширение корпуса за счёт латиноамериканских вариантов испанского языка и разработку многоязычной сопоставительной базы данных сленговых метафор.

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A Study of Phrasal Verb Usage Versus One-Word Equivalents

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Annotation *This study investigates the functional, semantic, and pragmatic differences between English phrasal verbs and their one-word equivalents. While both forms often convey similar denotative meanings (e.g., continue vs. carry on, investigate vs. look into), their distribution across registers, stylistic value, cognitive processing, and communicative impact differ significantly. Drawing on insights from corpus linguistics, pragmatics, and second language acquisition, the paper examines how phrasal verbs function in spoken and written discourse, how they contribute to informality and idiomaticity, and why learners often avoid them in favor of Latinate verbs. The study argues that phrasal verbs are not merely lexical alternatives but pragmatically marked choices that shape tone, interpersonal distance, and discourse dynamics.This study contributes to the ongoing discussion of lexical variation by emphasizing the pragmatic and stylistic implications of choosing phrasal verbs over their one-word equivalents in different registers.*

Keywords *Phrasal verbs, one-word equivalents, register, idiomaticity, corpus linguistics, EFL learners, lexical choice*

Iborali fe’llarni ishlatish bilan bir so‘zli ekvivalentlarning solishtirma tahlili

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Annotatsiya *Ushbu tadqiqot ingliz tilidagi iborali fe'llar bilan ularning bir so‘zli ekvivalentlari o‘rtasidagi funksional, semantik va pragmatik farqlarni o‘rganadi. Ikkala shakl ham ko‘pincha bir xil denotativ ma’noni (masalan, continue va carry on, investigate va look into) ifodalasa-da, ularning registrlar bo‘ylab tarqalishi, uslubiy qiymati, kognitiv qayta ishlanishi va kommunikativ ta’siri sezilarli darajada farq qiladi. Korpus lingvistika, pragmatika va ikkinchi tilni o‘zlashtirish bo‘yicha olingan ma’lumotlarga tayangan holda, maqola frazal verblarning og‘zaki va yozma diskursda qanday funksiya bajarishini, ular norasmiylik va idiomatiklikka qanday hissa qo‘shishini hamda nega o‘quvchilar ko‘pincha ularni lotincha kelib chiqadigan*

fe'llarga afzal berib chetlab o'tishlarini o'rganadi. Tadqiqot shuni ko'rsatadiki, frazal verblar faqat lug'aviy muqobillar emas, balki pragmatik jihatdan belgilangan tanlov bo'lib, ular ohang, shaxslararo masofa va diskurs dinamikasini shakllantiradi. Ushbu tadqiqot turli registrlarda bir so'zli ekvivalentlarga nisbatan fe'l birikmalarini tanlashning pragmatik va uslubiy oqibatlarini ta'kidlash orqali leksik variatsiya bo'yicha davom etayotgan munozaraga hissa qo'shadi.

Kalit so'zlar *Fe'l birikmalari, bir so'zli ekvivalentlar, registr, idiomatiklik, korpus lingvistika, EFL o'rganuvchilari, leksik tanlov*

Исследование использования фразовых глаголов по сравнению с однословными эквивалентами

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Аннотация *В данном исследовании изучаются функциональные, семантические и прагматические различия между английскими фразовыми глаголами и их однословными эквивалентами. Хотя обе формы часто передают схожие денотативные значения (например, continue vs. carry on, investigate vs. look into), их распределение по регистрам, стилистическая ценность, когнитивная обработка и коммуникативное воздействие значительно различаются. Опираясь на данные корпусной лингвистики, прагматики и приобретения второго языка, в статье исследуется, как фразовые глаголы функционируют в устной и письменной речи, как они способствуют неформальности и идиоматичности, и почему учащиеся часто избегают их в пользу глаголов латинского происхождения. В исследовании утверждается, что фразовые глаголы являются не просто лексическими альтернативами, а прагматически обозначенными выборами, которые формируют тон, межличностную дистанцию и динамику дискурса. Данное исследование вносит вклад в продолжающуюся дискуссию о лексических вариациях, подчеркивая прагматические и стилистические последствия выбора фразовых глаголов вместо их однословных эквивалентов в разных регистрах.*

Ключевые слова *Фразовые глаголы, однословные эквиваленты, регистр, идиоматичность, корпусная лингвистика, изучающие английский как иностранный, лексический выбор*

English vocabulary is characterized by a dual lexical system consisting of Germanic and Latinate elements. This duality is particularly visible in the coexistence of phrasal verbs (e.g., *put off, carry out, bring up*) and their one-word equivalents (*postpone, execute, mention*). Although these pairs may appear semantically similar, they often differ in stylistic register, frequency of use, and pragmatic implications.

To illustrate the functional and stylistic contrast between phrasal verbs and their one-word equivalents, the following tables summarize typical correspondences and discourse features.

Phrasal Verb	One-Word Equivalent	Typical Register	Example Sentence
carry out	execute / conduct	formal / academic	The researchers **carried out** an experiment to test the hypothesis.
put off	postpone	neutral / formal	The meeting was **put off** until next week.
look into	investigate	formal	The committee will **look into** the issue.
find out	discover	neutral	Scientists **found out** new information about the disease.
bring up	mention / raise	conversational	She **brought up** an interesting point during the discussion.
turn down	reject / refuse	formal	The proposal was **turned down** by the committee.
set up	establish	formal / academic	The organization was **set up** in 2005.
go on	neutral	continue	The discussion **went on** for several hours.

Table 1. *Comparison of Phrasal Verbs and Their One-Word Equivalents*

The table demonstrates that phrasal verbs frequently correspond to Latinate verbs that dominate in formal and academic discourse. However, phrasal verbs tend to appear more frequently in spoken language and informal communication due to their dynamic and idiomatic character.

Linguistic Feature	Phrasal Verbs	One-Word Equivalents
Register	Informal / conversational	Formal / academic
Frequency	Common in spoken English	Common in written academic texts
Stylistic tone	More natural and expressive	More precise and abstract
Cognitive imagery	Often metaphorical (movement, direction)	More conceptual / abstract
Learner difficulty	High due to polysemy	Lower due to transparency
Communicative effect	Creates conversational immediacy	Creates formal distance

Table 2. *Functional Differences Between Phrasal Verbs and One-Word Verbs in Discourse*

The comparison illustrates that the difference between phrasal verbs and one-word verbs is not purely lexical but also pragmatic. Speakers select between these forms depending on communicative goals, discourse type, and stylistic preferences.

While previous research has primarily focused on the structural and semantic properties of phrasal verbs, the present study emphasizes their communicative value in discourse and highlights how lexical choice influences register, stylistic tone, and interpersonal dynamics. In particular, the paper explores the role of phrasal verbs in shaping conversational immediacy and naturalness in English communication, contrasting them with the more formal and abstract character of Latinate one-word verbs. By analyzing usage patterns and contextual functions, this research provides a clearer understanding of how speakers and writers strategically select between these lexical options. The findings contribute to both theoretical discussions of lexical pragmatics and pedagogical approaches to teaching English vocabulary at advanced levels.

For language learners, especially at intermediate and advanced levels, choosing between a phrasal verb and its one-word equivalent presents both lexical and stylistic challenges (Aarts, 2011). Many learners prefer single-word verbs due to perceived clarity and formality, whereas native speakers frequently favor phrasal verbs in informal and spoken contexts.

The purpose of this study is to examine:

1. Semantic relationships between phrasal verbs and one-word equivalents;
2. Register-based distribution patterns;
3. Pragmatic and stylistic differences;
4. Implications for second language acquisition.

Phrasal verbs represent an important feature of English lexical structure (Quirk et al., 1985). Phrasal verbs consist of a lexical verb combined with one or more particles (adverbial or prepositional), forming a semantic unit (e.g., *give up, turn down, run into*). Some phrasal verbs are transparent (*sit down*), while others are idiomatic (*give up* meaning "surrender").

From a cognitive perspective, phrasal verbs are often metaphorically motivated (Biber, 1985) For instance:

- *bring up* → metaphor of upward movement associated with introducing a topic;
- *carry on* → continuation conceptualized as forward movement.

One-Word Equivalents

Many phrasal verbs have Latinate equivalents derived from French or Latin roots:

- *put off → postpone*
- *look into → investigate*
- *give up → surrender*
- *find out → discover*

These verbs are typically associated with formal, academic, or bureaucratic registers.

Semantic Comparison

Although phrasal verbs and their equivalents may overlap in meaning, they rarely coincide completely.

Example 1:

- *The meeting was put off.*
- *The meeting was postponed.*

While both sentences are acceptable, *put off* sounds more conversational, whereas *postponed* carries a formal tone.

Example 2:

- *She brought up an interesting issue.*
- *She mentioned an interesting issue.*

Bring up implies active introduction into discussion, often suggesting relevance or importance. *Mention* may imply a more neutral reference.

Thus, semantic equivalence is often partial rather than complete. Phrasal verbs frequently carry additional connotations such as emotional involvement, interpersonal closeness, or immediacy.

Register and Frequency

Corpus studies consistently demonstrate that:

- Phrasal verbs are significantly more frequent in spoken English.

- One-word equivalents dominate academic and formal writing.

According to Biber et al. (1999), phrasal verbs occur more frequently in spoken discourse than in academic writing.

Spoken discourse:

Let's figure out what happened.

We need to sort this out.

Academic writing:

This study aims to determine the causes.

The issue must be resolved.

The preference for Latinate verbs in academic writing reflects conventions of precision, conciseness, and perceived sophistication.

However, modern journalism and online media increasingly incorporate phrasal verbs to create accessibility and reader engagement.

Pragmatic and Stylistic Implications

Lexical choice between a phrasal verb and a one-word equivalent affects:

Tone

The company carried out an investigation. (neutral/formal)

The company looked into the issue. (less formal)

Interpersonal Distance

Phrasal verbs tend to reduce perceived distance between speaker and listener, contributing to conversational tone.

Expressiveness

Phrasal verbs often appear more vivid and dynamic:

The plane took off vs. *The plane departed*

Prices went up vs. *Prices increased*

The phrasal form may evoke more concrete imagery.

Learner Avoidance and Acquisition Issues

Research in second language acquisition indicates that learners frequently avoid phrasal verbs due to:

1. Polysemy and idiomaticity;
2. Structural complexity (separability);
3. Limited exposure in formal instruction;
4. Fear of sounding informal or incorrect.

For example, learners may prefer:

The government implemented new measures

instead of

The government brought in new measures.

While both are correct, the latter is common in journalistic English (Leech, 1985).

Pedagogically, raising awareness of register differences and providing contextualized practice can reduce avoidance and enhance communicative competence.

Cognitive and Processing Aspects

Psycholinguistic research suggests that frequent phrasal verbs may be stored as lexical units in the mental lexicon. Gardner and Davies (2007) emphasize that many high-frequency verbs in English occur in phrasal verb constructions. Native speakers process common phrasal verbs rapidly, whereas learners may process them compositionally, leading to slower comprehension.

Moreover, metaphorical motivation (e.g., *up* as completion, *out* as emergence) can facilitate acquisition when explicitly taught.

Implications for Teaching

For B2–C1 learners, instruction should:

- Present phrasal verbs in semantic groups;
- Contrast them with one-word equivalents;
- Emphasize register awareness;
- Include corpus-based examples;
- Encourage productive use in speaking activities.
- Suggested classroom activity:
- Students rewrite formal academic sentences into conversational versions using phrasal verbs, and vice versa.

The study demonstrates that phrasal verbs and one-word equivalents are not interchangeable lexical items but represent stylistically and pragmatically distinct choices. While one-word verbs dominate formal academic discourse, phrasal verbs prevail in spoken and informal contexts. Their usage influences tone, interpersonal dynamics, and communicative effectiveness.

For learners, mastery of this lexical contrast is essential for achieving advanced communicative competence. Future research may focus on corpus-based frequency comparisons across genres and cross-linguistic learner data.

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Polysemy of insurance terms in economic texts and their functional significance

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Annotation *This article analyzes the polysemous properties of insurance terms used in economic texts and their functional significance on a scientific and theoretical basis. The study highlights the semantic expansion of insurance terms, their different meanings in different contexts, and their communicative functions in economic discourse. The polysemous nature of terms is also studied in connection with their role in ensuring clarity, conciseness, and information density in economic texts. The results of the study serve as an important scientific basis for the systematization of insurance terminology and the improvement of the translation of economic texts.*

Keywords *Polysemy, insurance terminology, economic text, functional analysis, semantics, term, discourse, polysemy, translation*

Iqtisodiy matnlarda sug‘urta terminlarining ko‘p ma’noliligi va ularning funksional ahamiyati

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Annotatsiya *Mazkur maqolada iqtisodiy matnlarda qo‘llaniladigan sug‘urta terminlarining ko‘p ma’nolilik xususiyatlari hamda ularning funksional ahamiyati ilmiy-nazariy asosda tahlil qilinadi. Tadqiqot davomida sug‘urta terminlarining semantik kengayishi, ularning turli kontekstlarda turlicha ma’no ifodalashi hamda iqtisodiy diskursdagi kommunikativ vazifalari yoritiladi. Shuningdek, terminlarning polisemik tabiati ularning iqtisodiy matnlarda aniqlik, ixchamlik va axborot zichligini ta’minlashdagi roli bilan bog‘liq holda o‘rganiladi. Tadqiqot natijalari sug‘urta terminologiyasini tizimlashtirish va iqtisodiy matnlar tarjimasini takomillashtirish uchun muhim ilmiy asos bo‘lib xizmat qiladi.*

Kalit so‘zlar *Polisemiya, sug‘urta terminologiyasi, iqtisodiy matn, funksional tahlil, semantika, termin, diskurs, ko‘p ma’nolilik, tarjima*

Полисемия страховых терминов в экономических текстах и их функциональное значение

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Аннотация *В данной статье на научной и теоретической основе анализируются многозначные свойства страховых терминов, используемых в экономических текстах, и их функциональное значение. Исследование освещает семантическое расширение страховых терминов, их различные*

значения в разных контекстах и их коммуникативные функции в экономическом дискурсе. Многозначная природа терминов также изучается в связи с их ролью в обеспечении ясности, краткости и информативности в экономических текстах. Результаты исследования служат важной научной основой для систематизации страховой терминологии и улучшения перевода экономических текстов.

Ключевые слова *Многозначность, страховая терминология, экономический текст, функциональный анализ, семантика, термин, дискурс, многозначность, перевод*

Kirish

Iqtisodiy matnlar zamonaviy jamiyatda axborot almashinuvining muhim vositalaridan biri bo‘lib, ular iqtisodiy jarayonlar, moliyaviy operatsiyalar va huquqiy munosabatlarni ifodalashda asosiy rol o‘ynaydi. Ushbu matnlarda qo‘llaniladigan terminologiya esa mazmunning aniqligi va tushunarliligini ta’minlaydi. Ayniqsa, sug‘urta sohasi iqtisodiyotning ajralmas qismi sifatida o‘ziga xos terminologik tizimga ega bo‘lib, bu tizimda ko‘p ma’noli terminlar keng uchraydi.

Polisemiya, ya’ni bir terminning bir nechta o‘zaro bog‘liq ma’nolarga ega bo‘lishi, iqtisodiy matnlarda muhim lingvistik hodisa hisoblanadi. Bu hodisa terminlarning turli kontekstlarda turlicha funksiyalarni bajarishiga olib keladi. Shu sababli sug‘urta terminlarining ko‘p ma’noliligini o‘rganish ularning iqtisodiy diskursdagi rolini aniqlash uchun muhim ahamiyat kasb etadi.

Mazkur maqolaning maqsadi iqtisodiy matnlarda sug‘urta terminlarining ko‘p ma’nolilik xususiyatlari va ularning funksional ahamiyatini kompleks tahlil qilishdan iborat.

Sug‘urta terminlarining ko‘p ma’nolilik xususiyatlari

Sug‘urta terminlarining semantik tuzilishi ularning qo‘llanish doirasi bilan chambarchas bog‘liq. Terminlar odatda aniq va yagona ma’noga ega bo‘lishi kerak deb qaraladi, biroq amaliyot shuni ko‘rsatadiki, ko‘plab sug‘urta terminlari bir nechta ma’nolarni ifodalaydi. Bu esa ularning turli kontekstlarda turlicha talqin qilinishiga sabab bo‘ladi.

Ko‘p ma’nolilik quyidagi omillar asosida shakllanadi:

Birinchidan, terminlarning umumtil bilan aloqasi. Sug‘urta terminlari ko‘pincha umumiy leksik birliklar asosida shakllanadi va shu sababli ular keng semantik maydonga ega bo‘ladi.

Ikkinchidan, fanlararo integratsiya. Sug‘urta sohasi iqtisodiyot, huquq va moliya bilan uzviy bog‘liq bo‘lgani sababli, terminlar turli sohalarda turlicha ma’nolarni anglatishi mumkin.

Uchinchidan, kontekstual omil. Termin qaysi matnda va qanday vaziyatda qo‘llanilishiga qarab uning ma’nosi aniqlanadi.

Masalan, ayrim sug‘urta terminlari iqtisodiy matnda moliyaviy operatsiyani anglatsa, boshqa kontekstda huquqiy majburiyatni ifodalashi mumkin. Bu esa ularning funksional imkoniyatlarini kengaytiradi.

Ingliz tilidagi termin	Asosiy ma’no (sug‘urta)	Qo‘shimcha ma’no	O‘zbekcha ekvivalenti
policy	sug‘urta shartnomasi	siyosat	sug‘urta polisi
premium	sug‘urta to‘lovi	yuqori sifatli	sug’urta mukofoti
claim	talab (to‘lov uchun)	da’vo	da’vo / talab
coverage	sug‘urta qamrovi	qamrov	qamrov
risk	sug‘urta xavfi	umumiy xavf	xavf

1-jadval.

Iqtisodiy matnlarda sug‘urta terminlarining funksional ahamiyati

Sug‘urta terminlari iqtisodiy matnlarda muhim lingvistik va funksional vosita sifatida namoyon bo‘ladi. Ular murakkab iqtisodiy tushunchalarni ixcham va aniq shaklda ifodalash imkonini berib, matnning informativligini oshiradi hamda ortiqcha izohlarning kamayishiga xizmat qiladi. Shu bilan birga, terminlar mutaxassislar o‘rtasida aniq va bir xil tushuniladigan muloqotni ta’minlab, iqtisodiy diskursda samarali kommunikatsiyani yuzaga keltiradi. Ko‘p ma’nolilik esa ushbu jarayonda moslashuvchanlikni ta’minlab, terminlarning turli kontekstlarda turlicha funksional yuklama bilan qo‘llanilishiga imkon yaratadi.

Sug‘urta terminlari inson tafakkurida murakkab iqtisodiy jarayonlarni tizimlashtirishga xizmat qilishi orqali kognitiv ahamiyat kasb etadi, bu esa iqtisodiy bilimlarning yaxlit va tizimli shakllanishiga yordam beradi. Shuningdek, terminlar iqtisodiy matnlarning mantiqiy tuzilishini shakllantirib, mazmunning izchil va tushunarli tarzda ifodalanishini ta’minlaydi, natijada matnning umumiy diskursiv yaxlitligi mustahkamlanadi.

Polisemiyaning iqtisodiy matnlardagi roli

Polisemiya iqtisodiy matnlarda murakkab va ko‘p qirrali lingvistik hodisa sifatida namoyon bo‘lib, u bir vaqtning o‘zida ham ijobiy, ham salbiy funksional xususiyatlarga ega. Ushbu hodisa tilning iqtisodiy va funksional samaradorligini oshirishga xizmat qiladi, chunki bir termin orqali bir nechta o‘zaro bog‘liq ma’nolarni ifodalash imkoniyati matnni ixcham va mazmunan zich shaklda bayon etishga yordam beradi. Natijada iqtisodiy matnlarda ortiqcha leksik birliklardan foydalanishga ehtiyoj kamayadi va axborot qisqa, lekin mazmunan boy shaklda ifodalanadi. Bu esa ayniqsa rasmiy-ijtimoiy va ilmiy iqtisodiy diskursda muhim ahamiyat kasb etadi.

Shu bilan birga, polisemiya terminologik aniqlik nuqtai nazaridan ma’lum murakkabliklarni ham yuzaga keltiradi. Bir terminning bir nechta ma’noga ega bo‘lishi uning noto‘g‘ri talqin qilinish ehtimolini oshiradi, bu esa iqtisodiy mazmunning buzilishiga yoki noto‘g‘ri tushunilishiga olib kelishi mumkin. Ayniqsa, sug‘urta kabi huquqiy va moliyaviy jihatdan nozik sohalarda terminning noto‘g‘ri interpretatsiyasi amaliy oqibatlarga ham sabab bo‘lishi ehtimoldan xoli emas. Shu sababli bunday terminlarning qo‘llanilishida aniqlik va ehtiyotkorlik muhim talab sifatida namoyon bo‘ladi.

Mazkur sharoitda kontekst hal qiluvchi omil sifatida maydonga chiqadi. Termin ma’nosining to‘g‘ri aniqlanishi uning qaysi matn muhitida va qanday kommunikativ vaziyatda qo‘llanilganiga bevosita bog‘liqdir. Kontekst terminning semantik chegaralarini belgilab, uning aynan qaysi ma’noda ishlatilayotganini aniqlashtiradi. Shu jihatdan, iqtisodiy matnlarni tahlil qilishda va tarjima qilish jarayonida kontekstual yondashuv asosiy metodologik tamoyil sifatida qaralishi lozim. Bu esa terminlarning to‘g‘ri talqin qilinishini ta’minlab, iqtisodiy diskursning

aniqligi va ishonchliligini oshirishga xizmat qiladi.

Tarjima jarayonida funksional muammolar

Sug‘urta terminlarining ko‘p ma’noliligi tarjima jarayonida alohida e’tibor talab qiladigan murakkab lingvistik masala hisoblanadi. Iqtisodiy matnlarni tarjima qilishda terminning aynan qaysi ma’noda qo‘llanilganligini aniqlash hal qiluvchi ahamiyat kasb etadi, chunki bir xil termin turli kontekstlarda turlicha semantik yuklama bilan ishlatilishi mumkin. Agar terminning ma’nosi noto‘g‘ri talqin qilinsa, bu iqtisodiy mazmunning buzilishiga olib kelishi, natijada matnning asosiy g‘oyasi noto‘g‘ri yetkazilishiga sabab bo‘lishi mumkin. Bundan tashqari, sug‘urta sohasining huquqiy jihatlari bilan chambarchas bog‘liqligi sababli, noto‘g‘ri tarjima huquqiy tushunmovchiliklarga olib kelishi ehtimoli yuqori bo‘ladi. Bunday holatlar esa amaliy faoliyatda noto‘g‘ri qarorlar qabul qilinishiga, shuningdek, iqtisodiy va huquqiy munosabatlarda muammolar yuzaga kelishiga sabab bo‘lishi mumkin.

Shu bois sug‘urta terminlarini tarjima qilish jarayonida kontekstual tahlil asosiy metod sifatida qo‘llanilishi zarur, chunki aynan kontekst terminning aniq ma’nosini belgilab beradi. Terminologik moslikni ta’minlash ham muhim omillardan biri bo‘lib, u manba va maqsad til o‘rtasida semantik ekvivalentlikni saqlashga xizmat qiladi. Shuningdek, standartlashtirilgan termin variantlaridan foydalanish tarjimaning aniqligi va bir xilligini ta’minlab, iqtisodiy matnlarning tushunarli va ishonchli bo‘lishiga yordam beradi. Natijada, tarjima jarayonida mazkur yondashuvlarning izchil qo‘llanilishi sug‘urta terminlarining to‘g‘ri talqin qilinishini ta’minlab, iqtisodiy diskursning sifatini oshiradi.

Xulosa

Tadqiqot natijalari shuni ko‘rsatadiki, iqtisodiy matnlarda sug‘urta terminlarining ko‘p ma’noliligi ularning muhim lingvistik xususiyati hisoblanadi. Polisemiya terminlarning funksional imkoniyatlarini kengaytiradi va ularning turli kontekstlarda samarali qo‘llanilishiga imkon beradi.

Shu bilan birga, ko‘p ma’nolilik ma’lum darajada noaniqlikni ham yuzaga keltirishi mumkin. Bu esa ayniqsa tarjima jarayonida muammolar tug‘diradi. Shuning uchun sug‘urta terminlarini tizimlashtirish, ularning aniq ta’riflarini ishlab chiqish va standartlashtirish muhim ahamiyat kasb etadi.

Kelgusida ushbu yo‘nalishda olib boriladigan tadqiqotlar iqtisodiy diskursning aniqligi va samaradorligini oshirishga xizmat qiladi.

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Investigation of word-formation errors in English writing by Uzbek EFL students

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Annotation *This study investigates the challenges Uzbek learners encounter in English word formation due to significant morphological differences between their native agglutinative language and English's fusional structure. Common errors include incorrect affixation, overgeneralization, and improper part-of-speech selection, analyzed through Error Analysis and Surface Strategy Taxonomy frameworks. By examining a learner corpus of undergraduate essays, the research identifies systematic patterns in word-formation mistakes, highlighting the influence of L1 interference. It advocates for explicit instruction in word formation, emphasizing the teaching of word families, affix functions, and conversion rules. The findings suggest that targeted, structured feedback can enhance students' morphological awareness, thereby improving their writing quality and lexical resource scores in assessments like IELTS. This approach equips learners with the necessary skills to navigate the complexities of English and succeed in a global academic landscape, ultimately leading to enhanced writing proficiency and confidence.*

Keywords *Pedagogical Implications, Word- formation errors, Uzbek learners, error analysis, L1 interference, affixation, lexical errors*

Исследование ошибок словообразования в письменной речи на английском языке у узбекских студентов, изучающих английский как иностранный язык

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Annotatsiya *В данном исследовании изучаются трудности, с которыми сталкиваются узбекские учащиеся при словообразовании в английском языке из-за существенных морфологических различий между их родным агглютинативным языком и фузионной структурой английского языка. К распространенным ошибкам относятся неправильная аффиксация, чрезмерное обобщение и неправильный выбор частей речи, которые анализируются с помощью методов анализа ошибок и таксономии поверхностных стратегий. На основе анализа корпуса студенческих эссе исследование выявляет систематические закономерности в ошибках словообразования, подчеркивая влияние интерференции родного языка. В*

нем предлагается явное обучение словообразованию, с акцентом на изучение словообразовательных семей, функций аффиксов и правил конверсии. Результаты показывают, что целенаправленная, структурированная обратная связь может повысить морфологическую осведомленность студентов, тем самым улучшив качество их письменных работ и результаты по лексическому ресурсу на таких экзаменах, как IELTS. Такой подход дает учащимся необходимые навыки для работы со сложностями английского языка и достижения успеха в глобальной академической среде, что в конечном итоге приводит к повышению уровня владения письменной речью и уверенности в себе.

Kalit so‘zlar *Педагогические аспекты, словообразование, узбекские учащиеся, анализ ошибок, интерференция родного языка, аффиксация, лексические ошибки*

Ingliz tilini chet tili sifatida o‘rganayotgan o‘zbek talabalari o‘rtasida yozma ingliz tilidagi so‘z yasalish xatolarini o‘rganish

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Аннотация *Ushbu tadqiqot o‘zbek o‘quvchilarining ingliz tilidagi so‘z yasalishida o‘z ona tilining aglutinativ tili va ingliz tilining fuzion tuzilishi o‘rtasidagi sezilarli morfologik farqlar tufayli duch keladigan qiyinchiliklarini o‘rganadi. Keng tarqalgan xatolarga noto‘g‘ri affiksatsiya, haddan tashqari umumlashtirish va noto'g'ri nutq qismini tanlash kiradi, ular Xatolarni tahlil qilish va sirt strategiyasi taksonomiyasi ramkalari orqali tahlil qilinadi. Bakalavriat insholarining talabalar korpusini o‘rganish orqali tadqiqot L1 shovqinining ta’sirini ta'kidlab, so‘z yaratish xatolaridagi tizimli naqshlarni aniqlaydi. U so‘z turkumlari, affiks funksiyalari va konversiya qoidalarini o‘rgatishga urg‘u berib, so‘z yasash bo‘yicha aniq ko‘rsatmalar berishni yoqlaydi. Natijalar shuni ko‘rsatadiki, maqsadli, tuzilgan teskari aloqa o‘quvchilarning morfologik ongini oshirishi va shu tariqa IELTS kabi baholashlarda ularning yozish sifati va leksik manba ballarini yaxshilashi mumkin. Ushbu yondashuv o'quvchilarni ingliz tilining murakkabliklarida harakat qilish va global akademik landshaftda muvaffaqiyatga erishish uchun zarur ko‘nikmalar bilan ta’minlaydi, natijada yozma malaka va ishonchni oshiradi.*

Ключевые слова *Pedagogik ta’sirlar, so‘z yasash xatolari, o‘zbek o‘quvchilari, xatolar tahlili, L1 aralashuvi, affiksatsiya, leksik xatolar*

In this journey toward English proficiency, Uzbek learners often navigate a complex linguistic bridge. While grammar and syntax usually take center stage in the classroom, the differences in word formation often become a battlefield. When students transition from their

native Uzbek – an agglutinative language – to the more fusional and often irregular patterns of English, specific "mistakes'' emerge. Understanding these errors is not just about correcting typos; it is about decoding the mental change a student takes when trying to expand their vocabulary. English as a Foreign Language (EFL) learning in non-native English-speaking contexts, such as Uzbekistan, presents unique challenges for students. While grammatical accuracy is often the primary focus, errors in word-formation – the process of creating new words from existing ones using affixes (prefixes and suffixes) or other morphological processes – are pervasive and significantly impact writing quality and lexical resource scores (as noted in IELTS assessment criteria). For Uzbek EFL students, the structural differences between Uzbek and English, particularly in morphology, often lead to systematic errors in English word formation.

The theoretical framework for this study rests on the intersection of Error Analysis (EA) and Contrastive Analysis. Existing literature highlights that word-formation is a "grammar-vocabulary interface" where lexical choice dictates grammatical possibility. Research in similar EFL contexts suggests that learners often rely on "overgeneralization," applying productive suffixes like -ation or -ness to stems where they do not belong (e.g., discussation). For Uzbek learners, the transparency of their native suffixes leads to an expectation of regularity in English. Despite the importance of accurate word formation for fluency and precision, many Uzbek undergraduate students struggle to correctly derive nouns, verbs, adjectives, and adverbs from base words in their English writing. This leads to errors such as using a noun where an adjective is required (e.g., *a democracy country* instead of *a democratic country*). A systematic investigation is needed to pinpoint the specific word-formation processes (e.g., affixation, compounding, blending) that cause the most difficulty for this population. As Shakhnoza Rakhimova (2025) states Uzbek builds meaning by stacking suffixes onto a stable root. English, however, uses a mix of Germanic roots, Latin prefixes, and Greek suffixes, often changing the root's spelling in the process. Learners often try to apply "logical" Uzbek-style, where it does not apply. Example: once a student learns a rule – like adding -ness to an adjective to make a noun – they may apply it everywhere, creating logical but non-existent words like beautifulness instead of beauty. Word formation is a key component of vocabulary knowledge. Errors in this area are often classified under lexical errors or word form errors. A word-form error occurs when the wrong part of speech is selected or formed for the sentence's context. Studies of general EFL learners show that incorrect word forms are a common source of vocabulary errors. Research focusing specifically on word-formation processes like clipping, blending, and compounding indicates that EFL students often make errors in these morphological areas. Özkayran, A., & Yılmaz, E. (2020) mention that this investigation would typically employ Error Analysis (EA), often using taxonomies like the Surface Strategy Taxonomy, which categorizes errors into omission, addition, misformation, and misordering. Misformation **errors**, which involve selecting the wrong word or affix, are directly relevant to word-formation mistakes. A qualitative and quantitative **error analysis** approach is most suitable. The data would be collected from a learner corpus, typically composed of essays or written compositions from undergraduate students majoring in English at Uzbek national universities. Rustamova U. (2025) investigated that a typical corpus size might range from 40 to 120 essays, totaling 20,000 to 25,000 words. The writing tasks should be varied to elicit a broad range of vocabulary use.

These are the methods that might be applied in EFL classes to recognize word-formation errors:

Identification	All errors in the collected essays are identified and underlined.
Classification	Errors are classified using a robust taxonomy (e.g., Surface Strategy Taxonomy). Word-formation errors would be specifically categorized under **Lexical/Word Form Errors**.
Sub-categorization	Word-formation errors are further broken down by the specific morphological process involved (e.g., incorrect suffix addition, wrong conversion, missing affix).
Quantification	The frequency and percentage of each error type are calculated to determine the most problematic areas.
Causation Analysis	Errors are cross-referenced with the Uzbek language structure to hypothesize the role of L1 interference.

1-jadval.

This involves using a word as a different part of speech without changing its form (e.g., using a noun as a verb). While less common than affixation errors, interference from Uzbek syntax might play a role if Uzbek uses a different mechanism for conversion. M. Shawqi, A. S., & Sultan, A. I. (2024) made it clear in their research that EFL students can struggle with more complex word-formation processes like blending (e.g., *smog* from *smoke* + *fog*) and compounding (e.g., *blackbird*). One of the common word-formations is derivational affixation. This is the regular area of difficulty. It involves the misuse of prefixes and suffixes.

Selection Errors	Choosing a valid suffix that does not fit the specific root.	Example: "The pollutement of the river." (Using -ment instead of -ion).
Overgeneralization	Applying a productive suffix to a root that requires an irregular form.	Example: "The strongness of the economy." (Instead of strength).
Negative Prefix Confusion	English has an array of negative prefixes (un-, in-, im-, ir-, dis-, non-). Students frequently mix these.	Example: "It is unpossible to finish." (Instead of impossible).

2-jadval.

Teachers should explicitly teach word-formation rules rather than expecting students to acquire them implicitly.

Word Families: Introduce vocabulary not as isolated words but as families (e.g., *create, creation, creative, creatively*). Recognizing vocabulary use as word families is a strategy commonly used in reading and communication, with the intention of applying communicative competence in classrooms. Learning word families helps students to build confidence in using words without the fear of saying them incorrectly and improves fluency. Students will be able to identify word roots, patterns, contextual meaning, and sounds, which assists word recognition.

Affix Instruction: Systematically teach the function (part of speech change) and meaning of common prefixes and suffixes. Knowledge of prefixes, suffixes, and word roots helps students to understand how the words are constructed and boosts not only reading comprehension but also pragmatic meaning recognition in the speech that is being delivered. This knowledge is considered a fundamental framework for students to understand word patterns independently after learning it.

Conversion Rules: Highlight the specific contexts where a word can function as a different part of speech without morphological change. Teaching conversion, how to manipulate parts of speech, can significantly improve vocabulary base.

Feedback should be specific to word-form errors. Targeted Correction: Instead of simply correcting the error, teachers should prompt students to identify the required part of speech (e.g., "You need an adjective here, not a noun"). The recommendation to prompt students to identify the required part of speech rather than simply correct is a form of indirect, or metalinguistic, corrective feedback, which is often considered highly beneficial for long-term learning. Therefore, applying this method in EFL classes will make a significant change, helping teachers to achieve the results of their instruction. Focused feedback that targets specific word-formation is more effective than unfocused feedback that addresses every mistake. This technique encourages students to self-correct and analyze their mistakes, leading to a better understanding of what is being taught. Highlighting the required part of speech directly addresses the central issue identified in the previous section: the difficulty in navigating English morphology and word class. Understanding the role a word plays in a sentence is fundamental to choosing the correct form. Controlled Practice: Incorporate gap-fill exercises and transformation drills that specifically require students to change word forms (e.g., "Change the word in brackets to the correct form"). Controlled practice activities are characterized by providing the highest level of structure and control, with the main focus being **accuracy** in consolidating understanding and memory. This is the ideal environment for practicing new or difficult morphological rules, like affixation or conversion, before expecting students to use them fluently in free production. Gap-fill exercises are highly effective for reinforcing the correct word form in context. They require students to select or generate the precise word form needed to complete a sentence grammatically and semantically, ensuring the focus remains on form rather than fluency. Controlled practice is typically the first stage in a learning progression, serving as a necessary foundation before moving to semi-controlled and then free practice activities, which prioritize fluency. Word-formation errors are more than just "spelling mistakes"; they represent a basic failure in the learner's capacity to negotiate the intricate structure of the English language. The shift from a very regular agglutinative L1 to a fusional L2 necessitates a higher degree of morphological awareness for Uzbek students. This project will provide the empirical evidence required to advance Uzbek EFL training toward a more complex, lexically sophisticated model by identifying the systematic nature of these errors using a learner corpus. As a result, students will be better equipped to succeed in international competitions and make valuable contributions to scholarly discourse on a global scale. Uzbek (L1): Characterized as an agglutinative language, Uzbek constructs complex terms by appending a series of discrete, consistent morphemes to a base root. In this framework, each affix generally corresponds to a single, unambiguous grammatical function, resulting in a highly predictable and transparent linguistic system. English (L2): Conversely, English functions through a blend of fusional and analytic structures. It is defined by its morphological volatility, including irregular derivations, allomorphy (such as the phonetic shifts in negative prefixes like in-, im-, and ir-), and a frequent use of zero-derivation or conversion, where a word transitions between grammatical categories without any visible change to its spelling. This profound structural mismatch often triggers L1 interference. Because Uzbek learners are accustomed to a logic of total regularity, they frequently project these transparent rules onto the English lexicon. The result is a pattern of systematic errors as students attempt to navigate the less predictable morphological landscape of

English through the lens of Uzbek's stable affixation rules. Adopting this sophisticated pedagogical strategy allows Uzbek EFL instructors to substantially bolster their students' morphological agility and overall writing caliber. Refining these word-building competencies is vital, as it equips learners with the "|Lexical Resource" required to excel in high-stakes exams like IELTS and to navigate the complexities of international scholarship. Because empirical evidence across similar EFL landscapes suggests that word-formation struggles often arise from a combination of native-language interference and underdeveloped morphological awareness, there is a clear and compelling mandate for integrating explicit, systematic instruction into the curriculum. The investigation into word-formation errors in the English writing of Uzbek EFL students confirms that this area poses a significant challenge, often rooted in the complex interplay between learners' native language and the morphological demands of English. Errors related to incorrect affixation and wrong part-of-speech selection are likely dominant. By implementing a curriculum that emphasizes explicit morphological instruction, systematic error correction, and understanding of L1 interference, EFL educators in Uzbekistan can significantly enhance their students' lexical resources and overall writing proficiency.

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Between Everyday Life and Myth: Elements of Magical Realism in The Namesake and in Jhumpa Lahiri's Short Prose

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Annotation *This article examines the evolution of magical realism in the works of American writer Jhumpa Lahiri. The author explores the themes of cultural trauma and the search for identity by examining how irrational elements are woven into the realistic fabric of her narratives. The article also devotes special attention to analyzing the novel «The Namesake» through the lens of the magical determination of names and elements of «spectrality» in her short fiction.*

Keywords *Magical realism, Jhumpa Lahiri, cultural trauma, spectrality, diaspora literature, intertextuality*

Hayot va mif oralig'ida: "The Namesake" romani hamda J. Lahiri kichik nasrida sehrli realizm unsurlari

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Annotatsiya *Ushbu maqola amerikalik yozuvchi Jhumpa Lahirining asarlarida sehrli realizm evolyutsiyasini o'rganadi. Muallif madaniy travma va o'ziga xoslikni izlash mavzularini o'z hikoyalarining realistik matosiga irratsional elementlarning qanday to'qilganligini o'rganish orqali o'rganadi. Maqolada shuningdek, «The Namesake» romanini nomlarning sehrli ta'rifi va uning qisqa badiiy asaridagi «spektrallik» elementlari nuqtai nazaridan tahlil qilishga alohida e'tibor qaratilgan.*

Kalit so'zlar *Sehrli realizm, Jumpa Lahiri, madaniy travma, spektrallik, diaspora adabiyoti, intertekstuallik*

Между бытом и мифом: элементы магического реализма в романе «Тезка» и малой прозе Дж. Лахири

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Аннотация *В этой статье рассматривается эволюция магического реализма в произведениях американской писательницы Джумпы Лахири. Автор помогает раскрыть тему культурной травмы и поиска идентичности, изучая, как иррациональные элементы вплетаются в реалистическую ткань повествования. Также в статье особое место уделяется анализу романа «Тезка» через призму магической детерминации имени и элементов «спектральности» в ее малой прозе.*

Ключевые слова *Магический реализм, Джумпа Лахири, культурная травма, спектральность, литература диаспоры, интертекстуальность*

О творчестве Джумпы Лахири, признанного лауреата Пулитцеровской премии, обычно говорят в контексте постколониального дискурса. Ее роман «Тезка» и ранние сборники рассказов прославили ее как мастера психологического реализма. Она очень подробно описывает повседневную жизнь и психологию бенгальской диаспоры в США (Bhabha, 1994, p. 112). Культурная гибридность, конфликт поколений и проблемы ассимиляции являются основными темами ее творчества.

Однако при более глубоком рассмотрении художественной эволюции писательницы становится очевидным, что ее реализм трансформируется. Исходя из этого, мы предполагаем, что в художественной ткани ее прозы начинает проявляться так называемый «мерцающий» магический реализм. Он интровертен и носит психологичный характер, в отличие от классического латиноамериканского канона, где чудо встроено в физический мир. Хоми Баба говорит, что состояние культурной гибридности создает «неприкаянность» (unhomeliness) (Bhabha, 1994, p. 141), что проявляется в текстах Лахири через странные совпадения и призрачные образы. Следовательно, магия в ее текстах не просто декорация; это единственный способ говорить о травме отсутствия корней. Для героя-мигранта реальность теряет рациональные черты, и привычные вещи, имена и пространства становятся сверхъестественными и фатальными. Таким образом, цель нашего исследования – деконструировать эту «магию отсутствия» и проанализировать механизмы, превращающие повседневную жизнь персонажей Лахири в пространство современного мифа.

Переходя от общих теоретических положений к анализу конкретных художественных образов, необходимо прежде всего остановиться на семантике еды, который один из составляющих магического реализма в творчестве писательницы. Здесь приготовление национальных блюд перестаёт быть обычным делом и превращается в магический ритуал. В рассказе «Госпожа Сен» (из сборника «Толкователь болезней» (“Interpreter of Maladies”) нарезка еды описывается как священный акт, для которого нужен особый нож, называемый bonti.. Примечательно, что этот предмет служит как священный артефакт, пришедший из другого мира. “The blade was curved like a reaper’s scythe... it was a piece of her homeland”-Лезвие было изогнуто, как коса жнеца… это был кусочек ее родины» (Lahiri, 1999, p. 115). Когда госпожа Сен готовит, пространство американской квартиры начинает преобразовываться под воздействием запахов и звуков, создавая временную иллюзию присутствия Калькутты. В данном контексте мы сталкиваемся с феноменом «вторжения» одного пространства в другое, который характерен для магического реализма, где физические границы стираются силой памяти.

Более того, важно подчеркнуть, что еда в прозе Лахири выступает в роли медиума, который связывает живых с их утраченными корнями. В романе «Тезка» Ашима Гангули пытается воссоздать вкус бенгальской закуски, используя американские ингредиенты: “Combining Rice

Krispies and Planters peanuts... she hoped to find a taste that no longer existed" (Lewis, 2011, p. 4). Эта попытка «бытовой алхимии» подчеркивает магическую природу ностальгии: персонажи пытаются синтезировать утраченную реальность из имеющихся под рукой материалов.

Таким образом, кулинарный код у Лахири – это не просто этнографическая деталь, а магическая практика, позволяющая героям удерживать ускользающую идентичность в условиях враждебного или равнодушного внешнего пространства. «Магия быта» и фольклорные мотивы в малой прозе. Логическим продолжением темы ритуального воссоздания прошлого является анализ пространственных трансформаций, в которых бытовая среда утрачивает свои привычные очертания. В данном контексте представляется необходимым рассмотреть рассказ «A Temporary Matter», где магия реализуется через категорию пространства. Отключение электроэнергии каждый день создает хронотоп «лимба», который функционирует как священное пространство. В этой темноте персонажи начинают свою исповедь, которая приобретает характер ритуального очищения. "It was a season of blackouts... They ate by candlelight, making confessions in the dark" (Lahiri, 1999, p. 8). В рамках нашей гипотезы мы склонны интерпретировать это пространство как «третье пространство» по Х. Баба (Bhabha, 1994, p. 5)— пограничную зону между жизнью и смертью, прошлым и настоящим, позволяющее призраку прошлого невидимо присутствовать во время разговора. Таким образом, мы видим, как Лахири использует классический прием магического реализма: физическое ограничение (отсутствие света) расширяет границы психического пространства, превращая обычную квартиру в мистический портал для болезненного, но необходимого искупления. Аналогичный вектор развития сюжета прослеживается и в рассказе "The Treatment of Bibi Haldar" из малой прозы Лахири, где магический элемент вплетается в повседневную жизнь через концепцию «странного» или «жуткого» (unheimlich). Историю женщины со странной болезнью рассказывают все её соседи, что делает текст более похожим на притчу. Окружающие Биби люди считают, что её болезнь – проклятие из внешнего мира. Однако, в отличие от камерной темноты предыдущего примера, здесь «чудесное» проявляется через коллективное сознание общины. Финал рассказа, где исцеление героини подается автором как иррациональный акт, стоящий выше законов медицины, погружает читателя в магическое состояние неопределенности: "She was cured... the illness that had baffled so many ended as suddenly as it had begun" (Lahiri, 1999, p. 172). Так Лахири вплетает чудо в социальную ткань повседневности.

Также важно отметить, что герои (мигранты) живут в разорванном хронотопе. Их тело находится в хронотопе Америки (высокие здания, чистые пригородные дома и топовые университеты). Однако их душа и память остались в Индии, это другие запахи, ощущения и традиции. Сюда можно привести примером Ашиму из "Тезки", когда она готовит индийскую традиционную еду, она тем самым пытается воссоздать хронотоп Калькутты в хронотоп Массачусетса. Так происходит столкновение двух миров.

Переходя от пространственных метафор к анализ системы персонажей, важно отметить, что ключевой конфликт романа «Тезка» строится на столкновении двух хронотопов в сознании одного героя. Имя Николай Гоголь становится для персонажа тем самым «порогом». Здесь элементы магического реализма проявляются на уровне номинативного детерминизма. Имя героя, Гоголь, перестаёт быть просто антропонимом и становится магическим объектом (фетишем). Зарождение этой «магии» происходит в

сцене железнодорожной катастрофы. Том рассказов Николая Гоголя спасает жизнь Ашока Гангули. “He was clutching a single page of ‘The Overcoat’... that page was his life-line” (Lewis, 2011, p. 18). Книга становится медиумом между жизнью и смертью. Когда Ашок даёт своему сыну имя Гоголь, он совершает акт магической передачи судьбы. Однако для Гоголя Гангули имя становится “хронотопом порога”, о котором мы упоминали ранее. Оно удерживает его в постоянной неопределенности. Хоть он и был амариканцем по месту рождения, он вынужден был носить имя, принадлежащее совсем далекой культуре, нации и даже времени.

В представлении Ж. Деррида имя представляет собой «спектральную фигуру» (призрачную) для Гоголя-младшего (Derrida, 1994, p. 91). Он ощущает присутствие русского писателя как невидимого двойника. Имя обладает силой судьбы, тем самым не позволяет герою адаптироваться к американскому миру. Более того, примечательно, что в романе существует почти мистическая связь между персонажем Гоголем и писателем Гоголем: главный герой чувствует себя неловко в «Шинеле» своего имени, которое становится для него слишком тесным и удушающим. Таким образом, мы видим как магический реализв Лахири достигает высшей точки: границы между реальным современным человеком и классическим произведением XIX века как бы размываются.

Спектральность и лингвистическая магия поздней прозы

В поздний период творчества Лахири переходит на итальянский язык, а магический метод становится диффузным. “It is a state of linguistic exile... a metamorphosis” -»Это состояние языкового изгнания... метаморфоза» (Lahiri, 2016, p. 23), описывает она в своей книге “In Other Words”. В данном контексте этот лингвистический маневр следует рассматривать не просто как смену инструментов, а как трансформацию самой художественной реальности. К примеру, в романе “Whereabouts” (2018) персонажи призрачны, а город не имеет названия. В рамках теории Ж.Деррида, мы можем охарактеризовать это состояние «спектральностью повседневной жизни» (Derrida, 1994, p. 91).

Героиня существует в пространстве, которое кажется пластичным для ее передвижения и превращается в своеобразный зеркальный лабиринт, отражая ее внутреннюю пустоту. Это «акт лингвистической алхимии», в котором звуки иностранного языка создают реальность, как отмечает Роза Сарабья (Sarabia, 2019, p. 304). Следовательно, смена языка выступает как магический переход, позволяющий автору окончательно стереть границы между «своим» и «чужим». Таким образом, поздняя проза Лахири демонстрирует, что магический реализм может существовать в форме абсолютной минималистичности, где сама пустота и анонимность пространства наделяются сверхъестественными свойствами.

Смерть и присутствие отсутствия

Немаловажным в произведениях писательницы является тема смерти, которая всегда связана с магическим реализмом через категорию «присутствия отсутствия». К примеру, родители Гоголя остаются в тексте даже после их смерти. Старые письма, рецепты, книги – все это свидетельства их присутствия. Поэтому, можно сказать, что проза Лахири похожа на произведения Хуана Рульфо или Габриэля Гарсиа Маркеса из-за «спектрального существования». Тем не менее, в произведениях Лахири, это происходит на уровне психологического реализма, возведенного до уровня мифа. В «Тезке» смерть отца не является концом, а переходом в новое состояние, где он выступает как «голос в голове» своего сына и дает ему советы. Это делает семейную сагу

историей о призраках, существующих в умах людей и по сей день.

Заключение

Согласно результатам исследования, магический реализм Джумпы Лахири – это метод изображения культурной травмы. Он позволяет ей актуализировать внутреннюю боль, связанную с потерей, превращая повседневную жизнь в пространство мифа. В целом, в произведениях писательницы можно выделить три уровня магии:

- Предметный: еда и книги как талисманы.
- Номинативный: имя - это судьба.
- Пространственный: дом как «третье пространство» или «лимб».

Автор создает уникальную художественную систему, в которой призраки прошлого имеют те же права, что и живые люди. Так как Лахири показывает, как «чудесное» проникло в человеческую психику в эпоху глобализации, ее произведения являются важным примером развития магического реализма в литературе XXI века.

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Linguocultural and didactic aspects of tourism discourse: issues in translation, cultural mediation, and teaching language for specific purposes (LSP)

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Annotation *Tourism discourse represents a specialized communicative system designed to promote destinations, persuade potential travelers, and construct symbolic representations of places. This article investigates the linguistic, cultural, translational, and pedagogical dimensions of tourism discourse within the framework of Language for Specific Purposes (LSP). Drawing on corpus-based studies, discourse analysis, and linguodidactic research, the study explores how tourism texts function as tools of cultural mediation and how they can be effectively integrated into language teaching. The analysis demonstrates that tourism discourse combines persuasive language, multimodal communication, and culturally embedded meanings that require careful translation strategies. Findings also highlight the pedagogical value of authentic tourism materials such as travel blogs, promotional websites, and tourist guides in developing students' intercultural competence and professional communication skills. The study concludes that tourism discourse is not merely promotional language but a complex intercultural communicative practice requiring specialized translation training and innovative didactic approaches.*

Keywords *Tourism discourse, linguocultural mediation, translation studies, LSP, multimodal discourse, tourism language teaching*

Turizm diskursining lingvomadaniy va didaktik aspektlari: tarjima, madaniy mediatsiya va maxsus maqsadlar uchun tilni o'qitish (LSP) masalalari

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Annotatsiya *Turizm diskursi turistik yo'nalishlarni targ'ib qilish, potensial sayohatchilarni jalb etish hamda joylar va madaniyatlar haqida ramziy tasavvurlarni shakllantirishga qaratilgan maxsus kommunikativ tizim hisoblanadi. Mazkur maqolada turizm diskursining lingvistik, madaniy, tarjimaviy hamda pedagogik jihatlari Maxsus maqsadlar uchun til (Language for Specific Purposes – LSP) doirasida tahlil qilinadi. Korpus tadqiqotlari, diskurs tahlili hamda lingvodidaktik yondashuvlarga tayangan holda turistik matnlarning madaniy mediatsiya vositasi sifatida qanday faoliyat yuritishi va ularni chet tillarini o'qitish jarayonida qanday samarali qo'llash mumkinligi o'rganiladi. Tahlil natijalari shuni ko'rsatadiki, turizm diskursi ishontiruvchi leksika, multimodal kommunikatsiya hamda madaniy jihatdan shartlangan ma'nolarni o'zida mujassam etadi va bu esa puxta ishlab chiqilgan*

tarjima strategiyalarini talab qiladi. Tadqiqot natijalari shuningdek, sayohat bloglari, turistik veb-saytlar hamda sayohat qo'llanmalari kabi autentik turistik materiallarning talabalarda madaniyatlararo kompetensiya va professional kommunikativ ko'nikmalarni rivojlantirishdagi pedagogik ahamiyatini ham ta'kidlaydi. Xulosa qilib aytganda, turizm diskursi shunchaki reklama tili emas, balki murakkab madaniyatlararo kommunikatsiya shakli bo'lib, u tarjimonlar uchun maxsus tayyorgarlikni hamda innovatsion didaktik yondashuvlarni talab qiladi.

Kalit so'zlar *Turizm diskursi, lingvomadaniy mediatsiya, tarjimashunoslik, maxsus maqsadlar uchun til (LSP), multimodal diskurs, turizm tilini o'qitish*

Лингвокультурные и дидактические аспекты туристического дискурса: проблемы перевода, культурной медиации и преподавания языка для специальных целей (LSP)

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Аннотация *Туристический дискурс представляет собой специализированную коммуникативную систему, направленную на продвижение туристических направлений, убеждение потенциальных путешественников и формирование символических представлений о местах и культурах. В данной статье рассматриваются лингвистические, культурные, переводческие и педагогические аспекты туристического дискурса в рамках преподавания языка для специальных целей (Language for Specific Purposes – LSP). На основе анализа корпусных исследований, дискурсивного анализа и лингводидактических подходов исследуется, каким образом туристические тексты функционируют как инструменты культурной медиации и каким образом они могут эффективно использоваться в процессе обучения иностранным языкам. Проведённый анализ показывает, что туристический дискурс сочетает в себе убедительную лексику, мультимодальную коммуникацию и культурно обусловленные смыслы, требующие тщательных переводческих стратегий. Результаты исследования также подчёркивают педагогическую ценность аутентичных туристических материалов, таких как туристические блоги, рекламные веб-сайты и путеводители, для развития у студентов межкультурной компетенции и профессиональных коммуникативных навыков. В заключение отмечается, что туристический дискурс представляет собой не просто рекламный язык, а сложную форму межкультурной коммуникации, требующую специализированной подготовки переводчиков и внедрения инновационных дидактических подходов.*

Ключевые слова *Туристический дискурс, лингвокультурная медиация, переводоведение, язык для специальных целей (LSP), мультимодальный дискурс, обучение языку туризма*

Introduction

Tourism has become one of the largest global economic sectors and one of the most significant forms of human mobility. As a result, communication in tourism has evolved into a specialized discourse aimed at attracting, informing, and persuading potential travelers. The language used in tourism promotion is therefore not neutral; rather, it constructs symbolic representations of destinations through persuasive linguistic and visual strategies. Scholars have emphasized that tourism discourse functions as a communicative tool designed to transform potential travelers into actual tourists through strategic language use (Dann, 1996).

Tourism discourse intersects with multiple disciplines, including linguistics, marketing, cultural studies, geography, and translation studies. It is characterized by a hybrid structure combining descriptive, narrative, and persuasive elements. Through rhetorical techniques such as hyperbole, metaphor, and evaluative language, tourism texts create idealized representations of places, cultures, and experiences (Grcic Simeunovic & Lukezic Storga, 2018).

The rapid development of digital platforms has further transformed tourism communication. Today, tourism discourse is increasingly produced and disseminated through websites, blogs, social media platforms, and online reviews. These digital environments combine textual and visual modes of communication, forming complex multimodal narratives that shape tourists' perceptions of destinations (Vuković Vojnović, 2020).

In addition, the globalization of tourism has intensified the need for effective translation and intercultural communication. Translating tourism texts involves more than transferring linguistic meaning; it requires mediating cultural representations and adapting information to the expectations of international audiences. Translators must balance accuracy with persuasive effectiveness while preserving cultural authenticity (Gandin, 2013).

Tourism discourse also plays an important role in education, particularly in Language for Specific Purposes (LSP). Because tourism communication involves specialized vocabulary, cultural references, and professional genres, it offers valuable teaching material for students preparing for careers in tourism, hospitality, and international communication (Salim et al., 2012).

Research in linguodidactics highlights that tourism texts can help develop both linguistic competence and intercultural awareness. The objective of this article is therefore threefold: To examine the linguocultural characteristics of tourism discourse. To analyze the role of translation as cultural mediation in tourism communication. To explore the pedagogical potential of tourism texts in LSP teaching.

Methods

This research adopts a multidisciplinary methodological framework combining discourse analysis, corpus linguistics, translation studies, and linguodidactic modeling. The study draws upon several scholarly sources and research articles that examine tourism discourse from different perspectives.

Corpus-based analysis

Corpus linguistics methods have been widely used to examine linguistic patterns in tourism texts. Such analyses identify frequent lexical structures, evaluative adjectives, and rhetorical patterns commonly used in tourism promotion. Corpus-based research has revealed that tourism texts employ a high density of persuasive language and positive evaluative expressions (Gandin, 2013).

Multimodal discourse analysis

Tourism promotion increasingly relies on multimodal communication that integrates text, images, and layout design. Multimodal

discourse analysis (MDA) allows researchers to examine how these elements interact to construct appealing destination narratives. Studies of tourism websites demonstrate that images, slogans, and textual descriptions work together to influence tourists' perceptions and decision-making processes (Vuković Vojnović, 2020; Zein et al., 2025).

Linguodidactic modeling

To investigate the pedagogical potential of tourism discourse, this study also draws on linguodidactic research that analyzes tourism texts as teaching materials. Didactic modeling involves designing instructional modules based on authentic tourism documents such as travel guides, promotional brochures, and online travel narratives (Tighzert & Touak, 2018).

Digital discourse and computational analysis

Recent studies have introduced Natural Language Processing (NLP) techniques to analyze tourism discourse on digital platforms. These methods enable researchers to examine large datasets of tourism-related content, including online reviews, social media posts, and travel recommendations, revealing patterns in tourist sentiment and destination representation (Karimalievna, 2024).

Results

Linguocultural features of tourism discourse

Tourism discourse is characterized by a highly evaluative and persuasive lexical style. Promotional texts frequently employ adjectives such as spectacular, magnificent, authentic, and unique in order to create attractive representations of destinations (Dann, 1996). These evaluative terms are combined with metaphors and hyperbolic expressions that emphasize the emotional appeal of travel experiences.

In addition, tourism discourse often incorporates cultural references and realia – terms referring to culture-specific elements such as local cuisine, traditions, and historical landmarks. These elements contribute to the authenticity of destinations while simultaneously emphasizing their cultural uniqueness (Goshkheteliani & Kalandia, 2022).

Research also shows that tourism discourse frequently constructs idealized images of destinations through narrative techniques, portraying locations as paradisiacal environments offering escape from everyday life (Zein et al., 2025). These narratives play a central role in shaping tourists' expectations and motivations.

Multimodality in tourism communication

Digital tourism promotion relies heavily on multimodal communication. Tourism websites combine photographs, videos, textual descriptions, and graphic design elements to create immersive representations of destinations. Visual images often serve as primary attention-grabbing elements, while textual descriptions provide detailed information and persuasive framing.

Studies have demonstrated that images and textual narratives work together to reinforce destination branding. Visual representations frequently emphasize landscapes, cultural heritage, and recreational activities, while textual elements highlight emotional and experiential aspects of travel.

Translation and cultural mediation

The translation of tourism discourse presents significant challenges due to the cultural specificity of tourism content. Translators must interpret culture-bound references and adapt them to the expectations of the target audience.

Corpus-based studies have identified several common translation patterns in tourism texts:

- *Simplification:* reduction of lexical variety in translated texts
- *Normalization:* adaptation to standard linguistic conventions in the target language
- *Interference:* influence of source-language structures on translation

While these patterns can improve readability, they may also reduce the

persuasive power of the original text. Effective tourism translation therefore requires balancing linguistic clarity with cultural authenticity.

Didactic implications for LSP teaching

Tourism discourse offers valuable opportunities for language teaching within LSP contexts. Because tourism texts contain specialized vocabulary, descriptive language, and cultural references, they provide authentic material for developing professional communication skills.

Educational research suggests that tourism discourse can be used to teach several key communicative functions:

- *Describing destinations*
- *Providing information*
- *Persuading potential travelers*

Authentic digital materials such as travel blogs, tourism websites, and online forums allow students to analyze real-world communication practices. These materials expose learners to both professional and user-generated tourism narratives.

Didactic modules based on tourism discourse typically include activities such as:

- textual analysis of tourism guides
- vocabulary development related to tourism terminology
- translation exercises focusing on cultural mediation
- writing promotional texts for destinations

Such activities help students develop both linguistic competence and intercultural awareness.

Discussion

The findings confirm that tourism discourse represents a complex hybrid genre combining elements of marketing, narrative storytelling, and cultural representation. This hybridity reflects the multifunctional nature of tourism communication, which simultaneously informs, persuades, and constructs cultural imagery (Dann, 1996).

One of the most significant features of tourism discourse is the tension between authenticity and commodification. Tourism promotion frequently claims to offer authentic cultural experiences while simultaneously transforming these experiences into marketable products. This process often involves simplifying cultural realities and emphasizing attractive stereotypes.

From a translation perspective, tourism discourse highlights the importance of cultural mediation. Translators must decide whether to adapt cultural references to the target audience or preserve their foreignness in order to maintain the exotic appeal of destinations (Gandin, 2013).

In educational contexts, tourism discourse provides an effective tool for developing intercultural competence and professional communication skills in LSP learning environments (Salim et al., 2012).

Furthermore, tourism discourse offers valuable pedagogical potential in LSP education, as authentic tourism materials can enhance students' professional communication skills and intercultural competence (Salim et al., 2012). Future research should further explore tourism discourse across languages and digital platforms using corpus-based and multimodal approaches.

Conclusion

This study explored the linguocultural and didactic dimensions of tourism discourse by examining its linguistic characteristics, translational challenges, and pedagogical applications within the framework of Language for Specific Purposes (LSP). The findings confirm that tourism discourse represents a specialized communicative genre that integrates promotional, descriptive, and cultural functions. Rather than simply conveying information, tourism texts construct symbolic representations of destinations through persuasive linguistic strategies and multimodal communication.

The findings confirm that tourism discourse represents a specialized communicative genre that integrates promotional, descriptive, and cultural functions. Tourism texts construct symbolic

representations of destinations through persuasive linguistic strategies and multimodal communication. From a translation perspective, tourism discourse requires careful cultural mediation to balance authenticity with accessibility for international audiences (Gandin, 2013).

The analysis demonstrates that tourism discourse functions as a form of cultural mediation. Linguistic elements such as evaluative adjectives, metaphors, and narrative structures shape how destinations are perceived by potential visitors. In digital contexts, these representations are further reinforced through multimodal communication, where textual descriptions interact with visual images and design elements to create compelling destination narratives.

From a translation perspective, tourism discourse requires careful cultural adaptation. Translators must balance the preservation of cultural authenticity with the need to ensure clarity and persuasive effectiveness for international audiences. Effective translation therefore demands both linguistic expertise and intercultural competence.

The study also highlights the pedagogical value of tourism discourse in LSP education. Authentic tourism materials, including travel guides, promotional websites, and blogs, provide valuable resources for developing students' professional communication skills and intercultural awareness.

Furthermore, tourism discourse offers valuable pedagogical potential in LSP education, as authentic tourism materials can enhance students' professional communication skills and intercultural competence (Salim et al., 2012). Future research should further explore tourism discourse across languages and digital platforms using corpus-based and multimodal approaches.

Understanding the linguistic and cultural mechanisms underlying tourism communication can contribute to more effective translation practices, innovative language teaching methods, and more responsible representations of cultural heritage in global tourism.

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Developing intercultural competence through artificial intelligence tools (in the context of teaching the Turkish language)

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Annotation *This article explores the development of intercultural competence in teaching Turkish as a foreign language through artificial intelligence (AI) tools. The study is theoretically grounded in the concept of communicative competence proposed by Dell Hymes and the model of intercultural communicative competence developed by Michael Byram. The experimental phase assessed the effectiveness of AI-based chatbots, virtual simulations, and adaptive learning platforms. The findings demonstrate a significant improvement in students' linguistic accuracy, sociolinguistic appropriateness, and cultural awareness. The results highlight the methodological value of integrating AI technologies into Turkish language instruction.*

Keywords *Artificial intelligence, intercultural competence, Turkish language teaching, communicative approach, digital education*

Sun'iy intellekt vositalari yordamida madaniyatlararo kompetensiyani rivojlantirish (turk tilini o'qitish kontekstida)

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Annotatsiya *Mazkur maqolada sun'iy intellekt (SI) vositalari yordamida turk tilini o'qitish jarayonida madaniyatlararo kompetensiyani rivojlantirish masalasi tahlil qilinadi. Tadqiqotda kommunikativ va madaniyatlararo kompetensiya nazariy asoslari yoritilib, SI asosidagi platformalar, chatbotlar va raqamli simulyatsiyalarning pedagogik samaradorligi ko'rib chiqiladi. Tajriba-sinov ishlari natijalari SI vositalari o'quvchilarning lingvistik, sotsiolingvistik va madaniy ko'nikmalarini sezilarli darajada oshirganini ko'rsatdi.*

Kalit so'zlar *Sun'iy intellekt, madaniyatlararo kompetensiya, turk tili, kommunikativ yondashuv, raqamli ta'lim*

Развитие межкультурной компетенции с помощью инструментов искусственного интеллекта (в контексте преподавания турецкого языка)

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Аннотация *В данной статье рассматриваются возможности развития межкультурной компетенции при обучении турецкому языку с использованием инструментов искусственного интеллекта (ИИ). Теоретической основой исследования послужили концепция коммуникативной компетенции Делл Хаймс и модель межкультурной коммуникативной компетенции Майкл Байрм. В ходе экспериментального обучения оценивалась эффективность чат-ботов, виртуальных симуляций и адаптивных обучающих платформ. Результаты показали значительное повышение лингвистической точности, социолингвистической адекватности и культурной осведомлённости обучающихся. Полученные данные подтверждают методическую целесообразность интеграции технологий ИИ в процесс обучения турецкому языку.*

Ключевые слова *Искусственный интеллект, межкультурная компетенция, турецкий язык, коммуникативный подход, цифровое обучение*

Kirish

Globallashuv sharoitida xorijiy tillarni o‘qitishda madaniyatlararo kompetensiyani shakllantirish muhim ahamiyat kasb etmoqda. Kommunikativ kompetensiya tushunchasi ilk bor Dell Hymes tomonidan ilgari surilgan bo‘lib, u tilni ijtimoiy kontekstda to‘g‘ri qo‘llash qobiliyatini anglatadi. Keyinchalik Michael Byram madaniyatlararo kommunikativ kompetensiya modelini ishlab chiqib, unda bilim, ko‘nikma, munosabat va madaniy xabardorlik komponentlarini ajratib ko‘rsatgan.

Turk tilini chet tili sifatida o‘qitishda madaniy komponent alohida ahamiyatga ega. Yunus Emre Enstitüsü tomonidan ishlab chiqilgan dasturlarda til va madaniyat integratsiyasi ustuvor yo‘nalish sifatida belgilangan. Zamonaviy SI texnologiyalari esa ushbu jarayonni yanada interaktiv va samarali tashkil etish imkonini bermoqda.

Tadqiqotning maqsadi – sun’iy intellekt vositalari yordamida turk tilini o‘qitishda madaniyatlararo kompetensiyani rivojlantirish mexanizmlarini aniqlash va ularning samaradorligini tajriba asosida baholash.

Tadqiqot metodologiyasi

Mazkur tadqiqot aralash (mixed-method) metodologiya asosida olib borildi, ya’ni miqdoriy va sifat tadqiqot usullari uyg‘unlashtirildi. Ushbu yondashuv sun’iy intellekt (SI) vositalarining turk tilini o‘qitish jarayonida madaniyatlararo kompetensiyani rivojlantirishga ta’sirini kompleks va ishonchli baholash imkonini berdi. Miqdoriy metodlar yordamida tajriba natijalari statistik tahlil qilindi, sifat metodlari esa talabalarning kommunikativ xulq-atvori, madaniy moslashuvi va interaktiv faoliyatini chuqur o‘rganishga qaratildi. Tadqiqotda jami 60 nafar B1 darajadagi turk tilini o‘rganuvchi talabalar ishtirok etdi. Ishtirokchilar teng ikki guruhga ajratildi: 30 nafar talaba tajriba guruhini, 30 nafar talaba esa nazorat guruhini tashkil etdi. Guruhlar til darajasi, yosh ko‘rsatkichi va akademik tayyorgarlik jihatidan tenglashtirildi, shunda natijalarga tashqi omillarning ta’siri minimallashtirildi. Tadqiqot boshlanishidan oldin barcha ishtirokchilarning dastlabki madaniyatlararo va lingvistik kompetensiya darajasi kirish testi orqali aniqlandi.

Tadqiqot 12 hafta davomida amalga oshirildi. Ushbu davr mobaynida tajriba guruhi mashg‘ulotlari sun’iy intellekt asosidagi interaktiv texnologiyalar yordamida tashkil etildi va har hafta 2-3 ta sessiya o‘tkazildi. Har

bir mashg‘ulot real kommunikativ vaziyatlarni modellashtirishga, turk madaniyatiga xos ijtimoiy normalar va nutq strategiyalarini amaliy qo‘llashga yo‘naltirildi. Nazorat guruhi esa an‘anaviy o‘qitish metodlari – darslik asosida tushuntirish, o‘qituvchi tomonidan izoh berish, matn tahlili va standart og‘zaki mashqlar orqali ta’lim oldi.

Tadqiqot jarayonida bir nechta sun‘iy intellekt vositalari qo‘llanildi. Birinchidan, SI asosidagi chatbotlar talabalarga turk madaniyatiga oid interaktiv savol-javoblar, rasmiy va norasmiy muloqot shakllari hamda kundalik kommunikativ vaziyatlarda mashq qilish imkonini berdi. Chatbot tizimi talabalarning javoblarini avtomatik tahlil qilib, grammatik va pragmatik xatolar bo‘yicha darhol fikr-mulohaza (feedback) taqdim etdi. Ikkinchidan, virtual dialog simulyatsiyalari orqali talabalar restoran, universitet, rasmiy tashkilot yoki ijtimoiy tadbir kabi real hayotga yaqin vaziyatlarda sun‘iy intellekt tomonidan yaratilgan virtual suhbatdosh bilan muloqot qildilar. Bu usul sotsiolingvistik moslashuv va madaniy kontekstni to‘g‘ri qo‘llash ko‘nikmalarini rivojlantirishga xizmat qildi. Uchinchidan, avtomatik nutq tahlil dasturlari talabalarning og‘zaki nutqini yozib olib, talaffuz, intonatsiya, grammatik aniqlik va nutq tezligini avtomatik ravishda tahlil qildi. Ushbu texnologiyalar talabalarga o‘z xatolarini vizual va audio shaklda ko‘rish imkonini berdi hamda o‘z-o‘zini tahlil qilish jarayonini kuchaytirdi. SI vositalari adaptiv algoritmlar asosida ishladi, ya‘ni tizim har bir talabaning individual darajasiga moslashib, topshiriqlar murakkabligini bosqichma-bosqich oshirib bordi.

Tajriba samaradorligini baholash uchun lingvistik aniqlik, sotsiolingvistik moslik va madaniy adekvatlik mezonlari asos qilib olindi. Lingvistik aniqlik grammatik tuzilmalarning to‘g‘ri qo‘llanishi, leksik boylik va sintaktik moslikni o‘z ichiga oldi. Sotsiolingvistik moslik esa murojaat shakllarining to‘g‘ri tanlanishi, rasmiy va norasmiy nutq farqlarini anglash hamda kommunikativ strategiyalarni kontekstga mos qo‘llash darajasi orqali baholandi. Madaniy adekvatlik turk madaniy me’yorlari, ijtimoiy qadriyatlar va kommunikativ xulqni to‘g‘ri talqin qilish va amaliyotda qo‘llash ko‘rsatkichlari asosida aniqlandi. Baholash jarayonida kirish va chiqish testlari, og‘zaki intervyular, situatsion topshiriqlar hamda ekspertlar tomonidan tahlil usuli qo‘llanildi. Olingan natijalar tajriba va nazorat guruhlari o‘rtasida statistik jihatdan taqqoslandi va farqlar aniqlanib, SI vositalarining samaradorligi ilmiy asosda baholandi.

Natija

Tadqiqot yakunida olingan natijalar tajriba va nazorat guruhlari o‘rtasidagi farqni aniq ko‘rsatdi. 12 haftalik eksperimental mashg‘ulotlar tugagandan so‘ng talabalarning lingvistik, sotsiolingvistik va madaniy kompetensiya ko‘rsatkichlari qayta baholandi va statistik taqqoslash amalga oshirildi. Quyidagi jadvalda olingan natijalar foiz ko‘rsatkichlarida aks ettirilgan.

Kompetensiya turi	Nazorat guruhi	Tajriba guruhi
Lingvistik aniqlik	68%	84%
Sotsiolingvistik moslik	64%	87%
Madaniy adekvatlik	60%	89%
Umumiy ko‘rsatkich	64%	87%

1-jadval. *Tajriba va nazorat guruhlarining yakuniy natijalari (%)*

Olingan natijalar shuni ko‘rsatadiki, sun’iy intellekt vositalari qo‘llanilgan tajriba guruhida barcha kompetensiya ko‘rsatkichlari sezilarli darajada oshgan. Eng yuqori o‘sish madaniy adekvatlik (29% farq) va sotsiolingvistik moslik (23% farq) mezonlarida kuzatildi. Bu natija SI asosidagi virtual vaziyatlar va chatbotlar talabalarga turk madaniy kontekstini real kommunikativ sharoitda amaliy o‘rganish imkonini berganini tasdiqlaydi.

Lingvistik aniqlik ko‘rsatkichining oshishi (68% dan 84% gacha) avtomatik nutq tahlili va darhol berilgan feedback tizimining samaradorligini ko‘rsatadi. Talabalar grammatik xatolarini tez aniqlab, ularni tuzatish imkoniga ega bo‘ldilar. Nazorat guruhida ham kichik o‘sish kuzatilgan bo‘lsa-da, an’anaviy metodlar orqali erishilgan natijalar tajriba guruhiga nisbatan pastroq bo‘ldi.

Umuman olganda, statistik farqlar SI vositalarining madaniyatlararo kompetensiyani rivojlantirish jarayonida samarali pedagogik vosita ekanligini ko‘rsatdi. Tadqiqot natijalari adaptiv texnologiyalar va interaktiv simulyatsiyalar ta’lim samaradorligini oshirishda muhim rol o‘ynashini tasdiqlaydi.

Muhokama

Tadqiqot natijalari sun’iy intellekt (SI) vositalarining turk tilini o‘qitish jarayonida madaniyatlararo kompetensiyani rivojlantirishga sezilarli ijobiy ta’sir ko‘rsatishini tasdiqladi. Olingan empirik ma’lumotlar Michael Byram tomonidan ishlab chiqilgan madaniyatlararo kommunikativ kompetensiya modelining amaliy ta’lim jarayonida samarali qo‘llanilishini ko‘rsatdi. Xususan, kognitiv komponent (madaniy bilim va tushunchalar), affektiv komponent (madaniyatga nisbatan ochiqlik va tolerantlik) hamda xulqiy komponent (kommunikativ vaziyatga mos strategiyalarni tanlash) birgalikda rivojlanganligi kuzatildi.

SI asosidagi chatbotlar va virtual dialog simulyatsiyalari talabalarga turk madaniyatiga xos real kommunikativ vaziyatlarni xavfsiz va interaktiv muhitda mashq qilish imkonini berdi. Bu jarayon reflektiv fikrlashni kuchaytirdi, chunki talabalar o‘z javoblarini tizim tomonidan berilgan avtomatik tahlil va feedback asosida qayta ko‘rib chiqish hamda takomillashtirish imkoniyatiga ega bo‘ldilar. Ayniqsa, madaniy adekvatlik va sotsiolingvistik moslik ko‘rsatkichlarining sezilarli darajada oshishi texnologik yondashuvning pragmatik kompetensiyani rivojlantirishdagi samaradorligini tasdiqladi.

Shuningdek, adaptiv algoritmlar asosida ishlovchi tizimlar individual o‘quv trayektoriyasini shakllantirishga yordam berdi. Har bir talabaning xatolari, kuchli va zaif tomonlari tizim tomonidan tahlil qilinib, topshiriqlar murakkabligi bosqichma-bosqich moslashtirildi. Bu esa o‘quvchilarning motivatsiyasini oshirdi va mustaqil o‘rganish ko‘nikmalarini rivojlantirdi.

Biroq, tadqiqot jarayonida ayrim cheklovlar ham aniqlandi. Birinchidan, SI vositalaridan samarali foydalanish uchun texnik infratuzilma va barqaror internet tarmog‘i zarur. Ikkinchidan, pedagoglarning raqamli va texnologik kompetensiyasi yetarli darajada rivojlangan bo‘lishi kerak, chunki sun’iy intellekt o‘qituvchini to‘liq almashtirmaydi, balki metodik jihatdan qo‘llab-quvvatlovchi vosita sifatida xizmat qiladi. Bundan tashqari, avtomatik tizimlar madaniy kontekstni har doim ham to‘liq va to‘g‘ri talqin qila olmasligi mumkin, shuning uchun o‘qituvchining nazorati va ekspert bahosi muhim ahamiyat kasb etadi.

Umuman olganda, tadqiqot natijalari shuni ko‘rsatadiki, sun’iy intellekt vositalari an’anaviy metodlar bilan integratsiya qilingan holda qo‘llanganda madaniyatlararo kompetensiyani samarali rivojlantirishga xizmat qiladi va zamonaviy til ta’limining innovatsion hamda texnologik asoslarini mustahkamlaydi.

Xulosa

Sun’iy intellekt vositalari turk tilini o‘qitish jarayonida madaniyatlararo kompetensiyani samarali rivojlantirish imkonini beradi. Tajriba

natijalari SI asosidagi yondashuv lingvistik va madaniy ko‘rsatkichlarni sezilarli darajada oshirishini ko‘rsatdi. Kelgusida SI texnologiyalarini o‘quv dasturlariga integratsiya qilish va metodik tavsiyalar ishlab chiqish maqsadga muvofiqdir.

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Language Policy and Linguistic Identity in the Context of Globalization: Problems and Solution Perspectives

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Annotation *Globalization is one of the most powerful macro-social processes transforming linguistic ecology. As nation-state-centered regulatory approaches erode, the rise of English as a global language of communication restructures linguistic hierarchies. This development has generated new debates in areas such as multilingualism, language shift, linguistic inequality, and identity negotiation. Drawing on contemporary linguistic scholarship, this study analyzes the impact of globalization on linguistic identity, discusses emerging problem areas, and proposes solution-oriented perspectives. The findings indicate that linguistic diversity has not entirely disappeared; rather, it has been reorganized within unequal power relations. The study argues that multilayered governance approaches and rights-based perspectives will be decisive in the future.*

Keywords *Globalization, linguistic identity, multilingualism, global English*

Globallashuv sharoitida til siyosati va lingvistik identifikatsiya: muammolar va yechim istiqbollari

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Annotatsiya *Globallashuv zamonaviy jamiyatlarning lingvistik ekologiyasini o'zgartirayotgan eng kuchli makro-ijtimoiy jarayonlardan biridir. Milliy davlat markazidagi tartibga solish mexanizmlarining zaiflashuvi sharoitida ingliz tilining global muloqot tili sifatida kuchayishi til iyerarxiyalarini qayta shakllantirmoqda. Bu jarayon ko'p tillilik, til almashinuvi, lingvistik tengsizlik va identifikatsiya muzokaralari kabi sohalarda yangi ilmiy bahs-munozaralarning yuzaga kelishiga sabab bo'ldi. Zamonaviy lingvistik tadqiqotlarga tayangan holda, mazkur ish globallashuvning lingvistik identifikatsiyaga ta'sirini tahlil qiladi, yuzaga kelayotgan muammolarni muhokama etadi hamda yechimga yo'naltirilgan istiqbollarni taklif etadi. Tadqiqot natijalari shuni ko'rsatadiki, lingvistik xilma-xillik butunlay yo'qolib ketmagan, balki tengsiz kuch munosabatlari doirasida qayta tashkil etilgan. Tadqiqot kelajakda ko'p qatlamli boshqaruv yondashuvlari hamda huquqiy tamoyillarga asoslangan qarashlar hal qiluvchi ahamiyat kasb etishini ta'kidlaydi.*

The Lingua Spectrum
Cogito, ergo sum

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Kalit so'zlar *Globallashuv, lingvistik identifikatsiya, ko'p tillilik, global ingliz tili*

Языковая политика и лингвистическая идентичность в условиях глобализации: проблемы и перспективы решений

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Аннотация *Глобализация является одним из наиболее мощных макросоциальных процессов, трансформирующих языковую экологию современного общества. По мере ослабления государственно-центрированных регулятивных механизмов усиление роли английского языка как глобального средства коммуникации приводит к переструктурированию языковых иерархий. Данное развитие вызвало новые дискуссии в таких областях, как многоязычие, языковой сдвиг, лингвистическое неравенство и переговоры идентичности. Опираясь на современные лингвистические исследования, в статье анализируется влияние глобализации на лингвистическую идентичность, рассматриваются возникающие проблемные зоны и предлагаются ориентированные на решение перспективы. Результаты исследования свидетельствуют о том, что языковое разнообразие не исчезло полностью, а было реорганизовано в условиях неравных властных отношений. Делается вывод о том, что многоуровневые управленческие подходы и правозащитные перспективы будут играть решающую роль в будущем.*

Ключевые слова *Глобализация, лингвистическая идентичность, многоязычие, глобальный английский язык*

Introduction

Language is not merely a communicative component of social structure; it is also a central element of symbolic capital, cultural continuity, and ideological reproduction. As a historical macro-process, globalization transforms this multilayered structure by reshaping linguistic ecology at both structural and functional levels. The acceleration of economic integration, the proliferation of digital platforms, and the increase in transnational academic and professional mobility have dramatically intensified contact among languages. Consequently, linguistic hierarchies have become more visible and more institutionalized.

In this context, the rise of English as a global lingua franca cannot be evaluated solely as a pragmatic development facilitating communication. English has evolved into a

form of symbolic and economic capital that provides access, visibility, and prestige within the global knowledge economy. The dominance of English in academic publishing, international trade, diplomacy, and digital content production has the potential to narrow the functional domains of other languages. However, this does not necessarily imply the absolute decline of linguistic diversity; rather, it points to a multilayered and asymmetrical restructuring.

Modern debates have likewise undergone a transformation in scale. Regulatory and planning mechanisms are no longer confined to nation-state borders. Global actors, such as international ranking systems, scientific indexing mechanisms, migration flows, and digital cultural industries have become de facto determinants shaping linguistic development. In this sense, linguistic governance should be conceptualized as a multi-scalar field operating across global power relations, national strategies, and individual linguistic choices.

Moreover, globalization is not solely a homogenizing process. International networks, migrant communities, and digital multilingual practices foster the emergence of hybrid identities and new linguistic repertoires. Code-switching, cross-linguistic transitions, and multiple belonging practices demonstrate that linguistic identity is not a fixed category but a dynamic site of negotiation. Therefore, analyzing linguistic transformation in the context of globalization requires consideration of both power relations and processes of subject formation.

This study aims to critically examine the effects of globalization on linguistic identity based on contemporary linguistic literature. It focuses on three key questions:

How do global power relations restructure linguistic hierarchies?

How do national and institutional mechanisms respond to this transformation?

How do individuals negotiate their identities between global and local linguistic practices?

Within this framework, the article discusses core problem areas such as linguistic inequality, language loss, and identity tension, and seeks to develop sustainable and rights-based solution perspectives.

Globalization and Linguistic Transformation

The linguistic impact of globalization is dual in nature. On the one hand, the expansion of communication networks increases multilingual interaction; on the other hand, the strengthening of dominant languages reinforces linguistic hierarchies. The dominance of English in international academic and economic domains has transformed it into a global form of capital, as discussed in Linguistic Imperialism. Bibliometric analyses of scholarly publishing reveal the clear predominance of English in academic production, while also indicating the persistence of multilingual publication practices (Pradier et al., 2025). This suggests that linguistic diversity has not disappeared but has been repositioned within an asymmetrical structure.

At the same time, modeling studies of linguistic diversity demonstrate that bilingualism and strengthened language learning networks can slow language loss (Louf et al., 2021). Thus, globalization is not merely homogenizing; it also generates new hybrid linguistic practices.

Global Pressures and Institutional Strategies

Approaches to managing linguistic development often include different orientations:

- Monolingual-oriented models aiming to strengthen national unity.
- Multilingual-oriented models recognizing linguistic diversity at institutional levels.
- Localization strategies expanding the functional domains of local languages in

response to global pressures (Suleimenova, 2020).

Studies conducted in contexts demonstrate that linguistic development simultaneously seeks to construct national identity and enhance global competitiveness (Suleimenova, 2020). Contemporary analyses link linguistic development directly to economic mobility, social prestige, and identity construction.

Phillipson's concept of "linguistic imperialism" conceptualizes the spread of English not as a neutral communicative tool but as an ideological process embedded in power relations. This perspective underscores that linguistic transformation cannot be understood independently of political-economic contexts.

Linguistic Identity and Cultural Negotiation

Linguistic identity refers to forms of belonging and identification individuals construct through language choices. In the context of globalization, bilingualism and code-switching practices render identity construction multilayered. Research on bilingual individuals indicates that Global English plays a transformative role in identity perception (Urazimbetova, 2025). Qualitative research in Indonesia shows that young individuals negotiate English usage alongside national identity (Syafrony, 2024). Analyses in Central Asia reveal that foreign language influence leads to lexical and structural changes while local linguistic identity remains crucial for cultural continuity (Oripova, 2024). These findings confirm that linguistic identity is dynamic and context-dependent rather than fixed.

In addition to geopolitical and economic transformations, globalization today operates in close interaction with technological change. The rapid expansion of digital infrastructures, artificial intelligence-based language technologies, and algorithm-driven communication platforms has introduced a new layer to linguistic restructuring. Language education has become one of the primary domains where globalization and technological transformation intersect. Digitalization reshapes access to knowledge, patterns of communication, and the distribution of linguistic capital within global academic and professional environments.

Recent research highlights that ethical considerations such as data privacy, algorithmic bias, and academic integrity have become central to contemporary linguistic and educational debates (Kamariddinovna & Tetik, 2025). Since dominant languages are more extensively represented in digital corpora and AI systems, technological ecosystems may unintentionally reinforce existing linguistic hierarchies. Therefore, discussions of linguistic governance in the context of globalization must extend beyond traditional nation-state frameworks and incorporate digital power structures that shape language visibility, legitimacy, and identity construction.

Core Problem Areas

Linguistic Inequality: Proficiency in English provides advantages in academic visibility and scientific recognition, generating structural inequalities for scholars whose native languages differ (Pradier et al., 2025).

Language Loss and Homogenization: Global linguistic pressure may reduce the functional domains of small and lesser-spoken languages. Modeling studies indicate that linguistic diversity can decline rapidly in the absence of intervention (Louf et al., 2021).

Identity Tension: Being compelled to prioritize a global language over a local language may produce cultural and psychological tensions (Urazimbetova, 2025).

Solution Perspectives

The literature proposes several approaches aimed at balancing global communicative demands with the preservation of linguistic diversity:

- Institutional multilingual support: Encouraging the parallel development of global and local languages.

- Mother tongue–based bilingual education: Promoting multilingual competence from early education.
- Rights-based approaches: Recognizing linguistic diversity as cultural heritage and a fundamental human value (Wright, 2016).
- Local language enrichment strategies: Lexical development, digital integration, and cultural expansion initiatives (Oripova, 2024).

These approaches require a multilayered framework centered on sustainability and inclusiveness.

Conclusion

The relationship between globalization and linguistic identity is not linear but multidimensional and dynamic. The central position of English in global circulation expands communicative access and facilitates international cooperation. However, this dominance deepens the unequal distribution of linguistic capital, particularly in academic production and scientific visibility.

Linguistic diversity has not disappeared; rather, it has been repositioned within global power relations. Small and lesser-spoken languages face the risk of functional decline in public and academic domains while continuing to serve as carriers of local cultural identity.

Globalization does not compel individuals to adopt singular identities; instead, it encourages multilayered forms of belonging. Bilingualism and multilingualism have become fundamental components of identity flexibility and intercultural mobility.

Future development should rely on three core principles:

- *Multilayered governance*
- *Rights-based perspective*
- *Sustainable linguistic ecology*

In conclusion, globalization represents redistribution in linguistic power relations rather than absolute homogenization. Managing this transformation in a just and sustainable manner depends on pluralistic and inclusive approaches instead of monolithic frameworks. Linguistic diversity is a strategic resource that strengthens the intellectual capacity and democratic character of global society.

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Designing a Medical English ESP Course for Uzbek Nurses: Needs Analysis and Course Development

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Annotation *This article explores the design of a Medical English ESP course for Uzbek nurses with B1-level English proficiency according to the CEFR. The participants work in hospitals and have diverse motivations: some communicate with foreign patients locally, while others plan to migrate to English-speaking countries. The study draws on two ESP course models (Nickerson's Language in the Workplace and Northcott's English for Lawyers) as frameworks for course design, combining macro-level structure and micro-level task-based planning. Needs analysis includes questionnaires, interviews, document analysis, and observations to align the course with workplace communication requirements. The course employs problem-based learning, genre and discourse analysis, and authentic tasks to develop nurses' speaking, reading, writing, and professional English skills. Assessment integrates diagnostic, formative, and summative methods. The study highlights how learner-centered and context-specific ESP course design can support professional communication and language development in the medical field.*

Keywords *Medical English, ESP course design, nurses, needs analysis, problem-based learning, professional communication*

O'zbekistonlik hamshiralarga mo'ljallangan Tibbiy Ingliz tili ESP kursini loyihalash: Ehtiyojlar tahlili va kursni rivojlantirish

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Annotatsiya *Ushbu maqola O'zbekistonlik hamshiralarga mo'ljallangan B1 darajadagi ingliz tili bo'yicha Tibbiy Ingliz tili ESP kursining loyihalashtirilishini o'rganadi. Ishtirokchilar shifoxonalarda ishlaydi va turli motivatsiyalarga ega: ba'zilari mahalliy bemorlar bilan ingliz tilida muloqot qiladi, boshqalari esa ingliz tilida so'zlashuvchi mamlakatlarga ko'chib ketishni rejalashtirmoqda. Tadqiqot ikki ESP kurs modeliga tayangan: Nickersonning Language in the Workplace va Northcottning English for Lawyers, bu kursni makro-darajadagi tuzilma va mikro-darajadagi vazifalarga asoslangan rejalashtirish bilan loyihalash imkonini beradi. Ehtiyojlarni aniqlash uchun so'rovnomalar, intervyular, hujjatlar tahlili va kuzatuvlar ishlatiladi, bu orqali kurs ish joyidagi muloqot talablariga mos keladi. Kurs muammoga asoslangan o'qitish, janr va diskurs tahlili, shuningdek, haqiqiy vazifalarni qo'llash orqali hamshiralarning gapirish, o'qish, yozish va professional ingliz tilidagi ko'nikmalarini rivojlantiradi. Baholash diagnostik, shakllantiruvchi va yakuniy usullarni o'z ichiga oladi. Tadqiqot shuni ko'rsatadiki, o'quvchiga yo'naltirilgan va kontekstga mos ESP kurslarini loyihalash tibbiy sohadagi professional muloqot va til ko'nikmalarini rivojlantirishga yordam beradi.*

The Lingua Spectrum
Cogito, ergo sum

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Kalit so'zlar *Tibbiy ingliz tili, ESP kursini loyihalash, hamshira, ehtiyojlarni tahlil qilish, muammoga asoslangan o'qitish, professional muloqot*

Разработка курса медицинского английского ESP для узбекских медсестёр: анализ потребностей и разработка курса

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Аннотация *В данной статье рассматривается разработка курса медицинского английского ESP для узбекских медсестёр с уровнем английского B1 по CEFR. Участники работают в больницах и имеют разные мотивы: некоторые общаются с иностранными пациентами на месте, а другие планируют переезд в англоязычные страны. Исследование опирается на два ESP курса: Language in the Workplace Никерсона и English for Lawyers Норткотта, комбинируя макроуровневую структуру и микроуровневое планирование на основе задач. Для анализа потребностей использовались анкеты, интервью, анализ документов и наблюдения, чтобы курс соответствовал требованиям профессионального общения. Курс включает проблемно-ориентированное обучение, анализ жанров и дискурса, а также выполнение аутентичных заданий для развития навыков говорения, чтения, письма и профессионального английского. Оценивание включает диагностические, формирующие и итоговые методы. Исследование показывает, что ориентированный на учащихся и контекстно-специфический ESP курс способствует развитию профессионального общения и языковых навыков в медицинской сфере.*

Ключевые слова *Медицинский английский, разработка ESP курса, медсестры, анализ потребностей, проблемно-ориентированное обучение, профессиональное общение*

Introduction

This ESP project focuses on designing a Medical English course for Uzbek nurses whose current English proficiency level is B1, according to the CEFR. The participants work in hospitals but have different motivations to improve their English language skills. Some need English to communicate effectively with foreign patients in Uzbekistan, while others plan to migrate to English-speaking countries for professional work.

When designing this Medical English course, I relied on two ESP course examples from Woodrow (2018) as frameworks. Nickerson's Language in the Workplace offers a project-based approach adaptable to institutions, useful in Uzbek hospitals where formal needs analyses are limited. Northcott's English for Lawyers demonstrates a small-group, needs-based design, highlighting the value of authentic materials and learner interviews. These models guide both macro-level course structure and micro-level lesson planning, ensuring pedagogical and practical relevance to nurses' professional settings.

Literature review

ESP research emphasizes the importance of needs analysis and learner-centered course design. Woodrow (2018) highlights needs analysis as the "backbone of ESP course design," combining both qualitative and quantitative tools. Similarly, Serafini (2015) stresses that learners' professional identities and roles must be prioritized to ensure effective instruction.

Viana, Bocorny, and Sarmento (2019) argue that contextualized instruction, integrating authentic workplace tasks, is key to successful ESP programs. Nurses require language for specific functions such as giving medical advice, explaining diagnoses, documenting patient records, and communicating with colleagues. ESP approaches such as genre and discourse analysis help learners understand written and spoken professional texts, while problem-based learning motivates engagement and skill acquisition (Johns & Dudley-Evans, 1991; Woodrow, 2018).

Assessment design is equally crucial. O'Sullivan (2012) emphasizes that LSP assessments should be valid, context-specific, and grounded in real-world communicative events. Formative assessments provide ongoing feedback, while summative assessments evaluate learners' communicative competence and professional readiness (Ayhan & Turkyilmaz, 2015).

Research methodology

The participants for this ESP course are seven Uzbek nurses with 5–7 years of professional experience. Three work in public hospitals and plan to migrate abroad, while four frequently interact with foreign patients locally. Their English proficiency is B1 (pre-intermediate), with basic spoken and written production and limited comprehension of technical texts. Pronunciation and grammatical accuracy may impede effective communication in clinical contexts.

The course's needs analysis involves:

- **Questionnaires** to know about learners' learning styles, self-assessed language abilities, and workplace language difficulties.
- **Semi-structured interviews** with nurses, doctors, and hospital administrators to get thorough information about key communicative tasks in English and institutional expectations.
- **Document analysis** to examine the authentic materials like patient records, case reports, and emails to identify genre-specific language features.
- **Observations**, if possible, because it will give a chance to observe real-time workplace communication to analyze actual language use in context.

While designing my Medical English ESP course for nurses, I will conduct these needs analysis approaches to identify the gap between learners' present situation analysis and target situation analysis (Woodrow, 2018). According to Woodrow (2018), needs analysis is the "backbone of ESP course design" and plays an important role in curriculum development. This means that gathering data from multiple sources and stakeholders can serve as both qualitative and quantitative tools.

Moreover, Viana, Bocorny, and Sarmentoa (2019) emphasize that contextualized instruction is the key to successful ESP programs. This can be done by integrating real-world learner needs into the course program through engagement with authentic workplace tasks. This supports my use of document analysis and stakeholder interviews.

Finally, Serafini (2015) highlights that learners' professional identities and roles must be prioritized in course planning. In the medical context, nurses must use English to explain diagnoses, communicate with foreign patients, and complete documentation accurately. Therefore, questionnaires, semi-structured interviews, and observations can be important tools to design the course. By conducting the above-mentioned needs analysis, I will be able

to design a learner-centered Medical English course that meets not only professional expectations but also individual learner goals in a realistic and meaningful way.

Analysis and Results

Participants' Language Needs

The nurses require domain-specific vocabulary related to anatomy, diagnosis, treatment, and patient care. They must communicate effectively with patients and colleagues, understanding and conveying instructions clearly during patient interviews. Reading and writing skills are essential for professional documents such as patient records, charts, and case reports.

Course Design

At the micro level, I will use **genre analysis** to teach learners typical written genres in their field, such as patient records, case reports, and discharge summaries. As Viana, Bocorny, and Sarmentoa (2019) emphasize, this will help them to understand the content, structure, and functions of language features they use as nurses. Besides, **discourse analysis** will be used to help nurses practice typical question forms, clarification language in the spoken production of their domain, and small talk used in nurse-patient and nurse-doctor communication (Woodrow, 2018). This will be done by incorporating role-play activities into their syllabus.

At the macro level, **Problem-Based Learning** is authentic and field-specific. This approach enables learners to solve clinical problems by using English. This Problem-Based Learning Approach not only gives nurses a chance to practice essential skills used in their workplace by means of an authentic task but also serves as a contextualized instruction in ESP (Viana et al., 2019). Learning language with the help of real-life, professionally relevant problems motivates nurses to learn further, keep engaged in the class, and, as a result, acquire the target language faster. This will match with both absolute and variable characteristics of ESP by including specific nursing content and authentic tasks, as Johns and Dudley-Evans (1991) mentioned. This enables nurses to learn field-specific language structure as well as medical terminology and also improve their field-related soft skills, including asking the right questions and clarifying politely. This triangulated approach will help learners advance from their present situation to the target situation (Woodrow, 2018).

Assessment

While developing this ESP course, I, first of all, focus on nurses' **needs analysis** to create a learner-centered approach (Woodrow, 2018). This is an intensive 8-week course with 3 lessons each week, it takes overall 9 hours a week. At the micro level, I will use **genre analysis** to teach learners typical written genres in their field, such as patient records, case reports, and discharge summaries. As Viana, Bocorny, and Sarmentoa (2019) emphasize, this will help them to understand the content, structure, and functions of language features they use as nurses. Besides, **discourse analysis** will be used to help nurses practice typical question forms, clarification language in the spoken production of their domain, and small talk used in nurse-patient and nurse-doctor communication (Woodrow, 2018). This will be done by incorporating role-play activities into their syllabus.

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Conclusion and Recommendations

Designing a Medical English ESP course for Uzbek nurses requires a learner-centered, needs-based approach integrating authentic workplace tasks and professional discourse. Needs analysis through questionnaires, interviews, document analysis, and observations ensures that the course addresses both present competencies and target professional demands.

Problem-Based Learning, role-play activities, and genre-based instruction enable nurses to develop English skills in realistic and meaningful contexts. Authentic assessment strategies –diagnostic, formative, and summative – support continuous monitoring and evaluation of communicative competence.

ESP practitioners should focus on aligning course content with learners' professional roles, emphasizing both language accuracy and functional communication. This approach not only improves workplace English proficiency but also enhances learners' confidence and readiness for international professional opportunities.

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Methodological Aspects of Using Game Technologies in English Language Classes

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Annotation *This article examines the theoretical and practical foundations of using game-based technologies in the education system, particularly in foreign language teaching. It highlights the pedagogical and psychological nature of game activities, their role in students' personal development, and their linguistic-didactic significance. Game technologies are classified according to didactic objectives, communicative orientation, and modern digital capabilities. Based on the views of leading educational methodologists, the motivational, communicative-cognitive, socio-cultural, therapeutic, and diagnostic functions of games are analyzed and justified. The article presents a methodological model for organizing didactic games for philology students and provides practical recommendations using various interactive games. Additionally, a comparative analysis of modern digital platforms – Baamboozle, Wordwall, JeopardyLabs, and ZEP Quiz – is included. Research findings demonstrate that game technologies effectively enhance student motivation, reinforce grammatical and lexical knowledge, and develop listening, speaking, reading, and writing skills. The study emphasizes the importance of implementing didactic games in a structured, step-by-step manner: brief games at the introductory stage to increase motivation, thematic games in the main stage to consolidate learning, and quizzes or tests in the concluding stage to assess and evaluate students' knowledge comprehensively.*

Keywords *Game technologies, didactic games, digital game platforms, English language teaching methodology, language skills, motivation, students of philology*

Ingliz tili mashg'ulotlarida o'yin texnologiyalarini qo'llashning metodik jihatlari

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Annotatsiya *Mazkur maqolada ta'lim tizimida, xususan, chet tilini o'qitish jarayonida o'yin texnologiyalaridan foydalanishning nazariy va amaliy asoslari tahlil qilinadi. Unda o'yin faoliyatining pedagogik va psixologik mohiyati, uning shaxs rivojlanishidagi o'rni hamda lingvodidaktik ahamiyati yoritilgan. O'yin texnologiyalari didaktik maqsadga, kommunikativ yo'nalishga va zamonaviy raqamli imkoniyatlarga ko'ra tasniflanadi. Metodist olimlarning qarashlari asosida o'yinlarning motivatsion, kommunikativ-kognitiv, sotsial-madaniy, terapevtik va diagnostik funksiyalari asoslab beriladi. Maqolada filologiya yo'nalishi talabalari uchun didaktik o'yinlarni tashkil etishning metodik modeli ishlab chiqilib, turli interaktiv o'yinlar misolida*

amaliy tavsiyalar beriladi. Shuningdek, zamonaviy raqamli platformalar – Baamboozle, Wordwall, JeopardyLabs va ZEP Quiz imkoniyatlari qiyosiy tahlil qilinadi. Tadqiqot natijalari o'yin texnologiyalari talabalarning motivatsiyasini oshirish, grammatik va leksik bilimlarini mustahkamlash hamda tinglash, gapirish, o'qish va yozish ko'nikmalarini rivojlantirishda samarali vosita ekanligini ko'rsatadi. Didaktik o'yinlarni dars jarayoniga bosqichma-bosqich kiritish maqsadga muvofiq: kirish qismida motivatsiyani oshirish uchun qisqa o'yinlar, asosiy qismda mavzuni mustahkamlash uchun tematik o'yinlar, yakuniy qismda esa bilimlarni baholash uchun test yoki viktorina shaklidagi o'yinlar qo'llanilishi mumkin.

Kalit so'zlar *O'yin texnologiyalari, didaktik o'yinlar, raqamli o'yin platformalari, ingliz tili o'qitish metodikasi, til ko'nikmalari, motivatsiya, filologiya yo'nalishi talabalari*

Методические аспекты применения игровых технологий на занятиях по английскому языку

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Аннотация *В данной статье анализируются теоретические и практические основы применения игровых технологий в системе образования, в частности в процессе обучения иностранным языкам. Раскрывается педагогическая и психологическая сущность игровой деятельности, её роль в развитии личности обучающихся, а также лингводидактическое значение. Игровые технологии классифицируются по дидактической цели, коммуникативной направленности и современным цифровым возможностям. На основе взглядов ведущих методистов обосновываются мотивационная, коммуникативно-когнитивная, социокультурная, терапевтическая и диагностическая функции игр. В статье разработана методическая модель организации дидактических игр для студентов филологического направления, представлены практические рекомендации на примере различных интерактивных форм работы. Кроме того, проводится сравнительный анализ возможностей современных цифровых платформ – Baamboozle, Wordwall, JeopardyLabs и ZEP Quiz. Результаты исследования показывают, что игровые технологии способствуют повышению мотивации студентов, укреплению грамматических и лексических знаний, а также развитию навыков аудирования, говорения, чтения и письма. Подчёркивается целесообразность поэтапного внедрения дидактических игр в структуру занятия: во вводной части – краткие игровые задания для повышения мотивации, в основной части – тематические игры для закрепления изучаемого материала, а в заключительной части – тесты или викторины для контроля и оценки знаний.*

Ключевые слова *Игровые технологии, дидактические игры, цифровые игровые платформы, методика преподавания английского языка, языковые навыки, мотивация, студенты филологического направления*

Kirish

Ta'lim tizimida o'yin texnologiyalaridan foydalanish zamonaviy pedagogikaning dolzarb yo'nalishlaridan biri sifatida e'tirof etiladi. Xususan, chet tilini o'qitish jarayonida o'yinlardan foydalanish samarali kommunikativ muhitni shakllantirish, o'quvchilarning o'qishga bo'lgan qiziqishini kuchaytirish hamda ularning darsdagi faolligini oshirishga xizmat qiladi. Ilmiy tadqiqotlarda o'yin faoliyati shaxsning tabiiy rivojlanish jarayonining ajralmas qismi sifatida talqin qilinadi. O'yin davomida o'quvchi bilimni tayyor holda qabul qilmaydi, balki uni faol ravishda o'zlashtiradi, ijtimoiy tajriba orttiradi va ijodiy tafakkurini rivojlantiradi.

O'qitish texnologiyasi deganda ta'lim jarayonini ilmiy asosda loyihalash, tashkil etish va boshqarish tizimi tushuniladi. Ya'ni, bu yerda gap kompyuter yoki texnika haqida emas, balki pedagogik jarayonni texnologik yondashuv asosida qurish haqida ketadi. Pedagogik manbalarda o'yin texnologiyalari o'quv jarayonini didaktik maqsadlar asosida tashkil etishga xizmat qiluvchi o'yin faoliyati bilan bog'liq metod va usullar tizimi sifatida izohlanadi. Jack C. Richards o'yinlarni kommunikativ metodika tarkibidagi faoliyat turi sifatida izohlaydi. Ularning fikricha: "O'yinlar – o'quvchilarga tilni mazmunli va qiziqarli vaziyatlarda qo'llash imkonini beradigan o'quv faoliyatidir." (Richards & Rodgers, 2001).

Bunday yondashuv o'quvchilarning bilim olishga bo'lgan motivatsiyasini kuchaytiradi, mustaqil fikrlash qobiliyatini rivojlantiradi hamda muloqot ko'nikmalarini shakllantirishga yordam beradi. Bu yerda oddiy o'yin va o'yin texnologiyasi tushunchalarini farqlash muhimdir. O'yin – bu faoliyat shakli bo'lsa, o'yin texnologiyasi esa bu o'qitish jarayoniga raqobat, qoidalar, maqsad, o'zaro hamkorlik va qiziqish elementlarini ongli ravishda integratsiya qiluvchi pedagogik tizimdir. Rus metodisti A.N. Shchukin fikricha didaktik o'yin – shartli vaziyatda tashkil etilgan va bilim, ko'nikma hamda malakalarni egallashga yo'naltirilgan o'quv faoliyati turidir (Azimov & Shchukin, 2009). Didaktik o'yinlar - bu ta'lim jarayonining ajralmas qismi bo'lib, o'quvchilarning bilish faolligini oshirish, ularning bilim, ko'nikma va malakalarini shakllantirish hamda mustahkamlashga qaratilgan, qat'iy belgilangan qoidalarga ega bo'lgan o'yin faoliyatining bir turidir.

O'yin texnologiyalarining samaradorligi mashhur psixolog va pedagog olimlarning fundamental nazariyalariga asoslanadi. Ularni chet tili darslarida qo'llash shunchaki qiziqarli faoliyat emas, balki inson qanday o'rganishini tushuntiruvchi ilmiy yondashuv bilan bog'liqdir. Psixologik nuqtai nazardan o'yin inson rivojlanishining muhim omillaridan biri hisoblanadi. Mashhur psixolog L.S. Vygotsky o'yinning bola rivojlanishidagi o'rnini izohlaydi. Ya'ni, o'yin jarayonida bola o'zining kundalik rivojlanish darajasidan yuqoriroq faoliyat ko'rsatadi. Ushbu fikr Vygotskiyning "yaqin rivojlanish zonasi" (Zone of Proximal Development) nazariyasi bilan bevosita bog'liq bo'lib, o'yin faoliyati bolaning mavjud bilim va ko'nikmalaridan yuqori darajadagi vazifalarni bajarishiga imkon yaratishini anglatadi. Demak, o'yin nafaqat qiziqarli mashg'ulot, balki shaxsning intellektual va ijtimoiy rivojlanishini tezlashtiruvchi muhim pedagogik omildir.

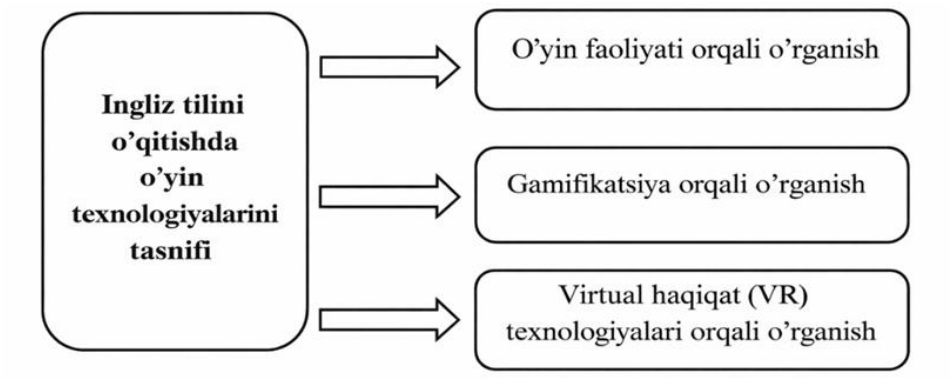
Chet tilini o'qitish metodikasida ham o'yinlarning ahamiyati alohida ta'kidlanadi. Masalan, Jeremy Harmer o'yinlarni

kommunikativ yondashuvning muhim elementi deb hisoblab ular qiziqishni oshirib o'quvchilarga motivatsiya berishi haqida ta'kidlagan. Harmerning fikricha, o'yinlar o'quvchilarning dars jarayonidagi faolligini oshiradi va tilni tabiiy muloqot orqali o'rganishga yordam beradi. Xuddi shunday, Andrew Wright, David Betteridge va Michael Buckby o'zlarining mashhur metodik qo'llanmasida o'yinlarning til o'rganishdagi rolini quyidagicha izohlaydilar: "Til o'rganish mashaqqatli jarayondir... O'yinlar esa o'quvchilarga qiziqishni saqlab qolish va uni davom ettirishga yordam beradi hamda ularni rag'batlantiradi" (Andrew Wright, David Betteridge va Michael Buckby, 2006).

Chet tilini o'qitishda yosh xususiyatlarini inobatga olish ayniqsa muhimdir. Kichik yoshdagi o'quvchilar uchun ko'proq harakatli, vizual va takroriy o'yinlar samarali bo'lsa, o'smirlar uchun kommunikativ va ijodiy o'yinlar muhimroqdir. Talabalar bilan ishlashda esa muammoli vaziyatlar, rolli simulyatsiyalar va real hayotga yaqin kommunikativ topshiriqlar yuqori natija beradi. Jeremy Harmer til o'qitishda metod tanlashda o'quvchilarning yosh xususiyatlari va ehtiyojlarini hisobga olish zarurligini ta'kidlaydi (Harmer, 2007). Shunday qilib, o'yin faoliyati har bir yosh bosqichida turlicha pedagogik vazifani bajaradi. Maktabgacha davrda u rivojlantiruvchi va ijtimoiylashtiruvchi ahamiyatga ega bo'lsa, maktab yoshida didaktik vosita sifatida namoyon bo'ladi, o'smirlik davrida kommunikativ va shaxsiy rivojlanish vositasiga aylanadi, oliy ta'limda esa kasbiy kompetensiyalarni shakllantirishga xizmat qiladi. Demak, o'yin texnologiyalarini qo'llashda yosh omili metodik jihatdan asosiy determinantlardan biri hisoblanadi.

Chet tilini o'qitishda o'yin metodlarining tasnifi masalasi tadqiqotchilar tomonidan turlicha yondashuvlar asosida ishlab chiqilgan. Quyida turli olimlarning o'yin metodlari bo'yicha bergan tasniflarini ko'rib chiqamiz. M.F. Stronin o'zining "Educational games in the English lesson" nomli fundamental asarida o'yinlarni ikki yirik guruhga ajratadi: til materiali bilan ishlashga qaratilgan o'yinlar (tayyorgarlik o'yinlari) va nutqiy ko'nikmalarni rivojlantirishga qaratilgan o'yinlar (ijodiy o'yinlar). Stronin tasnifi lingvodidaktikada klassik yondashuv sifatida e'tirof etilib, unda o'yinlarning didaktik maqsadlari va o'quv jarayonidagi o'rni inobatga olingan (Stronin, 2001).

V. Hurskaya zamonaviy ingliz tili o'qitishda o'yin texnologiyalarini uchta asosiy toifaga bo'ladi va har bir toifaga izoh keltiradi (1-rasm). O'yin faoliyati orqali o'rganish - bu o'quvchilarga ma'lum bir o'quv maqsadlariga erishish uchun tuzilgan hikoya yoki stsenariy (masalan, stol o'yinlari (board games) yoki rolli o'yinlar) yordamida o'yin jarayoniga jalb qilishni nazarda tutadi. O'yin orqali talabalar tinglash, gapirish, o'qish va yozish kabi turli til vazifalarida faol ishtirok etadilar, bu esa til o'rganishni qiziqarli va interfaol tarzda mustahkamlashga yordam beradi. Demak, o'yin faoliyati orqali o'rganish (game-based learning) bu an'anaviy didaktik o'yinlardan foydalanib til o'rgatish jarayoni. Bunda o'yin darsning bir qismi sifatida qo'llanadi. Gamifikatsiya orqali o'rganish (gamification) – bu butun o'quv jarayoniga o'yin mexanikasini qo'llash demakdir. Ya'ni bu alohida o'yin emas, balki ta'lim texnologiyasi hisoblanadi. Bunda o'yin mexanikasi, ball tizimi, mukofotlar va progress ko'rsatkichlari kabi elementlarni ta'lim maqsadlariga yo'naltirilgan tarzda qo'llaniladi. Hurskaya gamificationni ta'lim jarayonida o'quvchi motivatsiyasini oshirish va o'rganishni samarali tashkil etish uchun o'yin elementlarini pedagogik struktura sifatida qo'llash deb tavsiflaydi. Virtual haqiqat (VR) texnologiyalari orqali o'rganish – raqamli immersiv muhitda til o'rganish bo'lib, texnologik jihatdan eng zamonaviy yo'nalish hisoblanadi. Asosiy xususiyatlari sifatida 3D virtual muhit, real hayotga yaqin kommunikativ vaziyatlar, simulyatsiya asosida o'rganish, VR qurilmalaridan foydalanish kabilarni sanab o'tish mumkin.



1-rasm. *O'yin texnologiyalarining tasnifi (Hurskaya, 2024)*

Didaktik maqsadga ko'ra tasnif. Mazkur yondashuvda o'yinlar ularning o'quv jarayonidagi vazifasiga qarab guruhlanadi. Azimov va Shchukin (2009) "New dictionary of methodological terms and concepts" asarida til o'rgatish jarayonida qo'llaniladigan o'yinlarni quyidagi turlarga ajratadi:

- fonetik o'yinlar (tovushlarni to'g'ri talaffuz qilishni o'rgatish)
- leksik o'yinlar (so'z boyligini oshirish)
- grammatik o'yinlar (grammatik tuzilmalarni mustahkamlash)
- nutqiy o'yinlar (og'zaki nutq ko'nikmalarini rivojlantirish)

Kommunikativ yo'nalishga ko'ra tasnif. M.F. Stronin tomonidan asoslab berilgan bu yondashuvda o'yinlar ikki katta guruhga bo'linadi: til o'yinlari (language games) va nutq o'yinlari (speech games). Til o'yinlari til materialini (leksika, grammatika, fonetika) o'zlashtirishga qaratilgan bo'lib, ular asosan tayyorgarlik bosqichida qo'llaniladi. Nutq o'yinlari esa olingan bilimlarni amaliyotda qo'llash, erkin muloqot qilish ko'nikmalarini shakllantirishga xizmat qiladi.

Lingvodidaktika tilni o'qitishning ilmiy asoslari, metodlari, prinsiplari va usullarini o'rganuvchi soha hisoblanar ekan o'yin metodlarining lingvodidaktik ahamiyati ularning til o'rganish jarayoniga ko'p qirrali ta'siri bilan belgilanadi. Tadqiqotchilar tomonidan o'yinlarning quyidagi lingvodidaktik funksiyalari ajratib ko'rsatiladi:

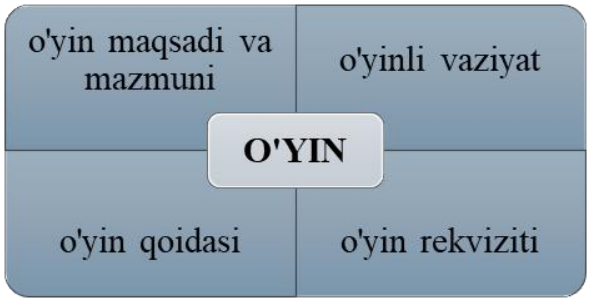
- *Motivatsion va emotional funksiya.* O'yinlar o'quvchilarda til o'rganishga nisbatan ijobiy munosabat shakllanishiga yordam beradi.
- *Kommunikativ-kognitiv funksiya.* O'yinlar real muloqot vaziyatlarini modellashtirish orqali o'quvchilarning kommunikativ kompetensiyasini rivojlantiradi. O'yin orqali til o'rganish lingvistik ko'nikmalarni rivojlantiradi, zavq bag'ishlaydi va til faolligini oshiradi.
- *Sotsial-madaniy funksiya.* O'yinlar orqali o'quvchilar nafaqat tilni, balki o'rganilayotgan til mamlakatining madaniyati, urf-odatlari, ijtimoiy normalari haqida ham ma'lumot oladilar.
- *Terapevtik va relaksatsion funksiya.* D.B. Elkonin o'yinlarning bolalardagi psixologik zo'riqishni yengillashtirish, salbiy his-tuyg'ularni bartaraf etish vositasi ekanligini qayd etgan.
- *Diagnostik va nazorat qilish funksiyasi.* O'yinlar o'quvchilarning bilim va ko'nikmalarini aniqlash, ularning til o'zlashtirish darajasini baholash imkonini beradi.

Filologiya yo'nalishi talabalari (B2-C1 daraja) uchun didaktik o'yinlarni tashkil etish maktab o'quvchilarinikidan farq qiladi. Bu bosqichda o'yinlar nafaqat til ko'nikmalarini, balki tanqidiy fikrlash, analitik qobiliyat va ijodiy yondashuvni ham rivojlantirishi lozim. Shu sababli, metodik model ishlab chiqishda quyidagi bosqichlarga amal qilish maqsadga muvofiq:

- Tayyorgarlik bosqichi (maqsadni aniqlash, o‘yin tanlash, materiallar tayyorlash)
- Tashkiliy bosqich (qoidalar bilan tanishtirish, guruhlarni shakllantirish)
- Amaliy bosqich (o‘yinni o‘tkazish, jarayonni kuzatish)
- Yakuniy bosqich (natijalarni tahlil qilish, baholash, xulosa chiqarish)

Xitoy tili bo‘yicha metodist Shasaidova L.Sh. o‘zining “Xitoy tilida og‘zaki nutqni rivojlantirish usullari (o‘yin metodlari asosida)” nomli dissertatsiyasida o‘yinlarning struktur-funksional sxemasini quyidagicha ishlab chiqqan (2-rasm) va bunda o‘yinning har bir bosqichida qilinishi lozim bo‘lgan vazifalar belgilanib, vaqt va me’yor inobatga olinishi kerak deb takidlagan.

Yuqorida berilgan tadqiqotlar modellaridan kelib chiqib o‘yin texnologiyasi tatbiq qilishda o‘yin maqsadi, turi, kerakli didaktik material yoki jihozlar, o‘yin qoidalari va bosqichlarini ishlab chiqish muhim hisoblanadi. Quyida shu model bo‘yicha ingliz tili mashg‘ulotlarida qo‘llaniladigan quyidagi o‘yinni ko‘rib chiqamiz.



2-rasm. *O‘yinlarning struktur-funksional sxemasi (Shasaidova L.Sh, 2020)*

“Matching Headings Race” (Sarlavhalarni Moslashtirish Poygasi)

O‘yin maqsadi: Matching headings topshiriqlarida paragrafning asosiy g‘oyasini (main idea) tezda aniqlash, topic sentences bilan ishlash ko‘nikmasini rivojlantirish .

O‘yin turi: Jamoaviy musobaqa, fizik harakatli o‘yin, moslashtirish o‘yini

Kerakli didaktik material/jihozlar: C1 darajasidagi 5-6 paragrafli matn (har bir paragraf alohida A4 varag‘iga chop etilgan), sarlavhalar yozilgan kartochkalar (matndagi paragraflar sonidan 2-3 ta ortiq), doskaga yopishtirish uchun magnitlar yoki skotch.

O‘yin qoidalari va bosqichlari: 1. Guruh 3-4 kishilik jamoalarga bo‘linadi. 2. Matn paragraflari xonaning turli devorlariga (yoki doskaga) tartibsiz ravishda yopishtiriladi. 3. Sarlavhalar yozilgan kartochkalar esa o‘qituvchi stolida yoki bir markaziy nuqtada joylashgan bo‘ladi. 4. O‘qituvchi “Start” degan zahoti, har bir jamoadan bitta talaba yugurib borib, bitta sarlavha kartochkasini oladi va uni qaysi paragrafga mos kelishini taxmin qilib, o‘sha paragraf yoniga qo‘yadi (yoki magnitlab qo‘yadi). 5. Keyin u jamoasiga qaytib keladi va navbatdagi talaba yuguradi. 6. O‘yin davomida talabalar avvalgi qo‘yilgan sarlavhalarni o‘zgartirishlari mumkin (agar yangi ma’lumot asosida xato deb topsalar). 7. Barcha sarlavhalar joylashtirilgach, o‘qituvchi to‘g‘ri javoblarni e’lon qiladi. Eng ko‘p to‘g‘ri moslashtirish qilgan jamoa g‘olib bo‘ladi.

Raqamli texnologiyalarning rivojlanishi interaktiv va motivatsion o‘quv muhitini yaratish imkonini bermoqda. Shu jarayonda digital games (raqamli o‘yinlar) samarali vositalardan biri sifatida qo‘llanilmoqda. Raqamli o‘yinlar til o‘rganish jarayonini qiziqarli va faol shaklga keltiradi. An’anaviy mashqlardan farqli ravishda, o‘yin elementlari talabalarda ichki motivatsiyani oshiradi, raqobat va hamkorlik muhitini yaratadi hamda o‘rganilayotgan materialni tabiiy kontekstda qo‘llash imkonini beradi. Raqamli o‘yinlar til o‘qitishda juda dolzarb va samarali

vosita bo‘lganligi sababli ingliz tili mashg‘ulotlarida hozirda keng qo‘llaniladigan raqamli o‘yin platformalarini quyida ko‘rib chiqamiz.

Baamboozle – bu interaktiv viktorina platformasi bo‘lib, onlayn va an’anaviy darslarda qo‘llash mumkin. Talabalar hech qanday login yoki telefon talab qilmaydi, o‘yin to‘liq o‘qituvchi tomonidan boshqariladi. Dars yakunida o‘tilgan mavzuni takrorlash uchun, dars boshida qisqa o‘yin sifatida yoki tayyor quizlar orqali grammatikani mustahkamlashda juda yaxshi vosita hisoblanadi.

Wordwall – bu onlayn ta’lim platformasi bo‘lib, u raqamli didaktik o‘yinlar yaratish va qo‘llash imkonini beruvchi interaktiv vosita hisoblanadi. Zamonaviy digital game-based learning (DGBL) konsepsiyalari doirasida Wordwall o‘qituvchilarga o‘quv jarayonini o‘yinlashtirish (gamification) asosida tashkil etish imkonini beradi. Wordwall turli xil o‘yin formatlarini taklif etadi. Har bir shablon bir xil kontent asosida turli formatda ishlashi mumkin. Bu esa bir o‘quv materialini turli didaktik maqsadlarda qo‘llash imkonini beradi. Masalan, yangi leksika dastlab “Match up” orqali mustahkamlanib, keyinchalik “Quiz” formatida nazorat qilinishi mumkin. Platformada quyidagi o‘yin elementlari mavjud:

- ball yig‘ish
- reyting jadvali (leaderboard)
- vaqt bilan musobaqa
- vizual animatsiyalar

JeopardyLabs – bu mashhur “Jeopardy” viktorina formati asosida ishlaydigan onlayn o‘yin platformasi bo‘lib, ta’lim jarayonida interaktiv va raqobatbardosh muhit yaratish imkonini beradi. Mazkur platforma o‘qituvchilarga o‘z faniga mos savol-javob o‘yinlarini yaratish, ularni sinfda yoki masofaviy ta’lim jarayonida qo‘llash imkoniyatini taqdim etadi. Platformaning asosiy xususiyati – savollarni kategoriya va ball tizimi asosida tashkil etishidir. O‘qituvchi ma’lum mavzu doirasida 4–6 ta kategoriya yaratadi va har bir kategoriya uchun murakkablik darajasiga qarab savollar joylashtiradi. Har bir savol ma’lum ball qiymatiga ega bo‘lib, talabalar javob berish orqali ball to‘playdi. Bu jarayon o‘quvchilarda raqobat, qiziqish va faollikni oshiradi. Ayniqsa, ingliz tili darslarida leksika, grammatika, reading comprehension va madaniyat bo‘yicha bilimlarni mustahkamlashda samarali qo‘llaniladi.

ZEP Quiz – bu Janubiy Koreyada ishlab chiqilgan, sun’iy intellekt (AI) va metaverse texnologiyalarini birlashtirgan zamonaviy ta’limiy platformadir. Ingliz tili darslarida qo‘llash uchun mo‘ljallangan ushbu platforma o‘qituvchilarga AI yordamida bir necha daqiqada testlar yaratish, fayllardan avtomatik savol tuzish va ularni turli tillarga tarjima qilish imkonini beradi. Eng muhim xususiyati – talabalar avatar yaratib, 3D metaverse muhitida (masalan, “Piknik tepaligi” yoki “Sakura bayrami” kabi xaritalarda) harakatlanib, testlarni yechadilar. Bu gamifikatsiya talabalarning motivatsiyasini sezilarli oshiradi. Ilmiy tadqiqotlar shuni ko‘rsatadiki, ZEP Quizdan foydalanish talabalarning so‘z boyligi va o‘qish tushunish ko‘nikmalarini statistik jihatdan sezilarli darajada yaxshilaydi.

Xulosa

O‘yinlar orqali barcha til ko‘nikmalarini (tinglab tushunish, gapirish, o‘qish, yozish) rivojlantirish mumkin. Xususan, rolli o‘yinlar va simulyatsiyalar og‘zaki nutqni, viktorinalar va krossvordlar leksik boylikni, grammatik o‘yinlar esa grammatik qoidalarni mustahkamlashda samarali hisoblanadi. O‘yin platformalarining qiyosiy tahlili shuni ko‘rsatdiki, har bir platformaning o‘ziga xos afzalliklari va cheklovlari mavjud. JeopardyLab tezkor bilim tekshirish uchun qulay bo‘lsa, Wordwall turli xil mashq turlarini yaratish imkoniyati bilan ajralib turadi. Baamboozle jamoaviy o‘yinlar uchun, ZEP Quiz esa vizual effektlar orqali motivatsiyani oshirishda samarali hisoblanadi. O‘yin texnologiyalarining to‘g‘ri tanlanishi va dars jarayoniga moslashtirilgan holda qo‘llanilishi, shuningdek, talabalarning yosh xususiyatlari, qiziqishlari va til bilish darajalarining hisobga olinishi

muhim omil hisoblanadi. Raqamli o'yin platformalaridan foydalanish esa darslarni zamonaviy talablar darajasida tashkil etish imkonini beradi.

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Didactic Foundations and Pedagogical Potential of Flipped Classroom Methodology in TESOL

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Annotation *This study investigates the didactic foundations and pedagogical potential of the flipped classroom methodology in Teaching English to Speakers of Other Languages (TESOL). The research is grounded in contemporary educational frameworks, including constructivist learning theory, communicative language teaching, and competency-based education. Particular emphasis is placed on fostering learner autonomy, promoting interactive engagement, and enhancing communicative competence within higher education environments. Rather than interpreting flipped learning as a purely technological innovation, the study conceptualizes it as a systematic transformation of instructional design that redefines the distribution of cognitive and pedagogical processes. The analysis incorporates psychological, methodological, and institutional dimensions, emphasizing their interconnected role in effective implementation. Based on preliminary observations, the structured application of flipped instruction increases student participation, strengthens self-regulated learning strategies, and improves communicative performance. In the context of Uzbekistan's higher education system, this approach demonstrates significant potential for modernizing TESOL practices and aligning them with international academic standards and contemporary pedagogical expectations.*

Keywords *TESOL methodology, flipped classroom, communicative competence, learner autonomy, active learning, higher education, instructional design, competency-based education*

TESOL sohasida "Flipped Classroom" metodologiyasining didaktik asoslari va pedagogik salohiyati

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Annotatsiya *Mazkur maqolada TESOL sohasida "Flipped Classroom" metodologiyasining didaktik asoslari va pedagogik salohiyati chuqur tahlil qilinadi. Tadqiqot konstruktivistik ta'lim nazariyasi, kommunikativ til o'qitish yondashuvi hamda kompetensiyaga asoslangan ta'lim tamoyillariga tayanadi. Asosiy e'tibor o'quvchi mustaqilligi, kommunikativ kompetensiyani rivojlantirish va interaktiv ta'lim muhitini shakllantirishga qaratilgan. Mazkur yondashuv talabalarning individual o'rganish trayektoriyasini qo'llab-quvvatlash, ularning o'quv jarayonidagi faolligini oshirish hamda mustaqil fikrlashini rag'batlantirishda muhim vosita sifatida talqin etiladi. Maqolada flipped yondashuv oddiy texnologik yangilik sifatida emas, balki o'quv jarayonini tizimli qayta loyihalash modeli sifatida keng yoritiladi. Tahlil jarayonida psixologik, metodik va institutsional omillar o'zaro bog'liqlikda ko'rib chiqilib, ularning ta'lim samaradorligiga ta'siri asoslab beriladi. Dastlabki kuzatuvlarga asoslanib aytish mumkinki, flipped metodologiyasining tizimli qo'llanilishi*

talabalarning faolligini oshiradi, mustaqil ta'lim ko'nikmalarini rivojlantiradi hamda kommunikativ samaradorlikni kuchaytiradi. Shuningdek, ushbu yondashuv tanqidiy fikrlashni rivojlantirish, bilimlarni amaliyot bilan integratsiyalash va ta'lim sifatini oshirishga xizmat qiladi. O'zbekiston oliy ta'lim tizimida ushbu yondashuv zamonaviy pedagogik talablarga mos innovatsion yechim sifatida alohida ahamiyat kasb etadi.

Kalit so'zlar *TESOL metodologiyasi, flipped classroom, kommunikativ kompetensiya, o'quvchi mustaqilligi, faol ta'lim, oliy ta'lim*

Дидактические основы и педагогический потенциал методологии «перевернутого класса» в сфере TESOL

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Аннотация *В данной статье рассматриваются возможности интеграции перевернутого обучения в процессе преподавания английского языка в условиях TESOL, направленные на развитие межкультурной коммуникативной компетенции обучающихся. Анализируются теоретические основы подхода, его педагогический потенциал и практическая значимость для формирования навыков эффективного общения в межкультурной среде. Особое внимание уделяется использованию цифровых технологий, интерактивных заданий и самостоятельной работы студентов на этапе предварительного изучения материала. В работе представлены результаты апробации методики, демонстрирующие повышение мотивации обучающихся, их активного участия в учебном процессе и развитие критического мышления. Подчеркивается, что интеграция flipped classroom способствует более глубокому усвоению содержания и формированию устойчивых коммуникативных навыков. Делается вывод о целесообразности широкого внедрения данного подхода в современную образовательную практику для подготовки специалистов, способных эффективно взаимодействовать в условиях глобализации и межкультурного диалога. Кроме того, рассматриваются трудности реализации метода, включая необходимость адаптации учебных материалов, повышения цифровой грамотности преподавателей и обеспечения доступа к онлайн ресурсам. Предлагаются практические рекомендации по оптимизации учебного процесса, оцениванию результатов и организации обратной связи со студентами, что усиливает эффективность обучения и его устойчивость.*

Ключевые слова *TESOL, перевёрнутый класс, коммуникативная компетенция, автономия обучающихся, активное обучение, высшее образование*

Introduction

Recent developments in language education have highlighted the need for more flexible and learner-centered instructional approaches. Traditional teacher-fronted models, which prioritize knowledge transmission during classroom time, are increasingly being reconsidered in light of evolving pedagogical demands.

Within this context, the flipped classroom model has emerged as a promising alternative that restructures the distribution of cognitive and instructional activities. Instead of relying on in-class lectures and out-of-class practice, this approach reverses the sequence, enabling learners to engage with theoretical content independently and utilize classroom time for interactive application.

In the context of Uzbek higher education, where ongoing reforms emphasize innovation and quality enhancement, the integration of flipped pedagogy into TESOL programs is particularly relevant. This study aims to examine the theoretical foundations, practical implications, and pedagogical value of this approach (Bishop & Verleger, 2013; Bergmann & Sams, 2012).

Comparative Analysis of Traditional and Flipped Instruction

A comparative perspective reveals fundamental differences between traditional instruction and flipped pedagogy. In conventional TESOL classrooms, instructional time is primarily devoted to explaining grammatical structures, introducing vocabulary, and delivering theoretical content. Consequently, opportunities for communicative practice remain limited and are often transferred to homework tasks, where teacher support is absent.

By contrast, the flipped model redistributes instructional processes. Learners are introduced to new material prior to class through curated resources such as video lectures and reading materials. Classroom time is then dedicated to applying this knowledge through collaborative and communicative activities.

This reorganization enhances immediate feedback mechanisms and allows instructors to address individual learning needs more effectively. Furthermore, it transforms classroom dynamics by shifting the teacher's role from knowledge transmitter to facilitator and instructional designer (Bergmann & Sams, 2012).

Based on preliminary observations, such a transformation fosters a more participatory learning environment, where students actively engage in meaning-making rather than passively receiving information.

Expanded Conceptual Framework

The flipped classroom should be understood not as a superficial methodological adjustment, but as a comprehensive redesign of instructional logic. It systematically reallocates cognitive processes across different stages of learning.

Lower-order cognitive functions, including comprehension and information retention, are addressed during pre-class preparation. Higher-order processes, such as analysis, synthesis, and evaluation, are developed through in-class interaction.

This structured sequencing is particularly effective in TESOL contexts, where language acquisition requires continuous integration of receptive and productive skills. Learners first encounter linguistic input independently and subsequently transform it into meaningful output during classroom activities.

Such cyclical engagement contributes to deeper language internalization and promotes communicative fluency (Brame, 2013).

Technological Integration and Digital Tools in Flipped TESOL

This section examines the role of digital tools and technological resources in the effective implementation of flipped TESOL instruction. Pre-class video lectures, interactive

online exercises, and digital reading materials constitute the primary means through which learners engage with content independently. The strategic selection and design of these resources are essential for optimizing cognitive load and supporting self-paced learning.

In addition, learning management systems (LMS) and collaborative platforms facilitate real-time feedback, peer interaction, and progress monitoring. Integration of such digital tools not only supports learner autonomy but also allows instructors to personalize learning pathways, adapting content according to individual performance and needs (Bergmann & Sams, 2012; Zainuddin & Halili, 2020).

In the context of Uzbek higher education, technological adoption requires institutional readiness, including reliable internet access, digital literacy among faculty, and technical support. When these conditions are met, digital integration enhances the flipped classroom's effectiveness and contributes to increased student engagement, motivation, and practical language application. Furthermore, it fosters a culture of lifelong learning and digital competency, critical in contemporary globalized education.

Psychological Dimensions of Flipped Learning

The psychological implications of flipped instruction are equally significant. Language learning is often associated with anxiety, particularly in speaking tasks. When students encounter unfamiliar material during class, cognitive overload may occur, reducing their willingness to participate.

Pre-class exposure mitigates this issue by allowing learners to familiarize themselves with content at their own pace. As a result, they enter the classroom with greater confidence and readiness to engage in interaction.

Moreover, successful independent preparation strengthens learners' sense of self-efficacy. This increased confidence contributes to sustained motivation and encourages active participation. Over time, such psychological benefits enhance overall learning outcomes (Hamdan et al., 2013).

Contemporary Research Trends in Flipped TESOL (2020–2024)

Recent studies indicate that flipped learning has evolved beyond its initial technological interpretation and is increasingly examined through pedagogical and cognitive perspectives.

Based on preliminary observations, contemporary research highlights three dominant directions:

First, emphasis is placed on the quality of instructional design rather than the mere use of digital tools. Structured and concise pre-class materials have been shown to significantly enhance learning outcomes (Zainuddin & Halili, 2020).

Second, flipped instruction is strongly associated with the development of self-regulated learning skills, including planning, monitoring, and evaluation. These competencies are essential for long-term academic success.

Third, research increasingly focuses on communicative outcomes such as interactional fluency and pragmatic competence rather than solely on test performance.

Assessment Strategies in Flipped TESOL

Assessment practices must evolve to reflect the interactive and process-oriented nature of flipped instruction. Traditional evaluation methods that focus solely on memorization are insufficient for capturing communicative development.

Formative assessment techniques, including peer evaluation, reflective writing, and collaborative projects, provide a more comprehensive understanding of student progress. These approaches emphasize not only linguistic accuracy but also fluency, coherence, and pragmatic competence.

Additionally, digital platforms used for pre-class learning enable instructors to monitor engagement and identify participation patterns. This data-driven approach supports

more informed pedagogical decisions (Richards, 2006).

Collaborative and Peer-Learning Strategies

Collaborative learning and peer-to-peer interaction are fundamental elements of the flipped classroom methodology. During in-class sessions, learners engage in group discussions, role-plays, problem-solving tasks, and peer-review activities. These collaborative strategies foster communicative competence, critical thinking, and social learning skills.

Peer learning also reinforces accountability, as students take active roles in providing constructive feedback and facilitating group understanding. In addition, collaborative tasks bridge the gap between receptive skills acquired independently and productive skills applied in real-time communication (Richards, 2006; Hamdan et al., 2013).

For TESOL programs in Uzbekistan, structured collaborative activities can enhance intercultural communication skills and prepare students for professional environments where teamwork is essential. The integration of such strategies contributes to deeper learning, higher motivation, and improved overall academic performance.

Implementation Model

For effective integration into TESOL programs, a structured implementation model is required. This model consists of three interconnected stages:

- *Pre-class preparation:*

Students engage with instructional materials independently. These materials should be concise, well-structured, and aligned with learning objectives. Guiding questions may be used to focus attention.

- *Interactive classroom application:*

Classroom time is devoted to communicative activities such as discussions, role-plays, and collaborative tasks. The teacher facilitates interaction and provides scaffolding.

- *Reflective consolidation:*

Learners reflect on their experiences through journals or self-assessment activities. This stage enhances metacognitive awareness and reinforces learning outcomes.

Institutional Considerations

The successful implementation of flipped pedagogy depends on institutional support. Universities must provide adequate technological infrastructure and promote professional development for instructors.

Teacher training should include digital literacy, instructional design, and interactive classroom management. Without such preparation, the effectiveness of flipped instruction may be limited.

In the context of Uzbek higher education, gradual adaptation is essential. Aligning innovative approaches with existing educational traditions requires careful planning and strategic implementation.

Policy Implications and Institutional Support for Flipped TESOL

Successful adoption of flipped classroom methodologies requires not only instructor readiness but also supportive institutional policies. Universities must establish clear guidelines, provide continuous professional development, and implement incentive systems for faculty engaged in innovative teaching practices.

Policy frameworks should address access to digital resources, standardize pre-class material development, and ensure consistent monitoring of student engagement. Administrative support, coupled with strategic resource allocation, enhances the sustainability and scalability of flipped TESOL programs (Bergmann & Sams, 2012; Zainuddin & Halili, 2020).

In Uzbekistan, alignment with national higher education policies and international academic standards is essential. Institutions adopting these measures can foster a culture of innovation, improve teaching quality, and prepare students for global academic and professional contexts. These policy-oriented considerations complement pedagogical

strategies, ensuring a holistic and systemic approach to implementing flipped learning.

Limitations and Future Research

Despite its advantages, flipped instruction presents certain challenges. Ensuring consistent student preparation remains a critical issue. Without adequate engagement in pre-class activities, the effectiveness of in-class interaction may be reduced.

Furthermore, the development of high-quality instructional materials requires time and technical expertise. Sustainable implementation depends on balancing these demands with institutional resources.

Future research may focus on empirical investigations of communicative competence development and learner autonomy across different proficiency levels.

Conclusion

The flipped classroom methodology represents a theoretically grounded and pedagogically effective approach to TESOL instruction. Its alignment with constructivist and communicative principles underscores its relevance in modern education.

By restructuring instructional processes and prioritizing active engagement, this approach enhances communicative competence, learner autonomy, and critical thinking.

In the context of Uzbek higher education, the systematic adoption of flipped pedagogy may contribute to improving educational quality and preparing students for global communication environments.

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Psycho-physiological phenomena and psycholinguistic processes in teaching foreign languages to students within the framework of a socio-cultural approach

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Annotation *The article examines psychophysiological phenomena and psycholinguistic processes in teaching foreign languages to students within the framework of a sociocultural approach. It analyzes the role of perception, attention, memory, thinking, emotional stability, and motivation in the formation and development of speech activity. The importance of learners' individual psychological characteristics, cognitive strategies, and reflective abilities for successful foreign language acquisition is emphasized. From a psycholinguistic perspective, the mechanisms of speech production and comprehension, the interrelation between language and thinking, and the stages of inner speech formation are described. Special attention is paid to the influence of the sociocultural environment, authentic communicative situations, and intercultural interaction on the development of communicative competence. The effectiveness of interactive methods, problem-based tasks, collaborative learning technologies, and authentic materials is substantiated. The findings contribute to improving foreign language teaching methodology in higher education and provide a theoretical basis for further research and practical recommendations.*

Keywords *Socio-cultural approach, foreign language teaching methodology, psycho-physiological processes, psycholinguistics, speech activity, communicative competence, intercultural communication, language and cognition, motivation*

Talabalarga ijtimoiy-madaniy yondashuv asosida chet til o'rgatish metodikasining psixofiziologik hodisa va psixolingvistik jarayonlari xususida

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Annotatsiya *Mazkur maqolada talabalarga ijtimoiy-madaniy yondashuv asosida chet til o'rgatish metodikasining psixofiziologik hodisalari va psixolingvistik jarayonlari tizimli ravishda tahlil qilinadi. Tadqiqotda nutq faoliyatining shakllanishi va rivojlanishida idrok, diqqat, xotira, tafakkur, emotsional barqarorlik hamda motivatsiya kabi omillarning o'rni ilmiy jihatdan asoslanadi. Shuningdek, talabaning individual-psixologik xususiyatlari, kognitiv strategiyalari va refleksiv qobiliyatlari chet tilni samarali o'zlashtirishda muhim ahamiyat kasb etishi ta'kidlanadi. Psixolingvistik nuqtayi nazardan nutqni ishlab chiqish va uni qabul qilish mexanizmlari, til va tafakkur o'rtasidagi uzviy bog'liqlik hamda ichki nutqning shakllanish bosqichlari*

izohlanadi. Ijtimoiy-madaniy muhit, autentik kommunikativ vaziyatlar va madaniyatlararo muloqotning kommunikativ kompetensiyani rivojlantirishdagi roli alohida yoritiladi. Maqolada interaktiv metodlar, muammoli topshiriqlar, hamkorlikda o'qitish texnologiyalari hamda autentik materiallardan foydalanishning samaradorligi ko'rsatib o'tiladi. Tadqiqot natijalari oliy ta'lim muassasalarida chet til o'qitish jarayonini yanada takomillashtirish va metodik yondashuvlarni optimallashtirishga xizmat qiladi. Ushbu xulosalar amaliy tavsiyalar ishlab chiqish uchun nazariy asos bo'lib xizmat qiladi hamda kelgusidagi ilmiy izlanishlar uchun istiqbolli yo'nalishlarni belgilaydi va innovatsion metodlarni rag'batlantiradi.

Kalit so'zlar *Ijtimoiy-madaniy yondashuv, chet til o'qitish metodikasi, psixofiziologik jarayonlar, psixolingvistika, nutq faoliyati, kommunikativ kompetensiya, madaniyatlararo muloqot, til va tafakkur, motivatsiya*

Психофизиологические явления и психолингвистические процессы методики обучения иностранному языку студентов на основе социокультурного подхода

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Аннотация *В статье рассматриваются психофизиологические явления и психолингвистические процессы в методике обучения иностранному языку студентов на основе социокультурного подхода. Анализируется роль восприятия, внимания, памяти, мышления, эмоциональной устойчивости и мотивации в формировании и развитии речевой деятельности. Подчеркивается значение индивидуально-психологических особенностей обучающихся, их когнитивных стратегий и рефлексивных умений для успешного овладения иностранным языком. С психолингвистической точки зрения раскрываются механизмы порождения и восприятия речи, взаимосвязь языка и мышления, а также этапы формирования внутренней речи. Особое внимание уделяется влиянию социокультурной среды, аутентичных коммуникативных ситуаций и межкультурного взаимодействия на развитие коммуникативной компетенции студентов. Обосновывается эффективность использования интерактивных методов, проблемных заданий, технологий сотрудничества и аутентичных материалов. Результаты исследования направлены на совершенствование методики преподавания иностранных языков в системе высшего образования и оптимизацию образовательного процесса. Полученные выводы могут служить теоретической базой для дальнейших исследований и разработки практических рекомендаций.*

Ключевые слова *Социокультурный подход, методика обучения иностранному языку, психофизиологические процессы, психолингвистика, речевая деятельность,*

коммуникативная компетенция, межкультурная коммуникация, язык и мышление, мотивация

Kirish

Til – bu faqat so‘z boyligi va grammatikani tartibga soluvchi qoidalar majmuasi emas, balki muloqot vositasidir. Bugungi o‘zaro bog‘langan dunyoda tilni kundalik hayotiy vaziyatlarda samarali qo‘llash qobiliyati o‘quvchilar uchun juda muhimdir. An’anaviy metodlar yodlash va grammatik aniqlikka urg‘u bergan holda tilni o‘rgatishga qaratilgan bo‘lsa, kommunikativ kompetensiya esa o‘quvchilarning turli ijtimoiy va professional muhitlarda mazmunli muloqot qila olish layoqatini rivojlantirishga qaratilgan.

“Kompetensiya” umumilmiy tushuncha sifatida keng qo‘llanilayotgan bo‘lsa-da, hanuzgacha bahs va munozaralarga sabab bo‘lib kelmoqda. Turli fan sohalarida ushbu tushunchaga har xil yondashuvlar mavjud bo‘lib, har bir mamlakatda bu termin turlicha talqin qilinishi kuzatiladi. Masalan, rus olimlarining lingvodidaktika bo‘yicha qarashlariga ko‘ra (Gez, Zimnyaya, 2006), kompetensiya nafaqat bilimlarga, balki amaliy ko‘nikma va malakalarga, ya’ni olingan bilimlarni amaliyotda qo‘llay olish layoqatiga ham ega bo‘lishni anglatadi.

G.K. Selevko kompetensiyani ta’lim jarayonining natijasi sifatida ko‘rib, talabalar o‘z bilim va ko‘nikmalaridan real sharoitda foydalana olishi, belgilangan vazifalarni bajara bilishi va atrof-muhitni o‘zgartirishga qodir bo‘lishi zarurligini ta’kidlaydi. U kompetentlikni shaxsning bilim va tajribaga asoslangan holda mustaqil va samarali faoliyat yuritish qobiliyati sifatida tavsiflaydi. Kompetensiyaviy yondashuv doirasida esa “kompetensiya”, “qobiliyat”, “bilim” va “xulq-atvor” tushunchalarini talqin qilishda turli xil nuqtai nazarlar mavjud (Селевко, 2005).

Kompetensiyani egallash – bu o‘zlashtirilgan bilim va tajribani muayyan vaziyatda samarali qo‘llay olish qobiliyatini anglatadi. Kompetensiya uni shakllantiruvchi shart-sharoitlarsiz yuzaga kelmaydi. Shu bilan birga, u ma’lum faoliyatga yo‘naltirilgan bilim, ko‘nikma va odatiy munosabatlarning o‘zaro uyg‘unlashuvi natijasidir. Bu borada filologiya va psixologiya fanlari doktori, akademik Aleksey Alekseyevich Leyontev kompetensiya tushunchasi mutaxassis tayyorlash jarayoni bilan bog‘liq bo‘lib, uni bilim, ko‘nikma va umumiy malakalarni amaliyotda qo‘llay olish layoqati sifatida izohlaydi (Леонтьев, 1972).

O‘zbekiston Respublikasining yetakchi olimlaridan, professor Jalolov Jamol Jalolovich kommunikativ kompetensiya xususida shunday yozadi: “Chet til kommunikativ kompetensiyasi – o‘rganilayotgan chet til bo‘yicha egallagan bilim, ko‘nikma va malakalarni muloqot jarayonida qo‘llash layoqati” (Jalolov, 2013). Kommunikatsiya tushunchasi esa ko‘pgina yosh mutaxassislar tomonidan “suhbatdosh” yoki “kim bilandir gaplashmoq” kabi xato tarzda yuritilib kelinmoqda. Aslida, “**kommunikatsiya**” atamasi lotincha “**communicatio**” so‘zidan kelib chiqqan bo‘lib, muloqot, muomala, xabar, nutqiy aloqa va fikr almashish kabi ma’nolarni anglatadi. Har qanday insoniy faoliyat boshqalar bilan bevosita yoki bilvosita munosabatlar orqali amalga oshadi va bu jarayonda verbal hamda noverbal kommunikatsiya muhim rol o‘ynaydi (Jalolov, 2013).

Kommunikativ kompetensiya tushunchasi orqali chet til o‘qitish metodikasidan ma’lum bo‘lgan to‘rtta nutq faoliyati, ya’ni tinglab tushunish, gapirish, o‘qish va yozuv malakalaridan erkin foydalana olish nazarda tutiladi. Muloqot chog‘ida tinglovchi hamda gapiruvchi har ikkisi ham yuqorida sanab o`tilgan nutq malakalaridan foydalanadilar.

Xorij olimlarining fikrlariga e'tiborimizni qaratadigan bo'lsak, L.A. Arasaratnam, A.A. Kedrovich va F. Gandolfi kabilar kommunikativ kompetensiya shaxsning nutqiy malakalari yuqori darajada shakllanganligi, madaniyatlararo aloqalarda turli e'tiqod, qadriyat va me'yorlarni inobatga olgan holda chet tilda samarali muloqot qila olish qobiliyati sifatida izohlaydilar. Ularning fikricha, bu kompetensiya muloqot uslubi va odobining shakllanganligi bilan ham bog'liq (Gandolfi, 2012).

Xalqaro miqyosda chet til o'qitish bo'yicha mutaxassislar kommunikativ malakalarni shakllantirish borasida turli fikrlarni ilgari surishgan. Jumladan, Anatoliy Nikolayevich Shukin "kommunikant" terminiga nutqni idrok qiluvchi hamda sodir etuvchi shaxslar o'rtasidagi muloqot jarayoni deya ta'rif keltirib o'tgan (Щукин, 2006). Bu termin o'zbek tilida ilk bor 2013-yilda ta'riflangan. Ushbu ta'rifga ko'ra, kommunikant tushunchasi nutq faoliyatining to'rtta asosiy turida ishtirok etuvchilarni o'z ichiga oladi, ya'ni, tinglovchi, o'quvchi, gapiruvchi va yozuvchi fikr almashishda ishtirok etuvchi subyektlar sifatida kommunikant deb ataladi (Jalolov, 2013).

Muloqot ishtirokchilari mazmunni ongli ravishda idrok etishga intilganida, bu jarayon kommunikativ faoliyat deb ataladi. Aniqroq aytganda, bu hodisa nutqiy kommunikatsiya sifatida namoyon bo'ladi (Соколов, 1968). Muloqot jarayoni esa til birliklari va nutqiy amallarni o'z ichiga oladi. Shunday ekan, har qanday nutqiy muloqot shaxsning madaniyati bilan chambarchas bog'liq holda shakllanadi. Shu bois, til o'rganish jarayonida shaxs ikkilamchi yoki uchlamchi lisoniy shaxs sifatida til va madaniyatni birgalikda o'zlashtirishi lingvodidaktik jihatdan to'g'ri yondashuv hisoblanadi.

Kommunikant shaxsining shakllanishida CEFR talablariga muvofiq quyidagi kompetensiyalar egallanishi muhim sanaladi. Xususan, lingvistik kompetensiya (Linguistic competence) kommunikantning til materialini (leksika, grammatika, talaffuz) hamda nutq faoliyati turlarini (tinglab tushunish, o'qish, gapirish, yozish) puxta o'zlashtirishini nazarda tutadi. Amerikalik mashhur olim Noam Chomskiyning ta'kidlashicha, lingvistik kompetensiya talaba til materialini amaliy muloqot jarayonida samarali qo'llay olishi demakdir (Chomsky, 2006)

Ruhshunoslik, tilshunoslik, pedagogika va metodika fanlari o'zaro bog'liqdir, shuningdek, bu fanlarga nisbatan biroz yangi soha hisoblanmish lingvofiziologiyada shaxslar nutqi va psixolingvistika fanida esa nutqning idrok qilinishi/sodir etilishi o'rganiladi. O'quvchi/talaba, yoshu/qari, kim bo'lishidan qat'iy nazar barcha til o'rganuvchilar tilni o'zlashtirish/egallash mobaynida o'ziga xos tarzda psixofiziologik jarayonni boshidan kechiradi. Bu jarayonni quyidagicha izohlash mumkin: psixologiya ilmidan hammamizga ma'lumki, insonda jami oltita analizatorlar mavjud bo'lib, bular: eshitish, ko'ruv, nutq-harakat, qo'l-harakat, hid bilish va ta'm bilishlardir. Til o'rganishda eshitish, ko'ruv, nutq-harakat va qo'l-harakat analizatorlari faol ishtirok etadi. Gapirish malakasini rivojlantirishda nutq-harakat analizatori yetakchi vazifani bajarib, eshituv analizatori qo'shimcha o'rinda turadi, yoki o'qish malakasini takomillashtirishda esa, ko'ruv analizatori asosiy hisoblansa eshituv analizatori yordamchi hisoblanadi. Inson tafakkuridagi axborotni u analizatordan bu analizatorga signallar uzatadi. Signal – bu tashuvchi, uzatuvchi degan ma'noni bildiradi. Professor/ruhshunos Nikolay Ivanovich Jinkin "Nutq mexanizmlari" nomli asarida signal, analizator, nutqning idrok qilinishi kabi psixofiziologik tushunchalar haqida batafsil yoritgan (Жинкин, 1958).

Mexanizm – tilga oid aqliy operatsiya va amallar yig'indisidir" (Бермана, Бухбиндера, 1977). Nutq faoliyat turlarining psixofiziologik mexanizmlari xususida pedagogika fanlari doktori, professor E.I. Passov (1989) fikricha, talabalarda retseptiv nutq faoliyat bo'lmish o'qishni amalga oshirish uchun ularda tegishli bir qator psixofiziologik mexanizmlar

shakllangan bo'lishi kerak. Tinglash oid mexanizmlar, fikr mulohazalar ma'lum darajada o'qishga oid bo'lsada, lekin shunisi borki, bir xil mexanizm o'qish va tinglab tushunishda farqli tarzda qo'llaniladi, sababi shundaki grafik matn ya'nikim nutqni ko'rish yoki audio matn (nutqni eshitish) orqali idrok etiladi.

Oldindan fahmlash (antisipatsiya) – o'qishning muhim mexanizmlaridan biri hisoblanib bunda matn mazmunini emas balki strukturasini oldindan fahmlash nazarda tutiladi. Keyingi mexanizm **tahminiy fahmlash** sanalib, bunda xotira stereotiplarida to'liq saqlanmagan lug'atning ma'nosini tahmin qilishga to'g'ri keladi va buni o'qituvchi dars davomida tegishli mashqlar yordamida shakllanitiradi. **Mantiqiy tushunish** mexanizmida ko'ruv analizatori asosida matnni ma'noviy qismlarga bo'lib, ularning g'oyasi/mazmunini tushunib olish zarur sanaladi. Navbatdagi, so'nggi **ichki nutqiy eshituv** mexanizmi shakllantirish uchun dastlab, ta'limda ovoz chiqarib o'qishga urg'u beriladi va asta – sekin nutqiy harakatlar kamaytirib boriladi, shu orqali matnni tushunish va idrok qilish jaroyoniga ya'ni tashqi harakatlarning ichki harakatga aylanishga (interiorizatsiyasiga) erishiladi. Eslatib o'tishimiz joizki, matnni ovoz chiqarib o'qiganda o'quvchi/talabaning o'qish texnikasi shakllantiriladi. Matn mazmunidan ko'ra so'zlarni qanday o'qilishi jihatiga e'tibor qaratiladi. Ovoz chiqarmay o'qilganda ichki nuqt hodisasi ro'y beradi. Bu mexanizmlarni shakllantirish o'qish malakasining o'sishiga samarali xizmat qiladigan hatti-harakatlardir.

Produktiv nutq faoliyati sanalmish gapirishni o'rgatishdagi ta'limiy vazifalardan biri – bu uning psixofiziologik mexanizmlarini shakllantirishdan iboratdir. Mashhur psixofiziolog A.R. Luriya "Biz nutqiy tafakkurning dinamik jihatdan asos bo'ladigan fiziologik mexanizmlarni tushunishdan juda yiroqmiz. Shunga qaramay, nutq mexanizmlari haqida (hech bo'lmaganda mavjud darajada) tasavvurga ega bo'lish foydali, hatto zarurdir. Zero, aynan psixofiziologik mexanizmlarning faoliyati orqali nutqqa zarur bo'lgan sifatlar shakllanadi" deya ta'kidlagan.

Talabada chet tilda nutqni o'rganish jarayonida bir qancha psixik jarayonlar sodir bo'ladi. Chet til o'rganishdagi psixik jarayonlar sarasiga kiruvchi **diqqat** ongning muayyan obyektga yoki hodisaga yo'naltirilganligini bildiradigan psixik faoliyat shaklidir. Olimlar tomonidan diqqat tushunchasiga bir qancha ta'riflar keltirilganligini ko'rishimiz mumkin, misol tariqasda P.I. Ivanov diqqat ongni bir nuqtaga to'plab, muayyan bir obyektga qaratilganligi ta'kidlab o'tgan. N.F. Gonobolin, M.V. Gamezo, I.V. Straxov, N.V. Kuzmina, F.N. Dobrininlar diqqatning vujudga kelishida ongning bir nuqtaga yig'ilishini va shu bilan ong doirasini torayishi haqidagi fikrni ilgari surishganlar. K.D. Ushinskiyning "diqqat ruhiy hayotimizning shunday yagona eshigidirki, ongimizga kiradigan narsalarning barchasi shu eshik orqali o'tib kiradi" degan fikrlari shu qadar o'rinliki, haqiqatdan ham diqqat eshigidan kirolmagan narsalar ongimizga yetib kela olmaydi (Xaydarov, Xalilova, 2009).

Diqqat o'z navbatida ikki turga bo'linadi ya'ni ixtiyoriy va ixtiyorsiz. Ular ongning ishtirok etish yoki etmasligiga ko'ra bir-biridan farqlanadi, ya'ni ixtiyoriy diqqatda ong ishtirok etadi, ixtiyorsizda esa aksincha. Shuni ham ta'kidlab o'tish lozimki, odam diqqatini bir vaqtning o'zida faqat bitta emas, balki ikki yoki uchta narsaga ham qaratishi mumkin. Bunday holatlarda diqqatning bo'linishi yuzaga keladi. Ya'ni, agar biz diqqatimizni bir vaqtning o'zida bir nechta narsaga yo'naltirsak, bu holat bo'lingan diqqat deb ataladi. Aksincha, agar diqqat faqat bitta narsaga jamlanganda, u konsentratsiyalashgan (yig'ilgan) diqqat hisoblanadi (Jalolov, 2012).

Diqqatning bilish jarayonlaridagi ahamiyati muhimdir va u sezgi, idrok, xotira, tafakkur va hayol jarayonlarining ajralmas tarkibiy qismi hisoblanadi. Diqqat barcha aks ettirish jarayonlariga hamroh bo'lsa-da, o'zi mustaqil ravishda borliqni aks ettirmaydi. U bilish jarayonlarini tashkil etuvchi muhim omil bo'lib, psixik faoliyatning

samaradorligini ta'minlaydi (Xaydarov, Xalilova, 2009).

Inson atrofdagi voqelikni idrok etuvchi sezgilar odatda izsiz yo'qolmaydi. Ular birlashtiriladi, saqlanadi va kelajakda qayta tiklanadi. Bu ko'pincha biz ko'rgan narsalarni tan olish, boshdan kechirgan voqealarni xotirlash, yoki o'tmishni eslash shaklida namoyon bo'ladi.

Obyektlarni mazmunli idrok etish har doim ularni tanib olishni, ya'ni, ularning mohiyatini anglashni o'z ichiga oladi. Tanib olish, biz ilgari idrok qilgan ma'lum bir obyektni qayta tan olganimizdagina emas, balki umumlashtirilgan tan olish holatlarida ham sodir bo'ladi. Masalan, hozirgi paytda idrok qilinayotgan obyektni kitob, ruchka, qalam yoki gul sifatida umumlashtirilgan holda tan olishimiz bunga misol bo'la oladi. Agar obyektlar shu kabi umumiy turlarga bog'lanib idrok etilmasa, mazmunli idrok haqida gapirish mumkin emas.

Idrok (persepsiya) – bu atrof-muhitdagi narsalar, voqea va hodisalar haqida tasavvur hosil qiladigan bilish, inson ongida aks etish jarayoni hisoblanadi va bu ruhiy jarayon bo'lib, uning yuzaga kelishi uchun sezgi a'zolari orqali ma'lumotlar retseptorlardan qabul qilinishi kerak.

Idrok – atrof-muhitdagi obyektlar va hodisalarning turli xususiyatlarini birlashtirib, ularning yaxlit obrazini shakllantirish jarayonidir. Bu jarayon sezgi orqali tashqi signallarni qabul qilish va ularni tahlil qilishni o'z ichiga oladi. Shuningdek, idrok ongimizda to'liq va yaxlit tasvirlarni shakllantiradi va bilish jarayonining muhim qismi hisoblanadi (Xaydarov, Xalilova, 2009).

Amaliy faoliyat nafaqat idrok jarayonida olingan bilimlarni shaxsiy tajriba vaziyatlariga bog'lashni, balki ushbu bilimlarni ushbu kontekstdan ajratib olish va umumiy shaklda foydalanishni talab qiladi. Agar inson biror narsani idrok qilsa va uning xususiyatlarini bilib olsa, u bilimni saqlab qolish va uni boshqa vaziyatlarda, kerak bo'lgan joy va vaqtda qo'llay olish imkoniyatiga ega bo'lishi muhimdir. Bu imkoniyat idrok qilingan obyektning yo'qligi sharoitida bilimlarni tiklash imkoniyatini ta'minlaydi.

Til vositalarini o'zlashtirish jarayoni kuzatuv va idrok orqali boshlanib, tafakkur orqali chuqurlashadi va amaliyotga yo'naltirilgan bilim shakliga aylanadi. Bu jarayon psixologik tadqiqotlar orqali aniqlangan.

Idrok qilingan obrazlarni erkin tiklash shaklida xotira shakllanadi. Obyektning umumiy bilim darajasida xotirada saqlanishi va umumlashtirilgan mazmun bilan birgalikda paydo bo'lishi kuzatiladi. Bu jarayon idrok va fikrlarning birlashuvini ifoda etadi. Xususan, birinchi holda, sezgilar orqali hosil bo'lgan obraz mazmunni anglatadi, ikkinchi holda esa mazmunni tasvirlovchi obyekt asosiy ahamiyat kasb etadi.

Inson tajribalarining aks ettirilishi, muayyan shaklda saqlanishi va qo'llanilishi psixik jarayon sifatida **xotira** tushunchasi bilan ifodalanadi. Xotira jarayonida uning aksi bo'lgan unutish, xotiradan ko'tarilish yoki esdan chiqarish hodisalari ham mavjud. Xotira qisqa muddatli (operativ) va uzoq muddatli (doimiy) shakllarga ajratiladi. Uzoq muddatli xotirada til bilan bog'liq materiallar uzoq vaqt saqlanadi va nutq jarayonida samarali foydalaniladi. Qisqa muddatli xotira esa nutqning tez va aniq shakllanishida muhim rol o'ynaydi.

Xotira o'z navbatida ko'ruv, eshitish, harakat va verbal shakllarga ajratiladi. Verbal xotira so'z bilan bog'liq bo'lib, boshqa xotira shakllari bilan uyg'unlashganda chet tilini o'rganishda samaradorlikni oshiradi (Jalolov, 2012).

Xotira jarayonlari bir necha bosqichlardan iborat: birinchisi – bu axborotni "muhrlash" (ya'ni, eslab qolish), keyingisi esa tan olish yoki tiklashdir. Kundalik hayot va faoliyatda inson maxsus eslab qolish vazifasini qo'ymasdan ko'p narsalarni esda saqlab qoladi. Biroq, faoliyat murakkablashgan sari inson o'z oldiga maxsus vazifalar qo'yib, maqsadli ravishda eslab qolishga o'tadi. Shu yo'sinda xotira insonning shaxsiy tajribalarini yanada

samarali boshqarish vositasiga aylanadi (Рубинштейн, 1989).

Inson aqliy faoliyatining yuksak, oliy shakli bo'lmish **tafakkur** atrofdagi borliqni bilish vositasidir va shu bilan birga inson oqilona amaliy faoliyatining shakllanishi uchun muhim sanaladi. Tafakkur jarayonida inson ongida fikrlar shakllanadi va ular muhim tushunchalar ko'rinishida namoyon bo'ladi.

Tafakkur nutq – til bilan uzviy bog'liq bo'lib, aynan shu sababli inson hayvonlardan farq qiladi va ongli mavjudot sifatida ajralib turadi. Inson atrofdagi voqealarni ongli ravishda tushunib yetadi, ularni eslab qoladi va shunga muvofiq harakat qiladi. Tafakkur sezgi, idrok, xotira va tasavvurlarga nisbatan insonning bilim olish va amaliy faoliyatida muhim ahamiyat kasb etadi (Umumiy psixologiya, 2008).

Bizning obyektiv voqelik haqidagi bilimimiz sezgi va idrokdan boshlanadi. Ammo, hislar va idrokdan boshlab, haqiqatni bilish ular bilan tugamaydi. Tuyg'u va idrokdan tafakkurga o'tadi.

Sezgi va sezgilarda berilgan narsalardan boshlab, tafakkur hissiy ma'lumotlar chegarasidan chiqib, bilimimiz chegaralarini kengaytiradi. Bilimning bunday kengayishiga o'z tabiatiga ko'ra tafakkur orqali erishiladi, bu unga idrokda bevosita berilmagan narsalarni bilvosita, xulosa chiqarish orqali ochib berishga imkon beradi. Tafakkur tufayli bilimning kengayishi ham bilimning chuqurlashishi bilan bog'liq (Рубинштейн, 1989).

XXI asrda global integratsiya va axborot texnologiyalari rivoji chet tillarini o'rganish va o'rgatishni zamonaviy ilmiy-metodik yondashuvlar asosida qayta ko'rib chiqishni taqozo qilmoqda. Ayniqsa, talabalar auditoriyasida chet tilni samarali o'rgatish jarayoni nafaqat lingvistik, balki madaniy, ijtimoiy va psixologik omillar bilan ham uzviy bog'liq bo'lib bormoqda. Shu nuqtai nazardan qaralganda, sotsiokulturologik yondashuv chet tilni o'rgatish jarayoniga yangicha qarashni talab etadi, bu yondashuv til o'rganish jarayonida madaniyatlararo kompetensiyani shakllantirishni ustuvor vazifa deb hisoblaydi.

Kommunikativ kompetensiya haqida ilmiy mulohaza yuritish jarayonida ijtimoiy-madaniy yondashuvlarni e'tibordan chetda qoldirib bo'lmaydi. Chunki yuqorida ta'kidlab o'tganimizdek, har qanday nutqiy muloqot til egasining madaniyati bilan chambarchas bog'liq holda kechadi. Boshqacha qilib aytganda, bu jarayonda verbal va noverbal, madaniy va lisoniy hodisalar o'zaro uyg'unlashib, yaxlit bir tizimni vujudga keltiradi.

Ijtimoiy-madaniy yondashuvga A.N. Shukin quyidagicha ta'rif keltirib o'tgan bu o'qitishning yondashuvlaridan biri bo'lib, unga ko'ra, chet til darslari o'rganilayotgan tilning mamlakati va madaniyati bilan hamkorlikda olib boriladi. Chet tildagi muloqotni o'rgatish dunyoni ijtimoiy-madaniy idrok etishdagi farqlarni hisobga olgan holda madaniyatlararo muloqot sharoitida amalga oshiriladi (Щукин, 2006).

Shu o'rinda A.N.Shukinning ijtimoiy-madaniy kompetensiya xususidagi fikrlarini ham ilmiy ishimizda qisqacha bayon qilmoqchimiz. O'rganilayotgan til mamlakati, ijtimoiy va madaniy xususiyatlari, shuningdek, til egalarining ijtimoiy va rejalashtirilgan xulq-atvori haqida bilimlarga ega bo'lish hamda bu bilimlardan muloqot jarayonida foydalanish qobiliyati. Bu jarayonda odat, xulq-atvor qoidalari, etik me'yorlar, ijtimoiy sharoit va til egalarining xulq-atvor stereotiplariga rioya qilinadi. Sotsiomadaniy kompetensiya kommunikativ kompetensiya tarkibiga kiradi va uning komponenti hisoblanadi.

Sotsiomadaniy kompetensiya mazmuni to'rt tarkibiy qismda ifodalanishi mumkin:

- sotsiomadaniy bilimlar (o'rganilayotgan til mamlakati, ma'naviy qadriyatlar va madaniy an'analar, milliy mentalitet xususiyatlari haqidagi ma'lumotlar);
- muloqot tajribasi (muloqotning maqbul uslubini tanlash, xorijiy madaniyat hodisalarini to'g'ri talqin qilish);
- xorijiy madaniyat hodisalariga shaxsiy munosabat (shu jumladan, muloqot

jarayonida sotsiomadaniy ziddiyatlarni yengish va hal qilish qobiliyati);

- tilni qo‘llash usullarini egallash (turli xil sotsial jihatdan belgilangan til birliklarini to‘g‘ri ishlata olish), madaniyatlararo muloqot sohalarida, ona tili va xorijiy til madaniy hodisalari o‘rtasidagi o‘xshashlik va farqlarni anglash (Щукин, 2006).

Xulosa

Bunday qobiliyatlarning mavjudligi o‘quvchining shaxsiy fazilatlari, xususan: ochiqlik, bag‘rikenglik, muloqotga tayyorlik kabi xususiyatlar shakllangan bo‘lishini talab qiladi. Bag‘rikenglik – bu boshqa madaniyat vakillariga nisbatan xolis bo‘lish, ularning qadriyatlarini hurmat qilish; boshqa xalq urf-odatlari va madaniy hodisalariga nisbatan ijobiy munosabat ko‘rsatish, begona narsalarni rad etmaslik. Bunday yondashuv o‘quvchining boshqa madaniyat vakillari bilan faol muloqotga kirishish istagida ham namoyon bo‘ladi. Agar sotsiomadaniy kompetensiya shakllanmagan bo‘lsa yoki yetarli bo‘lmasa, bu madaniyatlararo muloqotda xatoliklar, diskommunikatsiya, ya’ni muloqotning buzilishi, noto‘g‘ri tushunishlarga olib keladi.

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Developing Students' English Reading Skills through the Use of Cluster Technology: A Methodological Approach

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Annotation *Reading comprehension is a key skill in English as a Foreign Language (EFL) learning, yet many learners struggle to process complex texts due to limited vocabulary, weak reading strategies, and difficulties in organizing information. Visual learning approaches such as cluster technology, including mind maps, concept maps, and graphic organizers, have been suggested as effective tools for improving comprehension. This study investigates the effectiveness of cluster-based strategies in developing students' English reading skills. A quasi-experimental design with pre-test and post-test control groups was implemented among undergraduate EFL learners. During the intervention, the experimental group used cluster mapping techniques to analyze reading texts, while the control group received traditional reading instruction. The results revealed that students who used cluster technology demonstrated significantly higher reading comprehension scores and improved ability to identify relationships among textual ideas. The findings suggest that cluster technology enhances cognitive processing of textual information and provides an effective instructional strategy for improving reading comprehension in EFL classrooms.*

Keywords *Reading comprehension, cluster technology, mind mapping, graphic organizers, EFL learning*

Klaster texnologiyasidan foydalanish asosida talabalarning ingliz tilidagi o'qish ko'nikmalarini rivojlantirishning metodik yondashuvi

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Annotatsiya *O'qib tushunish ingliz tilini chet tili sifatida o'rganishda (English as a Foreign Language – EFL) muhim ko'nikmalardan biri hisoblanadi. Biroq ko'plab o'quvchilar murakkab matnlarni tushunishda qiyinchiliklarga duch keladilar. Bunga lug'at boyligining yetarli emasligi, o'qish strategiyalarining sustligi hamda ma'lumotlarni tizimli tarzda tashkil eta olmaslik kabi omillar sabab bo'ladi. Vizual o'rganishga asoslangan yondashuvlar, xususan klaster texnologiyasi (mind map, konsept xaritalari va grafik organizatorlar) o'qib tushunishni rivojlantirishda samarali vosita sifatida tavsiya etilmoqda. Mazkur tadqiqot talabalarning ingliz tilidagi o'qish ko'nikmalarini rivojlantirishda klasterga asoslangan strategiyalarning samaradorligini o'rganishga qaratilgan. Tadqiqotda oldindan test va yakuniy testga ega bo'lgan kvazi-eksperimental dizayn qo'llanilib, unda ingliz tilini chet tili sifatida o'rganuvchi bakalavr talabalari ishtirok etdi. Tajriba jarayonida eksperimental guruh o'qish matnlarini tahlil qilishda klaster xaritalash texnikalaridan foydalandi, nazorat*

guruhi esa an'anaviy o'qish metodlari asosida ta'lim oldi. Natijalar shuni ko'rsatdiki, klaster texnologiyasidan foydalangan talabalar o'qib tushunish bo'yicha sezilarli darajada yuqori natijalarni ko'rsatdi hamda matndagi g'oyalar o'rtasidagi bog'lanishlarni aniqlash qobiliyati yaxshilandi. Tadqiqot natijalari klaster texnologiyasi matnli ma'lumotlarni kognitiv qayta ishlashni kuchaytirishini va ingliz tilini chet tili sifatida o'qitiladigan sinflarda o'qib tushunishni rivojlantirish uchun samarali o'qitish strategiyasi ekanligini ko'rsatadi.

Kalit so'zlar *O'qib tushunish, klaster texnologiyasi, mind map, grafik organizatorlar, ingliz tilini chet tili sifatida o'rganish*

Методический подход к развитию навыков чтения на английском языке у студентов на основе использования кластерной технологии

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Аннотация *Чтение с пониманием является важным навыком при изучении английского языка как иностранного (EFL). Однако многие учащиеся испытывают трудности при работе со сложными текстами из-за ограниченного словарного запаса, слабых стратегий чтения и трудностей в организации информации. Визуальные методы обучения, такие как кластерная технология, включая интеллект-карты (mind maps), концептуальные карты и графические организаторы, рассматриваются как эффективные средства для улучшения понимания текста. Данное исследование направлено на изучение эффективности кластерных стратегий в развитии навыков чтения на английском языке у студентов. В исследовании использовался квазиэкспериментальный дизайн с предварительным и итоговым тестированием контрольной и экспериментальной групп. В исследовании приняли участие студенты бакалавриата, изучающие английский язык как иностранный. В ходе эксперимента студенты экспериментальной группы использовали кластерные карты для анализа текстов для чтения, тогда как контрольная группа обучалась с использованием традиционных методов чтения. Результаты показали, что студенты, применявшие кластерную технологию, продемонстрировали значительно более высокие показатели понимания прочитанного и улучшили способность выявлять взаимосвязи между идеями текста. Полученные результаты свидетельствуют о том, что кластерная технология способствует более эффективной когнитивной обработке текстовой информации и является эффективной стратегией обучения для развития навыков чтения в классах, где английский язык преподаётся как иностранный.*

Ключевые слова *Понимание прочитанного, кластерная технология, интеллект-карты, графические организаторы, изучение английского языка как иностранного*

Introduction

Reading is one of the most essential skills in second language learning because it enables learners to access knowledge, interpret information, and participate in academic communication. In English as a Foreign Language (EFL) contexts, reading comprehension plays a particularly important role in academic development. However, many learners experience difficulties when processing academic texts because they must simultaneously interpret unfamiliar vocabulary, grammatical structures, and complex conceptual relationships. Reading in a foreign language therefore requires the integration of linguistic knowledge, background knowledge, and strategic processing skills (Bernhardt, 1986; Grabe & Stoller, 2002).

Previous research indicates that EFL learners often struggle to construct coherent meaning from texts due to limited vocabulary knowledge and insufficient reading strategies. While many learners are able to recognize individual words, they frequently encounter difficulties when interpreting larger textual structures and identifying logical relationships between ideas (Grabe & Stoller, 2002). Studies on second language reading further suggest that effective comprehension requires learners to integrate information across sentences and recognize discourse-level connections such as cause-effect relationships, comparison structures, and supporting arguments (Bernhardt & Kamil, 1995). Understanding these textual relationships is essential for interpreting academic texts and constructing meaningful representations of information.

Traditional reading instruction in many language classrooms continues to rely on teacher-centered practices such as translation, vocabulary explanation, and sentence-level interpretation. Although these techniques may help learners understand isolated parts of a text, they often fail to develop higher-order reading strategies required for interpreting complex discourse structures. As a result, students may remain passive readers who depend heavily on teachers rather than actively constructing meaning from texts. Scholars in language pedagogy therefore emphasize the importance of learner-centered instructional approaches that promote strategic and cognitive engagement during reading activities (Brown, 2001).

Recent developments in language pedagogy highlight the potential of visual learning strategies that support the cognitive processing of textual information. One such approach is cluster technology, which involves the use of visual tools such as mind maps, concept maps, and graphic organizers to represent relationships between ideas within a text. These visual representations transform linear textual information into structured conceptual networks that are easier for learners to interpret and remember (Novak, 2010).

Research demonstrates that graphic organizers and concept mapping strategies can significantly improve reading comprehension by helping learners organize information and identify relationships between textual concepts (Ayiz & Hidayatulloh, 2024). Experimental studies also indicate that visual mapping strategies enhance learners' ability to analyze textual structures and integrate new information with existing knowledge frameworks (Heidarifard, 2014). Similarly, recent meta-analytic evidence suggests that concept mapping strategies have a positive effect on second language learning outcomes, particularly in improving comprehension and cognitive engagement with texts (Han, 2025).

Despite these promising findings, several gaps remain in the existing literature. First, many studies focus primarily on the use of technological tools rather than examining how cluster technology can be systematically integrated into reading instruction. Second, previous research frequently investigates isolated classroom activities rather than

proposing comprehensive methodological frameworks for implementing cluster-based strategies in language classrooms. Third, there remains limited research exploring the cognitive mechanisms through which cluster technology facilitates reading comprehension among EFL learners.

To address these gaps, the present study investigates the methodological role of cluster technology in developing students' English reading skills. The study proposes a structured instructional approach that integrates cluster-based strategies into reading instruction in order to promote deeper comprehension and cognitive engagement.

The contribution of this research lies in its integration of theoretical perspectives from schema theory, sociocultural theory, and dual coding theory to explain how cluster-based strategies enhance reading comprehension. By combining theoretical insights with classroom-based experimentation, this study also provides practical pedagogical implications for language teachers seeking to incorporate visual learning strategies into EFL reading instruction.

Literature Review

Reading Comprehension in EFL Learning

Reading comprehension is an interactive cognitive process in which readers construct meaning by integrating textual information with their prior knowledge and linguistic competence. In foreign language contexts, reading requires learners to coordinate vocabulary knowledge, grammatical understanding, and strategic processing skills in order to interpret meaning from written texts (Bernhardt, 1986). Scholars have also emphasized that second language reading involves the interaction between first-language literacy skills and target-language knowledge, suggesting that learners often transfer reading strategies from their native language when processing texts in a foreign language (Bernhardt & Kamil, 1995).

EFL learners frequently encounter difficulties when reading complex academic texts because they must simultaneously decode unfamiliar vocabulary and interpret conceptual relationships within discourse. According to Grabe and Stoller (2002), effective reading instruction should therefore focus not only on vocabulary development but also on the use of strategic reading techniques that help learners organize and interpret textual information. Research on language pedagogy further highlights that successful reading comprehension requires the ability to recognize discourse cohesion and structural relationships among ideas within a text (Halliday & Hasan, 1976). When learners fail to identify such relationships, comprehension becomes fragmented and superficial.

Concept Mapping and Mind Mapping in Language Learning

Concept mapping is a cognitive learning strategy that visually represents relationships between concepts in a hierarchical structure. Originally introduced as a tool for facilitating meaningful learning, concept mapping enables learners to organize knowledge, identify relationships among ideas, and integrate new information with existing cognitive structures. Novak (2010) explains that concept maps promote deeper learning because they encourage learners to actively construct connections between concepts rather than simply memorizing isolated pieces of information.

Empirical studies have shown that knowledge mapping techniques can significantly enhance comprehension and knowledge organization in educational settings. For example, Bahr and Dansereau (2005) found that knowledge mapping strategies improved students' ability to understand and recall textual information by making conceptual relationships more explicit. Similarly, research in second language contexts suggests that concept mapping enhances learners' awareness of reading strategies and improves comprehension of complex texts (Rassaei, 2019).

Meta-analytic studies further confirm the effectiveness of concept mapping as an

instructional strategy. Nesbit and Adesope (2006) analyzed numerous experimental studies and concluded that concept mapping has a significant positive impact on learning outcomes across various educational contexts. More recent meta-analytic research has also demonstrated that concept mapping strategies contribute to improved reading comprehension and vocabulary development among second language learners (Han, 2025).

Graphic Organizers and Reading Instruction

Graphic organizers are visual tools designed to help learners represent relationships between ideas within a text. By transforming linear textual information into structured visual formats, graphic organizers make it easier for learners to identify key concepts, supporting details, and logical relationships within discourse.

Research indicates that the use of graphic organizers significantly improves students' reading comprehension performance. For instance, Heidarifard (2014) found that graphic organizers enhanced L2 learners' ability to interpret and summarize textual information. Similarly, recent experimental studies show that graphic organizers can improve meaningful reading by helping learners structure information and recognize relationships between textual elements (Ayiz & Hidayatulloh, 2024). Other studies also demonstrate that mind mapping strategies improve learners' ability to analyze textual structures and support deeper comprehension during reading tasks (Chalak & Rastgoo, 2021).

In addition to improving comprehension, graphic organizers also promote active engagement with reading materials. When learners construct visual representations of textual information, they must analyze relationships among ideas and reorganize information in meaningful ways. This process encourages deeper cognitive processing and enhances the retention of information.

Technology-Enhanced Cluster Strategies

Recent advances in educational technology have expanded the application of visual mapping strategies in language learning environments. Digital concept mapping tools allow learners to construct and modify conceptual diagrams more efficiently while also supporting collaborative learning activities.

Studies suggest that computer-assisted concept mapping systems can significantly improve reading comprehension and knowledge organization among language learners. For example, Liu, Chen, and Chang (2010) demonstrated that computer-assisted concept mapping improved EFL students' reading comprehension by helping them visualize relationships among textual concepts. Similarly, Liu (2011) reported that computerized mapping environments encourage active learner participation and facilitate deeper engagement with learning materials.

Digital mind mapping tools also support collaborative learning and knowledge construction in educational settings. Mancao and Dequito (2022) found that digital mapping platforms enhance collaborative learning by allowing students to share and refine conceptual representations of knowledge. In addition, mobile mind mapping applications have been shown to improve vocabulary acquisition and language learning outcomes among EFL learners (Shi & Tsai, 2024). Research also suggests that mind mapping strategies promote higher-order thinking skills by encouraging learners to analyze, synthesize, and organize information more effectively (Wang, 2020).

Conceptual Framework

The conceptual framework of this study is based on the assumption that cluster technology facilitates reading comprehension by supporting the visual organization of textual information and reducing cognitive load during reading tasks. Visual mapping strategies enable learners to structure textual information in ways that make conceptual relationships more explicit and easier to interpret.

The framework integrates three theoretical perspectives:

- *Schema Theory*

Schema theory suggests that comprehension improves when learners connect new information with their existing knowledge structures. When students activate prior knowledge during reading, they are better able to interpret new textual information and construct meaningful representations of content.

- *Dual Coding Theory*

Dual coding theory proposes that information presented through both verbal and visual channels enhances memory and comprehension. Visual representations such as concept maps and graphic organizers therefore support learning by providing additional cognitive pathways for processing information.

- *Sociocultural Theory*

Sociocultural theory emphasizes the role of tools and social interaction in the learning process. From this perspective, visual mapping strategies function as cognitive tools that mediate learning by enabling students to organize knowledge collaboratively and construct meaning through interaction.

Based on these theoretical perspectives, cluster technology can be understood as a cognitive support mechanism that helps learners visualize relationships among textual ideas and actively construct meaning during reading activities.

CONCEPTUAL MODEL

Cluster Technology
(mind maps, concept maps, graphic organizers)
↓
Visual Organization of Textual Information
↓
Improved Cognitive Processing
↓
Enhanced Reading Comprehension

1-sxema.

Methodology

Research Design

This study employed a quasi-experimental mixed-methods research design to investigate the effectiveness of cluster technology in improving students' English reading comprehension. A quasi-experimental design was considered appropriate because it allows researchers to examine cause-effect relationships in authentic classroom environments where random assignment of participants is not always feasible (Creswell, 2018). Such designs are commonly used in applied linguistics and educational research when investigating instructional interventions in real classroom contexts.

The study followed a pre-test–post-test control group design, which enabled comparison of learning outcomes between students who received cluster-based reading instruction and those who were taught using traditional reading methods. Quantitative data were collected through reading comprehension tests administered before and after the intervention to measure improvements in students' reading performance. Qualitative data were collected through a structured questionnaire that explored students' perceptions of cluster-based learning strategies.

The integration of quantitative and qualitative data allowed the study to examine

both the effectiveness of the instructional intervention and learners' experiences when using visual learning strategies in reading activities. Previous research has shown that visual mapping strategies can significantly improve comprehension and cognitive engagement in language learning contexts (Nesbit & Adesope, 2006; Han, 2025).

Participants

The participants consisted of 60 undergraduate students enrolled in a compulsory English reading course at a university. All participants were studying English as a Foreign Language and had completed at least one year of university-level English instruction.

Participants were divided into two groups:

- Experimental group (n = 30)
- Control group (n = 30)

The participants were selected using purposive sampling in order to ensure relatively similar English proficiency levels between the two groups. Prior to the intervention, both groups completed a reading comprehension pre-test to determine their baseline reading proficiency and confirm that there were no statistically significant differences between the groups at the beginning of the study.

The participants were between 18 and 21 years old and had comparable educational backgrounds and exposure to English language instruction. Similar participant selection procedures have been used in previous studies examining the effects of visual mapping strategies on reading comprehension in EFL contexts (Ayiz & Hidayatulloh, 2024; Chalak & Rastgoo, 2021).

Instruments

Three primary instruments were used to collect data in this study: a reading comprehension test, cluster mapping tasks, and a student perception questionnaire.

Reading Comprehension Test

A standardized reading comprehension test was used as both a pre-test and a post-test to measure students' reading performance. The test consisted of several academic reading passages followed by multiple-choice and short-answer questions designed to assess students' ability to:

- identify main ideas
- interpret supporting details
- recognize relationships between concepts
- make inferential interpretations of texts

Reading comprehension tests are widely used in second language research to measure learners' ability to process textual information and interpret relationships among ideas (Grabe & Stoller, 2002). The reliability of the test was verified through pilot testing with students of similar proficiency levels. Internal consistency was calculated using Cronbach's alpha coefficient, which indicated acceptable reliability.

Cluster Mapping Tasks

Students in the experimental group completed cluster mapping activities during reading instruction. These activities required students to construct visual representations of textual information using mind maps and concept maps. Learners were instructed to identify key concepts in reading passages and visually represent relationships between ideas through cluster diagrams.

Concept mapping has been widely recognized as an effective strategy for organizing knowledge and facilitating meaningful learning (Novak, 2010). Research also indicates that visual mapping strategies improve learners' ability to understand complex texts by making conceptual relationships more explicit (Bahr & Dansereau, 2005; Rassaei, 2019).

Student Perception Questionnaire

A Likert-scale questionnaire was administered to students in the experimental group at the end of the instructional intervention. The purpose of the questionnaire was to evaluate students' perceptions of cluster-based reading strategies and their usefulness for improving reading comprehension.

The questionnaire included items related to:

- ease of use of cluster mapping strategies
- perceived improvement in reading comprehension
- motivation and engagement during reading tasks

Students responded to each item using a five-point Likert scale ranging from strongly disagree to strongly agree. Questionnaires are commonly used in language education research to examine learners' attitudes toward instructional strategies and learning experiences.

Procedure

The experimental intervention was conducted over a six-week period during regular classroom sessions.

Week 1: Pre-test

At the beginning of the study, both the experimental and control groups completed the reading comprehension pre-test. The purpose of this test was to determine students' initial reading proficiency and confirm that the two groups had comparable baseline abilities.

Weeks 2-5: Instructional Treatment

During the four-week intervention period, the two groups received different instructional approaches.

Students in the experimental group were taught using cluster-based reading strategies, including mind mapping and concept mapping techniques. During reading activities, students analyzed reading passages by identifying key ideas and visually organizing relationships among concepts using cluster diagrams. Previous research has shown that visual mapping strategies can significantly improve comprehension by helping learners organize and interpret textual information more effectively (Heidarifard, 2014; Liu, Chen, & Chang, 2010).

In contrast, the control group received traditional reading instruction. Classroom activities in this group primarily involved vocabulary explanation, translation of sentences, and teacher-led discussion of reading passages. Students in this group did not use visual clustering strategies during reading tasks.

Week 6: Post-test and Questionnaire

At the conclusion of the intervention, both groups completed the reading comprehension post-test in order to measure changes in reading comprehension performance following the instructional treatment.

Students in the experimental group also completed the perception questionnaire, which provided qualitative insights into their experiences using cluster-based reading strategies and their perceived usefulness for improving reading comprehension.

Data Analysis

Quantitative data obtained from the pre-test and post-test were analyzed using descriptive and inferential statistical methods. Mean scores and standard deviations were calculated to examine changes in students' reading comprehension performance.

To determine whether the instructional intervention produced statistically significant improvements in reading comprehension, an independent-samples t-test was used to compare the post-test scores of the experimental and control groups. In addition, a paired-samples t-test was conducted to examine within-group differences between pre-test and post-test scores.

These statistical procedures are commonly applied in educational research to evaluate the effectiveness of instructional interventions and to determine whether observed differences between groups are statistically significant.

Qualitative data from the student perception questionnaire were analyzed descriptively by examining patterns in students' responses to Likert-scale items. The results were used to provide additional insights into students' experiences with cluster-based learning strategies.

Results

The results of the study indicate that the use of cluster technology had a positive effect on students' reading comprehension performance.

Analysis of the pre-test scores showed no statistically significant difference between the experimental group and the control group at the beginning of the study. The mean pre-test score for the experimental group was approximately 55, while the control group demonstrated a comparable level of reading proficiency. This result suggests that the two groups were relatively equivalent before the instructional intervention.

Following the four-week instructional treatment, the post-test results revealed a noticeable difference between the two groups. The mean score of the experimental group increased from approximately 55 in the pre-test to around 80 in the post-test. In contrast, the control group demonstrated only moderate improvement over the same period.

An independent-samples t-test was conducted to compare the post-test scores of the two groups. The analysis indicated that the experimental group achieved significantly higher scores than the control group, suggesting that the use of cluster-based reading strategies had a positive effect on students' reading comprehension performance.

Further analysis of students' responses indicated that learners in the experimental group demonstrated improvement in several key aspects of reading comprehension, including:

- identifying the main ideas of texts
- recognizing relationships between concepts and supporting details
- organizing textual information logically
- retaining important information from reading passages

These results suggest that cluster technology helped students structure textual information more effectively during the reading process.

Questionnaire Results

The responses from the student perception questionnaire also provided additional insights into students' experiences with cluster-based learning strategies. Most participants in the experimental group reported positive attitudes toward the use of visual mapping techniques during reading activities.

A large proportion of students indicated that mind maps and concept maps helped them understand complex texts more easily and improved their ability to identify relationships among ideas. Many students also reported that cluster-based activities increased their motivation and engagement during reading tasks.

Overall, the questionnaire results suggest that students perceived cluster technology as a useful and effective tool for supporting reading comprehension and organizing textual information.

Discussion

The findings of this study indicate that the use of cluster technology significantly improves students' reading comprehension by facilitating the cognitive organization of textual information. Students who engaged in cluster-based reading activities demonstrated stronger abilities to identify relationships among ideas, organize textual information logically, and retain key concepts from reading passages. These results suggest that visual clustering strategies provide learners with structured tools that support deeper engagement with texts.

From a theoretical perspective, the findings support schema theory, which proposes that comprehension improves when learners connect new information with their existing knowledge structures. When students construct mind maps or concept maps during reading, they activate prior knowledge and integrate new textual information into organized conceptual frameworks. This process helps learners interpret relationships among ideas and construct coherent representations

of textual meaning. Previous research has also highlighted the importance of activating background knowledge in facilitating reading comprehension among second language learners (Bernhardt, 1986; Grabe & Stoller, 2002).

The results of the study are also consistent with dual coding theory, which suggests that learning becomes more effective when information is processed through both verbal and visual channels. Visual representations such as mind maps and graphic organizers allow learners to process textual information not only through linguistic structures but also through visual relationships among concepts. This dual representation strengthens memory and comprehension by providing multiple cognitive pathways for information processing. Empirical studies have similarly demonstrated that visual mapping strategies can enhance comprehension by helping learners organize and interpret textual information more effectively (Nesbit & Adesope, 2006; Han, 2025).

In addition, the findings align with previous research on concept mapping and graphic organizers in language learning. Studies have shown that concept mapping strategies support learners in identifying relationships between ideas and constructing meaningful knowledge structures during reading activities (Novak, 2010; Rassaei, 2019). Similarly, experimental research indicates that graphic organizers improve reading comprehension by helping learners structure textual information and recognize conceptual connections within texts (Heidarifard, 2014; Ayiz & Hidayatulloh, 2024).

Furthermore, cluster technology promotes active learning in the classroom. When students create visual representations of texts, they must analyze textual content, identify key concepts, and determine relationships among ideas. This process encourages learners to engage in higher-order cognitive activities such as analysis, synthesis, and organization of information. Previous research has also demonstrated that mind mapping strategies enhance learners' cognitive engagement and critical thinking during language learning tasks (Wang, 2020; Debbag et al., 2021).

Overall, the findings suggest that cluster technology serves as an effective cognitive tool that supports students in organizing textual information and constructing meaning during reading activities. By transforming linear textual information into structured visual representations, cluster-based strategies help learners process complex texts more efficiently and develop stronger reading comprehension skills.

Conclusion

This study demonstrates that cluster technology represents an effective methodological approach for enhancing students' English reading skills in EFL contexts. The findings indicate that students who engaged in cluster-based reading activities showed noticeable improvement in their ability to identify main ideas, recognize relationships between concepts, and organize textual information logically. By transforming linear textual information into visual conceptual structures, cluster-based strategies enable learners to process reading materials more systematically and develop stronger comprehension skills. These results are consistent with previous studies indicating that visual mapping strategies can significantly enhance reading comprehension and knowledge organization in language learning environments (Nesbit & Adesope, 2006; Rassaei, 2019).

The study also highlights the pedagogical value of visual learning strategies in reading instruction. The use of mind maps, concept maps, and graphic organizers encourages active engagement with textual information and helps learners construct meaningful connections among ideas. Such strategies support deeper cognitive processing and facilitate the integration of new information with existing knowledge structures, which is

essential for effective reading comprehension (Novak, 2010; Han, 2025).

From a pedagogical perspective, the findings suggest that integrating cluster technology into EFL reading instruction can promote student-centered learning and improve learners' strategic reading abilities. Teachers are therefore encouraged to incorporate visual mapping activities into reading lessons in order to help students analyze textual structures and organize information more effectively. Visual clustering strategies can serve as practical instructional tools that support learners in understanding complex texts and developing independent reading skills.

Future research should explore the integration of digital mapping tools and emerging educational technologies to further enhance the effectiveness of cluster-based reading instruction. In particular, studies could investigate how computer-assisted concept mapping systems and collaborative digital learning environments influence students' reading comprehension and cognitive engagement (Liu, Chen, & Chang, 2010; Mancao & Dequito, 2022). Such research may contribute to the development of innovative instructional models that combine visual learning strategies with technology-supported language education.

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Performance-based assessment in modern education

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Annotation *This article explores the concept and educational significance of performance-based assessment (PBA) in modern educational systems. Unlike traditional examinations that mainly evaluate memorization and theoretical knowledge, performance-based assessment emphasizes students' ability to apply knowledge, skills, and competencies in authentic and meaningful contexts. The study examines the theoretical foundations, methodological approaches, and practical implementation of PBA within classroom environments. Particular attention is given to how performance-based assessment contributes to the development of higher-order thinking skills such as critical thinking, creativity, collaboration, and problem-solving. The research employs qualitative analysis and an extensive review of relevant academic literature to evaluate the effectiveness of PBA in improving learning outcomes and promoting deeper understanding of subject matter. The findings indicate that performance-based assessment encourages active participation in the learning process, increases student motivation, and allows teachers to evaluate learners' competencies more comprehensively than traditional testing methods. The article concludes that integrating performance-based assessment into curriculum design and instructional practices can significantly enhance the quality and effectiveness of contemporary education.*

Keywords *Performance-based assessment, authentic assessment, student performance, educational evaluation, competency-based learning, critical thinking, assessment methods*

Zamonaviy ta'limda faoliyatga asoslangan baholash

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Annotatsiya *Ushbu maqola zamonaviy ta'lim tizimlarida faoliyatga asoslangan baholash (Performance-Based Assessment – PBA) tushunchasi va uning ahamiyatini o'rganadi. An'anaviy imtihonlardan farqli ravishda, ular asosan yodlash va nazariy bilimlarni tekshirsa, faoliyatga asoslangan baholash talabalar bilim va ko'nikmalarini real va amaliy vaziyatlarda qo'llay olish qobiliyatiga e'tibor qaratadi. Tadqiqotda PBA ning nazariy asoslari, metodologik yondashuvlari hamda uni sinf jarayonida amaliy qo'llash masalalari tahlil qilinadi. Maqolada ushbu baholash turi talabalarining tanqidiy fikrlash, ijodkorlik, hamkorlik va muammolarni hal qilish*

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kabi yuqori darajadagi ko'nikmalarini rivojlantirishdagi o'rni yoritiladi. Tadqiqot sifat tahlili va ilmiy adabiyotlar sharhiga asoslanib, PBA ning ta'lim natijalarini yaxshilashdagi samaradorligini baholaydi. Natijalar shuni ko'rsatadiki, faoliyatga asoslangan baholash o'quv jarayonida talabalar faolligini oshiradi, motivatsiyani kuchaytiradi hamda o'quvchilarning kompetensiyalarini yanada to'liq baholash imkonini beradi. Maqola xulosasida zamonaviy ta'limda PBA ni o'quv dasturlari va o'qitish amaliyotiga integratsiya qilish muhimligi ta'kidlanadi.

Kalit so'zlar *Faoliyatga asoslangan baholash, autentik baholash, talabalarning o'quv natijalari, ta'limiy baholash, kompetensiyaga asoslangan ta'lim, tanqidiy fikrlash, baholash usullari*

Оценивание на основе деятельности в современном образовании

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Аннотация *Данная статья рассматривает понятие и значение оценивания на основе деятельности (Performance-Based Assessment – PBA) в современных образовательных системах. В отличие от традиционных экзаменов, которые в основном проверяют запоминание и теоретические знания, оценивание на основе деятельности направлено на выявление способности студентов применять знания, умения и навыки в реальных и практических ситуациях. В исследовании анализируются теоретические основы, методологические подходы и практическое применение PBA в условиях учебного процесса. Особое внимание уделяется тому, как данный вид оценивания способствует развитию критического мышления, креативности, сотрудничества и навыков решения проблем у обучающихся. Исследование основано на качественном анализе и обзоре научной литературы, что позволяет оценить эффективность PBA в повышении результатов обучения. Результаты показывают, что оценивание на основе деятельности способствует активному участию студентов в учебном процессе, повышает их мотивацию и обеспечивает более комплексную оценку их компетенций. В заключении подчеркивается важность интеграции PBA в учебные программы и педагогическую практику современного образования.*

Ключевые слова *Оценивание на основе деятельности, аутентичное оценивание, учебные достижения студентов, образовательная оценка, компетентностно-ориентированное обучение, критическое мышление, методы оценивания*

Introduction

Assessment plays a crucial role in the educational process because it allows teachers to measure students' knowledge, skills, and progress. Traditionally, assessment has relied heavily on written tests, multiple-choice examinations, and standardized testing. Although these methods are widely used, they often focus on memorization rather than the application of knowledge. As education systems evolve toward competency-based learning, new assessment approaches have emerged to evaluate students' real abilities. One of the most effective modern assessment approaches is performance-based assessment (PBA). (Myers, 2021). This method evaluates students by requiring them to demonstrate their knowledge and skills through practical tasks, projects, presentations, experiments, or portfolios. (eLearning Industry, 2023). Instead of selecting the correct answer from a list, students must perform a meaningful task that reflects real-world situations. Performance-based assessment gained significant attention during educational reforms in the 1990s, when educators began emphasizing experiential learning and authentic evaluation of student competencies. The purpose of this approach is not only to measure knowledge but also to assess how students apply their understanding to solve problems, analyze information, and create solutions.

Modern educational systems increasingly recognize the importance of developing higher-order thinking skills such as critical thinking, creativity, communication, and collaboration. Traditional tests often fail to capture these complex skills. Performance-based assessment, however, provides opportunities for students to demonstrate these abilities in practical contexts. For example, instead of answering questions about scientific theory, students might conduct an experiment and present their findings. (North Central Regional Educational Laboratory, 2001). In language learning, students might perform oral presentations, role-plays, or research projects. These tasks allow educators to observe how learners apply knowledge in authentic situations. Another advantage of performance-based assessment is that it supports personalized learning. Students may demonstrate their understanding through different forms of expression, allowing teachers to assess diverse abilities and learning styles.

The purpose of this article is to analyze the concept of performance-based assessment, examine its theoretical and methodological foundations, and evaluate its effectiveness in improving educational outcomes.

Analysis and methods

Concept of Performance-Based Assessment

Performance-based assessment can be defined as the systematic observation and evaluation of students while they perform complex tasks or produce meaningful products. The assessment focuses not only on the final result but also on the process through which students complete the task. In this approach, students demonstrate their knowledge by performing authentic activities that mirror real-life situations. Examples include:

- Research projects
- Oral presentations
- Science experiments
- Portfolios
- Group problem-solving tasks
- Creative productions

Such tasks allow educators to evaluate both cognitive and practical competencies.

Types of Performance-Based Assessment

Researchers identify several common forms of performance-based assessment:

1. *Projects*

Projects involve long-term assignments where students investigate a topic, conduct research, and present their results.

2. *Portfolios*

Portfolios consist of collections of student work over time, demonstrating progress and development.

3. *Presentations*

Students explain their ideas, research findings, or creative work before an audience.

4. *Practical Demonstrations*

Students perform experiments, simulations, or problem-solving tasks to demonstrate their knowledge.

5. *Observational Assessment*

Teachers observe students during activities and evaluate their performance according to specific criteria. These forms allow teachers to gather comprehensive evidence about students' learning processes and competencies.

Methodological approach

This article employs a qualitative research approach based on theoretical analysis and literature review. Academic sources related to assessment methods, educational psychology, and teaching methodology were examined to identify key characteristics and benefits of performance-based assessment. The research methodology includes:

1. "Literature review" of scholarly publications on assessment practices.
2. "Comparative analysis" of traditional and performance-based assessment methods.
3. "Conceptual analysis" of the pedagogical principles underlying PBA.

This approach enables a comprehensive understanding of the role of performance-based assessment in modern education.

Results and discussion

The analysis of educational research demonstrates several significant advantages of performance-based assessment in teaching and learning.

Development of Critical Thinking Skills

One of the main benefits of performance-based assessment is the development of higher-order thinking skills (Appgecet, 2023). When students engage in complex tasks, they must analyze information, evaluate possible solutions, and synthesize knowledge from different sources. This process promotes critical thinking and problem-solving abilities. For instance, instead of answering factual questions about historical events, students might analyze primary sources and present an interpretation of historical developments.

Authentic Learning Experience

Performance-based assessment is closely connected with "authentic learning", which emphasizes real-world applications of knowledge (Council for Aid to Education, 2024). Students are asked to perform tasks that reflect situations they may encounter in professional or everyday life.

For example:

- engineering students design a prototype
- language learners conduct interviews
- business students develop marketing strategies

Such activities help bridge the gap between theoretical knowledge and practical skills.

Increased Student Engagement

Research shows that performance-based assessment increases student engagement and motivation (LearnWise Daily, 2023). When students participate in meaningful tasks, they become more actively involved in the learning process. Traditional exams often encourage passive learning, whereas performance-based tasks require active participation, creativity, and collaboration. Students also tend to experience less test anxiety because the evaluation process focuses on authentic activities rather than memorization.

Personalized Learning Opportunities

Performance-based assessment supports individualized learning by allowing students to demonstrate knowledge in different ways. For example, one student might create a video presentation, while another writes a research report. This flexibility allows educators to recognize diverse talents and learning styles, creating a more inclusive educational environment.

Feedback and Learning Improvement

Another advantage of performance-based assessment is the opportunity for detailed feedback. Teachers can evaluate not only the final product but also the strategies and processes students use during the task. Such feedback helps students understand their strengths and weaknesses and encourages continuous improvement.

Challenges of Performance-Based Assessment

Despite its advantages, performance-based assessment also presents certain challenges.

Time and Resource Requirements

Designing and evaluating performance tasks requires more time and effort compared to traditional tests.

Reliability and Objectivity

Ensuring consistent evaluation may be difficult because performance tasks involve subjective judgments.

To address this issue, educators often use "rubrics", which provide clear criteria for evaluating student performance.

Teacher Training

Effective implementation of performance-based assessment requires teachers to develop skills in designing authentic tasks and evaluation strategies.

Conclusion

Performance-based assessment represents a significant shift in modern educational evaluation. Unlike traditional examinations that emphasize memorization, this approach focuses on students' ability to apply knowledge and skills in meaningful contexts. The analysis presented in this article demonstrates that performance-based assessment offers numerous educational benefits. It promotes critical thinking, creativity, collaboration, and problem-solving skills. Furthermore, it increases student motivation and engagement by providing authentic learning experiences. Performance-based assessment also supports personalized learning by allowing students to demonstrate their knowledge through diverse forms of expression. By evaluating both the learning process and the final product, teachers gain deeper insight into students' competencies.

However, the successful implementation of performance-based assessment requires careful planning, appropriate evaluation criteria, and teacher training. Educational institutions must provide support and resources to ensure that performance-based assessment is used effectively.

In conclusion, performance-based assessment plays a vital role in modern education and contributes to the development of essential skills required in the 21st century. Future research should focus on integrating technology and digital assessment tools to further enhance the effectiveness and accessibility of performance-based evaluation.

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Using Multimedia Tools in Education: Learning Languages with Multimedia Annotation

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Annotation *This article explores the role of multimedia tools in modern language education with particular attention to the use of multimedia annotation techniques. In contemporary digital learning environments, technologies such as audio recordings, video materials, images, and interactive platforms provide new opportunities for improving the effectiveness of language teaching and learning. The study focuses on the pedagogical value of multilingual multimedia annotation, especially in English, Russian, and Uzbek, as a strategy that supports vocabulary acquisition, reading comprehension, and the development of intercultural competence. The research is based on theoretical analysis and comparative methodological approaches that examine how different multimedia elements can be integrated into language instruction. Special emphasis is placed on the multimodal nature of learning, where visual, auditory, and textual information are combined to facilitate deeper understanding of linguistic material. The findings demonstrate that multimedia annotation increases student engagement, improves the processing of linguistic information through multiple channels, and encourages independent learning. Overall, multimedia-based instruction contributes to more interactive, flexible, and effective language education in modern digital classrooms.*

Keywords *Multimedia tools, language learning, multimedia annotation, digital education, multilingual learning, interactive learning technologies, technology-enhanced language learning.*

Ta’limda multimedia vositalaridan foydalanish: tillarni multimedia annotatsiyasi orqali o‘rganish

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Annotatsiya *Ushbu maqola zamonaviy til ta’limida multimedia vositalarining rolini, ayniqsa multimedia annotatsiyasi texnikalarini qo‘llash masalasini o‘rganadi. Raqamli ta’lim muhitida audio yozuvlar, video materiallar, tasvirlar va interaktiv platformalar kabi texnologiyalar til o‘qitish samaradorligini oshirish uchun yangi imkoniyatlar yaratadi. Tadqiqotda ingliz, rus va o‘zbek tillarida ko‘p tilli multimedia annotatsiyasining pedagogik ahamiyati tahlil qilinadi. Ushbu yondashuv lug‘at boyligini kengaytirish, matnni tushunishni rivojlantirish hamda talabalarda madaniyatlararo kompetensiyani shakllantirishga xizmat qiladi. Tadqiqot nazariy tahlil va qiyosiy metodologik yondashuvlarga asoslanib, multimedia elementlarini*

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til ta'limi jarayoniga integratsiya qilishning samaradorligini ko'rib chiqadi. Shuningdek, o'rganish jarayonining multimodal xususiyatiga alohida e'tibor qaratilib, vizual, eshitish va matnli axborotning uyg'unligi til materialini chuqurroq o'zlashtirishga yordam berishi ko'rsatiladi. Natijalar shuni ko'rsatadiki, multimedia annotatsiyasi talabalarning o'qishga bo'lgan qiziqishini oshiradi, til birliklarini bir nechta kanallar orqali idrok etishni yaxshilaydi va mustaqil o'rganishni rag'batlantiradi. Natijada multimedia asosidagi ta'lim zamonaviy raqamli ta'lim muhitida samarali va interaktiv o'qitishni ta'minlaydi.

Kalit so'zlar *Multimedia vositalari, til o'rganish, multimedia annotatsiyasi, raqamli ta'lim, ko'p tilli ta'lim, interaktiv o'qitish texnologiyalari, texnologiya yordamida til o'qitish.*

Использование мультимедийных инструментов в образовании: изучение языков с помощью мультимедийной аннотации

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Аннотация *Данная статья рассматривает роль мультимедийных инструментов в современном языковом образовании с особым акцентом на использование методов мультимедийной аннотации. В условиях цифровой образовательной среды такие технологии, как аудиозаписи, видеоматериалы, изображения и интерактивные платформы, открывают новые возможности для повышения эффективности обучения иностранным языкам. Особое внимание уделяется педагогическому значению многоязычной мультимедийной аннотации на английском, русском и узбекском языках. Такой подход способствует расширению словарного запаса, улучшению понимания текста и развитию межкультурной компетенции обучающихся. Исследование основано на теоретическом анализе и сравнительных методологических подходах, направленных на оценку эффективности интеграции мультимедийных элементов в процесс обучения языкам. Подчеркивается мультимодальный характер обучения, при котором визуальная, аудиальная и текстовая информация объединяются для более глубокого усвоения языкового материала. Результаты исследования показывают, что использование мультимедийной аннотации повышает мотивацию и вовлеченность студентов, способствует более эффективной обработке языковой информации и стимулирует самостоятельное обучение. В целом мультимедийные технологии делают процесс изучения языков более интерактивным и эффективным в современной цифровой образовательной среде.*

Ключевые слова *Мультимедийные инструменты, изучение языков, мультимедийная аннотация, цифровое образование, многоязычное обучение, интерактивные технологии обучения, обучение языкам с использованием технологий.*

Introduction

The rapid development of information and communication technologies has significantly transformed modern education. In recent decades, multimedia tools have become an essential component of the educational process, especially in language learning environments. Multimedia technologies integrate various forms of information such as text, audio, images, video, and animation, allowing learners to interact with language materials through multiple sensory channels. This multimodal approach enhances learners' cognitive engagement and improves knowledge retention. Language learning traditionally relied on printed textbooks, teacher explanations, and memorization exercises. However, with the emergence of digital learning environments, teachers now employ multimedia presentations, interactive applications, virtual simulations, and online learning platforms. These tools provide students with authentic language input, cultural exposure, and opportunities for active participation in communicative tasks.

Research in educational technology indicates that multimedia tools can significantly improve learners' motivation, engagement, and language proficiency. Digital tools offer interactive experiences, personalized learning opportunities, and immediate feedback, which contribute to improved vocabulary acquisition and language skills development. One particularly important element of multimedia-based learning is multimedia annotation. Annotation refers to additional information attached to text or multimedia content to help learners understand meaning, context, and usage. In language education, annotations may include translations, definitions, images, audio pronunciations, or cultural explanations. These annotations assist learners in processing unfamiliar vocabulary and grammatical structures (Seghayer, 2001).

Multimedia annotations are especially effective when presented in multiple formats such as text, pictures, and audio. Studies demonstrate that multimodal annotations significantly improve vocabulary acquisition and learning efficiency compared to text-only explanations.

Another advantage of multimedia annotation is its support for multilingual learning. In multilingual contexts such as Central Asia, students often learn multiple languages simultaneously, including English, Russian, and their native language. Providing annotations in several languages helps learners connect new knowledge with existing linguistic resources and promotes deeper comprehension.

The purpose of this article is to analyze the role of multimedia tools and multimedia annotation in language learning. The study focuses on the pedagogical benefits of multilingual annotation and explores how multimedia technologies can enhance language acquisition in modern educational environments.

Analysis and Methods

This study employs a qualitative analytical approach based on a review of theoretical and empirical research in the fields of educational technology and language pedagogy. The methodology combines literature analysis, comparative analysis, and conceptual modeling to examine the effectiveness of multimedia tools in language learning.

Theoretical framework

The theoretical foundation of multimedia language learning is largely based on Cognitive Theory of Multimedia Learning, which suggests that learners process information through both visual and auditory channels. When these channels are used effectively, learning becomes more meaningful and efficient. Multimedia instruction allows learners to combine linguistic input with visual

representations, improving comprehension and memory retention.

Another important theoretical perspective is constructivist learning theory, which emphasizes active learner participation in knowledge construction. Multimedia technologies support this approach by enabling interactive activities such as simulations, collaborative tasks, and problem-based learning.

Multimedia tools used in language education include:

1. *Interactive presentations* – digital slides with audio, video, and animations.
2. *Language learning applications* – mobile or web-based platforms for vocabulary practice and grammar exercises.
3. *Video and audio materials* – authentic conversations, interviews, and documentaries.
4. *Multimedia language laboratories* – specialized classrooms equipped with digital tools for listening, speaking, and communication practice.

Studies show that multimedia language laboratories provide opportunities for interactive learning, communication with native speakers, and rapid feedback during language tasks (Manko & Khitsenko, 2019).

Multimedia Annotation

Multimedia annotation is a pedagogical technique that integrates explanatory elements into digital learning materials. These annotations may include:

- textual explanations
- visual images
- audio pronunciation
- translation equivalents
- contextual examples

Digital annotation systems can support multi-level annotations for audio or video content, allowing researchers and educators to analyze and structure linguistic information more effectively. In language learning contexts, annotations are particularly useful for vocabulary learning and reading comprehension. Online annotation systems allow students to interact with texts, share comments, and collaboratively interpret language materials (Jagušt, Botički & So, 2018).

Multilingual Annotation Model

In this study, a multilingual annotation model is proposed that includes three languages:

- English (target language)
- Russian (intermediate language for many learners)
- Uzbek (native language)

Example of multilingual annotation:
Word: Environment

- English explanation: the natural world and surroundings
- Russian translation: окружающая среда
- Uzbek translation: atrof-muhit

Such annotations support cross-linguistic comparison and help learners build semantic connections between languages.

Results and Discussion

The analysis of previous research demonstrates that multimedia tools provide several significant advantages for language education.

Increased Motivation and Engagement

Multimedia materials such as videos, animations, and interactive exercises create a more engaging learning environment compared to traditional teaching methods. Students are more likely to participate actively in lessons when digital tools are integrated into the curriculum. Interactive multimedia activities encourage learners to explore language concepts independently and at their own pace. This autonomy contributes to improved motivation and sustained interest in language learning (Hsu, 2022).

Improved Vocabulary Acquisition

Multimedia annotation significantly enhances vocabulary learning. Research indicates that combining textual explanations with images and audio results in higher vocabulary retention compared to text-only explanations. When learners encounter a new word accompanied by a picture and

pronunciation, they process the information through multiple sensory channels. This multimodal processing strengthens memory and improves recall. Additionally, learner-generated annotations, such as selecting images or creating personal vocabulary notes, promote deeper cognitive engagement with language materials (Seghayer, 2001).

Development of Language Skills

Multimedia tools contribute to the development of all four language skills:

- Listening:

Audio and video materials expose learners to authentic pronunciation and speech patterns.

- Speaking:

Digital platforms enable communication with native speakers through video conferencing and interactive tasks.

- Reading:

Annotated digital texts help learners understand unfamiliar vocabulary and complex grammatical structures (Ramezanali & Faez, 2020).

- Writing:

Online collaborative platforms allow students to edit and annotate texts together.

Multimedia resources also expose learners to cultural aspects of language use, which improves intercultural competence and communicative ability.

Multilingual Annotation Benefits

Multilingual annotation plays an important role in multilingual educational contexts. By providing explanations in multiple languages, teachers can support learners with different levels of language proficiency. For example, English vocabulary may be explained through Russian or Uzbek equivalents, which helps students build semantic connections between languages. This approach is particularly effective for beginners who require additional linguistic support. Multilingual annotations also facilitate comparative linguistic analysis, enabling learners to observe similarities and differences between languages (Kumar, 2021).

Challenges of Multimedia Integration

Despite its benefits, the integration of multimedia tools in education also presents certain challenges. First, the effective use of multimedia technologies requires teacher training and digital literacy. Teachers must be able to design pedagogically sound multimedia materials rather than simply adding digital elements to traditional lessons. Second, technological infrastructure may limit the implementation of multimedia learning in some educational institutions. Access to computers, high-speed internet, and multimedia equipment is essential for successful digital learning environments. Finally, excessive multimedia usage can lead to cognitive overload if not properly designed. Instructional materials should follow pedagogical principles to ensure that multimedia elements support rather than distract from learning objectives.

Conclusion

The integration of multimedia tools in education represents a significant advancement in language teaching methodology. Multimedia technologies provide interactive, engaging, and flexible learning environments that enhance language acquisition and learner motivation.

This study demonstrates that multimedia annotation is an effective pedagogical strategy for supporting vocabulary acquisition, reading comprehension, and multilingual learning. The use of textual, visual, and audio annotations enables learners to process linguistic information through multiple sensory channels, which improves retention and understanding.

Multilingual annotation in English, Russian, and Uzbek offers additional advantages for learners in multilingual contexts. It supports cross-linguistic connections and facilitates deeper comprehension of language structures and vocabulary. However, the successful implementation of multimedia tools depends on proper pedagogical design, teacher training, and technological infrastructure.

Educators should carefully integrate multimedia elements into language instruction to ensure that they enhance rather than complicate the learning process.

Future research should explore the potential of emerging technologies such as artificial intelligence, augmented reality, and adaptive learning systems in multimedia language education. These innovations may further transform language learning and provide more personalized and immersive learning experiences.

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TELL, CALL, MALL, and AI: comparative analysis of technological approaches in language teaching

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Annotation *This article is devoted to a comparative analysis of four major technological approaches used in language teaching, namely Technology-Enhanced Language Learning (TELL), Computer-Assisted Language Learning (CALL), Mobile-Assisted Language Learning (MALL), and Artificial Intelligence (AI) technologies. The rapid development of digital technologies has significantly influenced the education system, particularly the methodology of foreign language teaching. Therefore, the effective use of technological tools in language education, the analysis of their pedagogical potential, and the identification of their differences have become important scientific issues. The article examines the definition, theoretical foundations, advantages, and limitations of each approach, as well as their practical application in the educational process. In addition, the interrelationships among TELL, CALL, MALL, and AI approaches, their stages of development, and their role in modern language education are discussed. The findings indicate that technological approaches contribute to making language learning more flexible, interactive, and learner-centered. At the same time, the article also analyzes the pedagogical and technological factors necessary for the effective implementation of these approaches in the educational process.*

Keywords *TELL, CALL, MALL, artificial intelligence, language learning, technology, automated written feedback, lesson planning*

TELL, CALL, MALL va Sun'iy Intellekt: til o'rgatishda texnologik yondashuvlarning qiyosiy tahlili

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Annotatsiya *Ushbu maqola til o'rgatishda qo'llaniladigan to'rtta asosiy texnologik yondashuv, ya'ni texnologiya orqali til o'rganish (TELL), kompyuter yordamida til o'rganish (CALL), mobil qurilmalar yordamida til o'rganish (MALL) hamda sun'iy intellekt (SI) texnologiyalarini qiyosiy tahlil qilishga bag'ishlangan. Raqamli texnologiyalarning jadal rivojlanishi ta'lim tizimiga, xususan, chet tillarini o'qitish metodikasiga sezilarli ta'sir ko'rsatmoqda. Shu sababli til ta'limida texnologik vositalardan samarali foydalanish, ularning pedagogik imkoniyatlarini tahlil qilish va o'zaro farqlarini aniqlash muhim ilmiy masala hisoblanadi. Maqolada har bir yondashuvning ta'rifi, nazariy asoslari, afzalliklari va cheklovlari tahlil qilinadi hamda ularning amaliy ta'lim jarayonidagi qo'llanilish imkoniyatlari yoritiladi. Shuningdek, TELL, CALL, MALL va SI yondashuvlari o'rtasidagi o'zaro bog'liqlik, rivojlanish bosqichlari hamda zamonaviy til ta'limidagi o'rni muhokama qilinadi. Tadqiqot natijalari texnologik yondashuvlar til o'rganish jarayonini yanada moslashuvchan, interaktiv va talaba markazli tashkil etishga xizmat qilishini ko'rsatadi. Shu bilan birga, maqolada ushbu*

yondashuvlarning ta'lim jarayonida samarali qo'llanishi uchun zarur bo'lgan pedagogik va texnologik omillar ham tahlil qilinadi.

Kalit so'zlar *TELL, CALL, MALL, sun'iy intellekt, til o'rganish, texnologiya, avtomatlashtirilgan yozma fikr-mulohaza, dars rejalashtirish*

Сравнительный анализ технологических подходов в обучении языкам TELL, CALL, MALL и AI

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Аннотация *Данная статья посвящена сравнительному анализу четырёх основных технологических подходов, применяемых в обучении языкам, а именно: обучение языкам с использованием технологий (TELL), компьютерно-ассистированное обучение языкам (CALL), обучение языкам с использованием мобильных устройств (MALL) и технологии искусственного интеллекта (ИИ). Быстрое развитие цифровых технологий оказывает значительное влияние на систему образования, в частности на методику преподавания иностранных языков. В связи с этим эффективное использование технологических средств в языковом образовании, анализ их педагогического потенциала, а также выявление их различий становятся важной научной задачей. В статье рассматриваются определение, теоретические основы, преимущества и ограничения каждого подхода, а также возможности их практического применения в образовательном процессе. Кроме того, анализируются взаимосвязи между подходами TELL, CALL, MALL и ИИ, этапы их развития и их роль в современной системе языкового образования. Результаты исследования показывают, что технологические подходы способствуют организации процесса изучения языка более гибким, интерактивным и ориентированным на обучающегося образом. Вместе с тем в статье также анализируются педагогические и технологические факторы, необходимые для эффективного применения данных подходов в образовательной практике.*

Ключевые слова *TELL, CALL, MALL, искусственный интеллект, обучение языкам, технология, автоматизированная письменная обратная связь, планирование уроков*

Kirish

Zamonaviy jamiyatda raqamli texnologiyalarning tezkor rivojlanishi ta'lim tizimiga, xususan, til o'rgatish metodologiyasiga tubdan ta'sir ko'rsatmoqda. Bir tomondan, Internet va raqamli vositalar ta'limni yanada ochiq va qulay qilmoqda; boshqa tomondan esa yangi pedagogik yondashuvlarni shakllantirish zaruriyatini yuzaga keltirmoqda (Hidalgo, 2020).

Bugungi kunda til o'rgatishda to'rtta asosiy texnologik yondashuv ko'zga tashlanadi: TELL, CALL, MALL va sun'iy intellekt asosidagi texnologiyalar. Bu yondashuvlar o'rtasidagi

munosabatlar ierarxik bo‘lib, CALL va MALL TELLning xususiy ko‘rinishlari hisoblanadi (Hidalgo, 2020).

Kranthi (2017) ta’kidlaganidek, TELL inson va mashina o‘rtasidagi o‘zaro ta’sirni ta’minlovchi vosita sifatida til o‘rganish jarayonini boyitadi. Bu yondashuvda talaba faol ishtirokchi bo‘lib, texnologiya esa ta’lim jarayonini qo‘llab-quvvatlovchi muhit yaratadi.

Ushbu maqola quyidagi maqsadlarni ko‘zlaydi: (1) TELL, CALL, MALL va SI yondashuvlarining nazariy asoslarini aniqlash; (2) har bir yondashuvning afzalliklari va cheklovlarini tahlil qilish; (3) ularning zamonaviy til ta’limidagi o‘rni va istiqbollarini belgilash.

- **Tell: texnologiya orqali til o‘rganish**

Ta’rif va nazariy asoslar

Kranthi (2017) TELL ni “kompyuter texnologiyasi – jumladan, apparat, dasturiy ta’minot va Internet – yordamida til o‘rgatish” deb ta’riflaydi. Bu yondashuv metodologiya emas, balki keng qamrovli konsepsiya bo‘lib, uning doirasida CALL va MALL kabi xususiy usullar mavjud.

TELL ning nazariy asoslari uchta fundamental nazariyaga tayanadi. Birinchidan, Vygotskiyning ijtimoiy-madaniy nazariyasi til o‘rganishni ijtimoiy jarayon sifatida ko‘rib, talabalar o‘rtasidagi hamkorlikni ta’kidlaydi. Ikkinchidan, Svellerning kognitiv yuklanish nazariyasi ta’lim materiallarini o‘quvchining kognitiv imkoniyatlariga moslashtirishni asoslaydi. Uchinchidan, Kommunikativ til ta’limi (CLT) yondashuvi haqiqiy hayotga yaqin muloqot vaziyatlarini yaratish orqali til ko‘nikmalarini rivojlantirishni maqsad qiladi (Xudoyberdiyeva, 2024).

Kranthi (2017) TELL ning to‘rtta asosiy o‘lchovini ajratib ko‘rsatadi: faoliyat turi (individual va guruhli), til ko‘nikmasi (o‘qish, yozish, gapirish, tinglash), o‘quv joyi (sinf xonasi va undan tashqari) hamda texnologiya turi (kompyuter, Internet, multimedia). Bu tasnif TELL ning qay darajada keng qamrovli ekanligini ko‘rsatadi.

Kompyuter vositasidagi muloqot (CMC)

Kranthi (2017) ta’kidlashicha, TELL muhitida kompyuter vositasidagi muloqot (Computer-Mediated Communication – CMC) asosiy vosita sifatida talabalarni haqiqiy muloqot vaziyatlariga olib keladi. CMC sinxron (aniq vaqt rejimida, masalan, chat) va asinxron (kechiktirilgan, masalan, elektron pochta, forumlar) shakllarda amalga oshirilishi mumkin.

Shuningdek, Iberahim va boshq. (2023) tadqiqotiga ko‘ra, TELL ning asosiy afzalliklari quyidagilardan iborat: talabalarda motivatsiyani oshirish, ta’lim jarayonida moslashuvchanlikni ta’minlash, mustaqil o‘rganish ko‘nikmalarini rivojlantirish hamda autentik kommunikativ muhit yaratish.

Afzalliklar va cheklovlar

Afzalliklari: TELL til o‘rganishni yanada faol va moslashuvchan qiladi, talaba markazli yondashuvni ta’minlaydi, motivatsiyani oshiradi va o‘quvchilarning o‘rganishga munosabatini ijobiy o‘zgartiradi (Kranthi, 2017; Iberahim va boshq., 2023). Perez Peguero (2024) esa TELL ning ikki tilli ta’limga ijobiy ta’sirini, xususan talabalarning til kompetensiyasini oshirishdagi rolinistiqbolini ko‘rsatdi.

Cheklovlari: TELL ning asosiy cheklovlari orasida “raqamli farq” (digital divide) muammosi alohida ahamiyat kasb etadi. Perez Peguero (2024) ta’kidlaganidek, texnologiyaga kirish imkoniyati turli ijtimoiy-iqtisodiy guruhlarda teng emas, bu esa ta’limda tengsizlikni kuchaytirishi mumkin. Bundan tashqari, ham o‘qituvchilar, ham talabalar raqamli savodxonlik ko‘nikmalariga ega bo‘lishlari talab etiladi.

- **Call: kompyuter yordamida til o‘rganish**

Ta’rif va tarixi

CALL atamasi Levy (1997) tomonidan kiritilgan bo‘lib, u kompyuterni til ta’limida qo‘llab-quvvatlovchi element sifatida belgilaydi (Palacios Hidalgo, 2020). Palacios Hidalgo (2020) ta’kidlaganidek, CALL ning maqsadi til o‘rganish jarayonini tabiiy muloqotga yaqin raqamli muhitda tashkil etishdan iborat.

CALL tarixi 1960-yillarda universitetlarda mainframe kompyuterlar (katta hajmdagi markaziy hisoblash tizimlari) paydo bo'lishi bilan boshlangan. 1970-80-yillarda mikrokomputerlarning keng tarqalishi bilan CALL yangi rivojlanish bosqichiga o'tdi. 1990-yillarda Internet va gipermatn tizimlarining paydo bo'lishi CALL ning imkoniyatlarini tubdan kengaytirdi (Hidalgo, 2020).

Warschauer CALL ning uchta tarixiy bosqichini ajratib ko'rsatadi: (a) Behavioristik CALL (1960-1970-yillar) – mashq va takrorlashga asoslangan; (b) Kommunikativ CALL (1970-1980-yillar) – til foydalanishiga va talaba nazoratiga e'tibor qaratilgan; (c) Integrativ CALL (1990-yillardan) – multimedia va Internet imkoniyatlarini o'z ichiga olgan (Hidalgo, 2020).

CALL ning ta'limga ta'siri

Alian va boshq. (2018) o'tkazgan eksperimental tadqiqot CALL asosidagi vazifalarning grammatikani o'rganishga ta'sirini o'rgandi. Tadqiqot natijalari shuni ko'rsatdiki, CALL asosidagi vazifalar an'anaviy yondashuvlarga nisbatan grammatika o'rganishda sezilarli ijobiy natijalar beradi.

Afzalliklar va cheklovlar

Afzalliklari: CALL til o'rganishni samarali, individuallashtirigan va motivatsion jarayonga aylantiradi; erkin va qulay kirish imkoniyatini ta'minlaydi; talaba markazli yondashuvni qo'llab-quvvatlaydi; autentik muloqot uchun sharoit yaratadi (Hidalgo, 2020).

Cheklovlari: CALL ning amalga oshirilishi moliyaviy investitsiyalar, kompyuter va texnologiyani yaxshi bilish hamda sifatli veb-resurslarni talab etadi. Bundan tashqari, Internet ulanishining zaruriyati ham muhim cheklov hisoblanadi (Hidalgo, 2020).

- **Mall: mobil qurilmalar yordamida til o'rganish**

Ta'rif va xususiyatlari

Kukulska-Hulme (2019) MALL ni "smartfonlar va boshqa mobil texnologiyalardan til o'rganishda, ayniqsa ko'chma va vaziyatga asoslangan o'rganish o'ziga xos afzalliklar berishi mumkin bo'lgan holatlarda foydalanish" deb ta'riflaydi. MALL ning asosiy afzalliklari quyidagilardan iborat: ma'lumotlarga darhol kirish imkoniyati, o'rganish uchun vaqt va joydan moslashuvchan foydalanish, turli muhitlar o'rtasida o'rganish uzluksizligi va shaxsiy ehtiyojlarga moslashish.

Palacios Hidalgo (2020) ta'kidlaganidek, MALL mobil o'rganish va CALL ning birikmasidan iborat bo'lib, u talabalarga istalgan vaqt va joyda sifatli o'quv materiallaridan foydalanish va boshqa talabalar hamda o'qituvchilar bilan muloqot qilish imkoniyatini beradi.

Mobil qurilmalarning xususiyatlari

Klopfer, Squire va Jenkins (2002) mobil qurilmalarning til o'rganish uchun muhim bo'lgan beshta xususiyatini aniqladi: (1) ko'chmalik – qurilmalarni turli joylarga osongina olib borish imkoniyati; (2) ijtimoiy interaktivlik – boshqa talabalar bilan ma'lumot almashish va hamkorlik; (3) kontekst sezgirligi – joriy vaqt, joy va muhitga muvofiq ma'lumotlarni qabul qilish va berish; (4) ulanish – tarmoqlar yaratish imkoniyati; (5) individuallik – talabaning shaxsiy ehtiyojlariga muvofiq faoliyatlarni sozlash (Palacios Hidalgo, 2020).

Kukulska-Hulme (2019) ta'kidlaganidek, MALL rasmiy va norasmiy o'rganishning kesishish nuqtasida joylashgan bo'lib, mobil qurilmalar bu ikki soha o'rtasidagi ko'prik vazifasini bajaradi. Sinf xonasidan tashqarida o'rganish amalga oshirilganda, bu ko'pincha o'qituvchining nazorati va ta'siridan uzoqda bo'ladi.

Afzalliklar va cheklovlar

Afzalliklari: MALL talabalarga vaqt va joy cheklovlarini bartaraf etish imkonini beradi; norasmiy o'rganishni qo'llab-quvvatlaydi; talaba motivatsiyasini oshiradi va mustaqil o'rganish ko'nikmalarini rivojlantiradi (Kukulska-Hulme, 2019; Palacios Hidalgo, 2020).

Cheklovlari: MALL ning samarali integratsiyasi ikkita asosiy muammoni hal etishni talab etadi: (i) texnologiyaga kirish imkoniyati – zarur qurilmalar, dasturiy ta'minot va raqamli ko'nikmalar; (ii) pedagogik

metodologiya – texnologiyadan maksimal darajada foydalanish uchun puxta rejalashtirish va amalga oshirish (Kukulska-Hulme, 2019).

- **Sun'iy intellekt va til o'rgatish**

Avtomatlashtirilgan yozma fikr-mulohaza (AWF) tizimlari

Shi va Aryadoust (2024) o'tkazgan tizimli ko'rib chiqish tadqiqoti 1993-2022 yillar orasida SSCI indeksidagi 83 maqolani tahlil qildi. Ushbu tadqiqot shuni ko'rsatdiki, AWF tizimlari til o'rganish va o'qitishda tobora ommabop bo'lib borayotgan sun'iy intellekt shakli bo'lib, tabiiy til ishlov berish algoritmlaridan foydalangan holda yozma til ishlab chiqarishni avtomatik ravishda baholaydi va ularni fikr-mulohaza bilan ta'minlaydi.

Shi va Aryadoust (2024) tadqiqoti natijalari shuni ko'rsatdiki, AWF asosan oliy ta'lim muassasalarida til va yozish darslarida, ingliz tilini o'rganishga e'tibor qaratgan holda o'rganilgan, ammo AWF tadqiqotlarining ko'lami turli til muhitlarini qamrab olishda barqaror ravishda kengayib bormoqda. Olimlar uchta asosiy tadqiqot yo'nalishini aniqlagan: (1) AWF ning ishlash samaradorligi; (2) AWF ga nisbatan idrok, foydalanish, unga munosabat va ta'sir etuvchi omillar; (3) AWF ning ta'siri. Tadqiqot shuningdek shuni ko'rsatdiki, AWF ning yozuv sifatiga ta'siri bo'yicha ko'pgina tadqiqotlar ijobiy natijalarni qayd etgan.

Dars rejalashtirish va ChatGPT

Dornburg va Davin (2024) o'tkazgan tadqiqot ChatGPT ning til o'qituvchilariga dars rejalashtirish uchun qanday yordam bera olishini baholadi. Tadqiqot natijalari shuni ko'rsatdiki, ChatGPT yordamida tuzilgan dars rejalari umumiy jihatdan yuqori sifatli bo'lgan, biroq ko'proq kontekst va aniqlik berilishi chiqish sifatining mos ravishda oshishini kafolatlamadi.

Dornburg va Davin (2024) ta'kidlaganidek, tadqiqot davomida bir xil so'rov asosida yaratilgan chiqishlarda haddan tashqari o'zgaruvchanlik holatlari kuzatildi. Ko'p holatlarda bu o'zgaruvchanlik eskirgan (masalan, yodlangan dialoglarni takrorlash) va yanada dolzarb tadqiqotlarga asoslangan pedagogik amaliyotlar (masalan, muloqotga e'tibor qaratish) o'rtasidagi ziddiyatni aks ettirdi.

Bu natijalar shuni ko'rsatadiki, generativ SI modellarining klassik pedagogik amaliyotlarga oid matnlarda o'qitilishi yaratilgan kontentni tadqiqot tomonidan allaqachon rad etilgan o'qitish amaliyotlariga qarab og'dirib qo'yishi mumkin. Shu bois, o'qituvchilar SI vositalaridan foydalanishda tanqidiy baholash ko'nikmalarini rivojlantirishlari lozim.

Ta'lim muassasalarining SI ga munosabati

Leopold (2024) ta'lim muassasalarining SI ga bo'lgan munosabatlarini uch guruhga ajratadi: (1) qabul qiluvchilar – SI ni faol joriy etuvchilar; (2) ehtiyotkor integratorlar – imkoniyat va xatarlarni baholab, o'rtacha yo'l tutuvchilar; (3) skeptiklar – SI ning ta'limdagi rolini shubha ostiga oluvchilar. Leopold (2024) ta'kidlaganidek, xar bir muassasaning pozitsiyasi institutsional madaniyat, resurslar va strategik maqsadlar bilan belgilanadi.

Muhokama

TELL, CALL, MALL va SI yondashuvlarining qiyosiy tahlili shuni ko'rsatadiki, bu to'rtta yondashuv bir-birini to'ldiruvchi ierarxik tizimni tashkil etadi. TELL keng konseptual doira sifatida CALL va MALL ning nazariy asosini tashkil etsa, SI esa ularning imkoniyatlarini yanada kengaytiradi (Hidalgo, 2020).

Tahlil natijasida quyidagi umumiy tendensiyalar aniqlandi. Birinchidan, barcha yondashuvlar talaba markazli ta'limni maqsad qilib oladi va motivatsiyani oshirishda muhim rol o'ynaydi. Ikkinchidan, texnologiyaga kirish imkoniyatining tengsizligi barcha yondashuvlar uchun umumiy cheklov bo'lib qolmoqda (Peguero, 2024). Uchinchidan, SI texnologiyalari, xususan AWF tizimlari, til o'rganish samaradorligini oshirish uchun yangi imkoniyatlar ochmoqda (Shi va Aryadoust, 2024).

Shu bilan birga, har bir yondashuvning o'ziga xos afzalliklari ham mavjud. TELL keng qamrovli nazariy asos bersa, CALL kompyuter

muhitidagi strukturlangan o‘rganishni ta’minlaydi. MALL vaqt va joy cheklovlarini bartaraf etib, uzluksiz o‘rganish imkonini beradi. SI esa shaxsiy va tezkor fikr-mulohaza berish orqali o‘rganish samaradorligini oshiradi.

Dornburg va Davin (2024) ta’kidlaganidek, SI ning til ta’limidagi roli hali to‘liq o‘rganilmagan va bu borada yuzaga kelishi mumkin bo‘lgan algoritmik og‘ishlar, ayniqsa eskirgan pedagogik amaliyotlarga moyillik, diqqat bilan o‘rganilishi lozim.



1-sxema.

Xulosa

Ushbu maqolada TELL, CALL, MALL va SI yondashuvlarining nazariy asoslari, afzalliklari, cheklovlari va ta’limdagi o‘rni ko‘rib chiqildi. Tahlil natijalari shuni ko‘rsatadiki, bu yondashuvlar bir-birini to‘ldiruvchi kompleks tizimni tashkil etib, zamonaviy til ta’limida muhim o‘rin egallaydi.

Ilgari o‘tkazilgan tadqiqotlar (Shi & Aryadoust, 2024; Dornburg & Davin, 2024; Perez Peguero, 2024; Xudoyberdiyeva, 2024) tahlili shuni ko‘rsatadiki, sun’iy intellekt asosidagi texnologiyalarni ta’lim jarayoniga integratsiya qilish masalasi hali ham keng empirik tadqiqotlarni talab etadi. Shu munosabat bilan kelgusidagi ilmiy izlanishlarda quyidagi yo‘nalishlarni rivojlantirish maqsadga muvofiq deb hisoblanadi:

- SI texnologiyalari, xususan AWF (Automated Writing Feedback) tizimlarining turli til muhitlari va ta’lim bosqichlaridagi samaradorligini qiyosiy baholash;
- ChatGPT va boshqa generativ SI modellarining dars rejalashtirish hamda o‘quv materiallarini ishlab chiqishdagi didaktik imkoniyatlari va metodik cheklovlarini tizimli tahlil qilish;
- “Raqamli farq” (digital divide) omilining TELL, CALL va MALL yondashuvlarini amalga oshirish jarayoniga turli ijtimoiy-iqtisodiy sharoitlarda ta’sirini aniqlash;
- O‘qituvchilarning SI savodxonligini rivojlantirishga qaratilgan maxsus o‘quv dasturlarini ishlab chiqish va ularning natijadorligini empirik baholash;

- O‘zbekiston ta’lim tizimi sharoitida TELL, CALL va MALL yondashuvlarining tatbiqi hamda samaradorligini kompleks o‘rganish.

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Developing students' communicative competence through digital tools in English teaching

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Annotation *This article analyzes the role of digital tools in the development of students' communicative competence in teaching English. In the context of the digital transformation of education, modern online platforms and interactive technologies have become important pedagogical tools for organizing effective educational processes. The research is based on the theory of communicative language teaching and modern approaches to language learning based on technology. The results show that digital tools increase the activity, motivation, and communicative activity of students in the process of learning English.*

Keywords *Digital tools, communicative competence, English language teaching, technology-enhanced learning, higher education*

Ingliz tili o'qitishda raqamli vositalar orqali talabalarning kommunikativ kompetensiyasini rivojlantirish

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Annotatsiya *Mazkur maqolada ingliz tilini o'qitish jarayonida raqamli texnologiyalardan foydalanish orqali talabalarning kommunikativ kompetensiyasini rivojlantirish masalalari tahlil qilinadi. Zamonaviy ta'lim muhitida raqamli platformalar va interaktiv vositalar til o'rganish jarayonini samarali tashkil etishda muhim pedagogik vosita sifatida namoyon bo'lmoqda. Tadqiqotda kommunikativ yondashuv nazariyasi, raqamli ta'lim texnologiyalari hamda zamonaviy til o'qitish metodikasi asosida talabalarning kommunikativ ko'nikmalarini shakllantirish mexanizmlari o'rganildi. Natijalar raqamli vositalardan foydalanish til o'rganish jarayonining interaktivligini oshirib, talabalar kommunikativ faolligini va motivatsiyasini sezilarli darajada kuchaytirishini ko'rsatdi.*

Kalit so'zlar *Raqamli vositalar, kommunikativ kompetensiya, ingliz tili o'qitish metodikasi, digital learning, interaktiv ta'lim, oliy ta'lim*

Развитие коммуникативной компетенции студентов с помощью цифровых инструментов в преподавании английского языка

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The Lingua Spectrum
Cogito, ergo sum

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Аннотация *В статье рассматриваются педагогические возможности использования цифровых технологий для развития коммуникативной компетенции студентов при обучении английскому языку. В условиях цифровизации образования современные онлайн-платформы и интерактивные инструменты становятся важным средством организации эффективного учебного процесса. Исследование основано на анализе теории коммуникативного обучения и современных технологий обучения иностранным языкам. Результаты показывают, что использование цифровых инструментов способствует повышению мотивации студентов и развитию их коммуникативных навыков.*

Ключевые слова *Цифровые технологии, коммуникативная компетенция, обучение английскому языку, цифровое обучение, интерактивные методы*

Kirish

XXI asrda ta’lim tizimining raqamli transformatsiyasi o’qitish jarayonining mazmuni va metodikasida tub o’zgarishlarga olib kelmoqda. Axborot-kommunikatsiya texnologiyalarining keng joriy etilishi o’quv jarayonini yanada moslashuvchan, interaktiv va talaba markazli shaklda tashkil etish imkoniyatini yaratdi. Ayniqsa chet tilini o’qitish sohasida raqamli vositalar til o’rganish jarayonini real kommunikativ vaziyatlarga yaqinlashtirish orqali samaradorlikni oshirmoqda.

Zamonaviy metodikada ingliz tilini o’qitishning asosiy maqsadi talabalarni tilning grammatik tizimini o’rganishga emas, balki uni real kommunikativ vaziyatlarda qo’llashga o’rgatishdan iboratdir. Shu sababli kommunikativ kompetensiya tushunchasi chet tilini o’qitish metodikasining markaziy kategoriyalaridan biri hisoblanadi. Kommunikativ kompetensiya til birliklarini grammatik jihatdan to’g’ri qo’llash bilan birga, ularni ijtimoiy va pragmatik kontekstda mos ravishda ishlata olish qobiliyatini ham o’z ichiga oladi.

Raqamli texnologiyalar esa o’quv jarayonini an’anaviy auditoriya doirasidan chiqarib, global kommunikativ muhitga olib chiqadi. Internet asosidagi platformalar orqali talabalar autentik materiallar bilan ishlash, xalqaro muloqot qilish hamda til ko’nikmalarini real kommunikatsiya jarayonida qo’llash imkoniyatiga ega bo’ladilar.

Adabiyotlar sharhi

Kommunikativ kompetensiya tushunchasi ilk bor amerikalik sotsiolingvist Dell Hymes tomonidan ishlab chiqilgan bo’lib, u til bilimlarini real ijtimoiy kontekstda qo’llash qobiliyatini ifodalaydi. Hymes Chomsky tomonidan ilgari surilgan “lingvistik kompetensiya” tushunchasini kengaytirib, til o’rganishda ijtimoiy va pragmatik omillarning ham muhimligini ta’kidlagan.

Keyinchalik Canale va Swain kommunikativ kompetensiyani grammatik, diskursiv, strategik va sotsiokulturniy komponentlarga ajratib tahlil qilgan. Ushbu nazariy model chet tilini o’qitishda kommunikativ yondashuvning metodologik asosiga aylandi.

Zamonaviy tadqiqotlar shuni ko’rsatadiki, raqamli texnologiyalar til o’rganish jarayonida kommunikativ kompetensiyani rivojlantirish uchun keng imkoniyatlar yaratadi. Masalan, kompyuter yordamida til o’qitish (CALL) metodikasi til ko’nikmalarini interaktiv mashg’ulotlar orqali rivojlantirishga xizmat qiladi. Bu yondashuv talabalarning mustaqil

o‘rganish faoliyatini qo‘llab-quvvatlab, til o‘rganish jarayonining samaradorligini oshiradi.

Bundan tashqari, zamonaviy tadqiqotlarda raqamli vositalar til o‘rganishda kommunikativ faoliyatni faollashtirishi va talabalar o‘rtasida hamkorlik asosidagi o‘rganish muhitini yaratishi ta’kidlanadi.

Tadqiqot metodologiyasi

Mazkur tadqiqot nazariy va amaliy yondashuvlarning integratsiyasi asosida amalga oshirildi. Ilmiy adabiyotlarni tizimli tahlil qilish orqali kommunikativ kompetensiya tushunchasining nazariy asoslari hamda raqamli vositalarning pedagogik imkoniyatlari o‘rganildi. Tadqiqot jarayonida taqqoslash, tahlil va umumlashtirish metodlari qo‘llanildi.

Metodologik jihatdan tadqiqot konstruktivistik pedagogika tamoyillariga asoslanadi. Ushbu yondashuvga ko‘ra, bilimlar o‘quv jarayonida faol kommunikativ faoliyat orqali shakllanadi. Raqamli vositalar esa aynan shunday faoliyatni tashkil etish uchun samarali muhit yaratadi. Online forumlar, videokonferensiyalar va interaktiv platformalar talabalar o‘rtasida muloqot qilish imkoniyatini kengaytiradi va ularning til ko‘nikmalarini rivojlantiradi.

Raqamli vositalarning kommunikativ kompetensiyani rivojlantirishdagi pedagogik imkoniyatlari

Raqamli texnologiyalar til o‘qitish jarayonini yangi bosqichga olib chiqdi. Online platformalar, multimedia resurslar va interaktiv dasturlar til o‘rganish jarayonini yanada qiziqarli va samarali qiladi. Ushbu vositalar talabalarni faol o‘quv jarayoniga jalb etib, ularning kommunikativ faolligini oshiradi.

Raqamli muhitda tashkil etilgan mashg‘ulotlar talabalarga autentik kommunikativ vaziyatlarni yaratadi. Masalan, videokonferensiya platformalari orqali xalqaro muloqotlar tashkil etish mumkin. Bu jarayonda talabalar real kommunikatsiya tajribasiga ega bo‘ladilar.

Bundan tashqari, raqamli vositalar yordamida kollaborativ o‘rganish muhitini tashkil etish mumkin. Online forumlar va guruhli topshiriqlar orqali talabalar o‘z fikrlarini erkin ifoda etish, muhokama qilish va jamoaviy qarorlar qabul qilish imkoniyatiga ega bo‘ladilar. Bu esa kommunikativ kompetensiyaning sotsiokulturniy va pragmatik komponentlarini rivojlantiradi.

Muhokama

Tadqiqot natijalari raqamli texnologiyalar ingliz tilini o‘qitish jarayonida kommunikativ kompetensiyani rivojlantirishda muhim pedagogik vosita ekanini ko‘rsatadi. Raqamli platformalar yordamida tashkil etilgan mashg‘ulotlar talabalarning o‘quv jarayonidagi faolligini oshiradi va ularni til o‘rganishga rag‘batlantiradi.

Shu bilan birga, raqamli vositalardan samarali foydalanish o‘qituvchining pedagogik kompetensiyasiga ham bog‘liq. O‘qituvchi raqamli texnologiyalarni didaktik maqsadga mos holda qo‘llashi zarur. Aks holda texnologiyalar faqat yordamchi vosita bo‘lib qolishi mumkin.

Shuningdek, raqamli ta’lim muhitida talabalar mustaqil o‘rganish ko‘nikmalarini rivojlantiradi. Bu esa zamonaviy ta’limning muhim talablaridan biri hisoblanadi.

Xulosa

Ingliz tilini o‘qitish jarayonida raqamli vositalardan foydalanish talabalarning kommunikativ kompetensiyasini rivojlantirish uchun keng pedagogik imkoniyatlar yaratadi. Interaktiv platformalar va multimedia resurslar til o‘rganish jarayonini samarali tashkil etishga yordam beradi. Raqamli texnologiyalar yordamida talabalar real kommunikativ vaziyatlarda til ko‘nikmalarini qo‘llash imkoniyatiga ega bo‘ladi.

Tadqiqot natijalari raqamli vositalar kommunikativ kompetensiyani rivojlantirishda samarali pedagogik vosita ekanini tasdiqlaydi.

Kelgusida sun'iy intellekt texnologiyalarini til o'qitish jarayoniga integratsiya qilish bu sohada yangi ilmiy tadqiqot yo'nalishlarini ochishi mumkin.

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Podcasting as a tool for developing auditory competence in a digital educational environment

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Annotation *The article examines the didactic potential of podcasting as a tool for developing auditory competence in a digital educational environment within Russian language instruction. The relevance of the study is determined by the digital transformation of education and the need to integrate innovative technologies into the process of forming communicative competence. The paper analyzes the theoretical foundations of auditory competence, its psychological and pedagogical mechanisms, and structural components. Special attention is paid to podcasting as a form of digital audio content characterized by authenticity, genre diversity, and communicative orientation. The main principles for selecting educational podcasts are substantiated, including communicative relevance, level appropriateness, sociocultural representation, and methodological expediency. The findings indicate that systematic use of podcasting enhances global, selective, and detailed listening skills, as well as anticipatory mechanisms and semantic interpretation of spoken texts. It is concluded that podcasting serves as an effective means of modernizing Russian language teaching methodology and fostering comprehensive communicative competence in the context of educational digitalization.*

Keywords *Podcasting, auditory competence, digital educational environment, Russian language teaching, listening comprehension, communicative competence, authentic audio content, digital pedagogy, media didactics, sociocultural competence*

Podkasting – raqamli ta’lim muhitida auditiv kompetensiyani rivojlantirish vositasi sifatida

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Annotatsiya *Maqola raqamli ta‘lim muhitida rus tilini o‘qitishda auditiv kompetensiyani rivojlantirish vositasi sifatida podkastingning didaktik salohiyatini tadqiq etishga bag‘ishlangan. Tadqiqotning dolzarbligi ta’limning raqamli transformatsiyasi hamda kommunikativ kompetensiyani shakllantirish jarayoniga innovatsion texnologiyalarni integratsiya qilish zarurati bilan belgilanadi. Ishda auditiv kompetensiyaning nazariy asoslari, uning psixologik va pedagogik mexanizmlari hamda tarkibiy komponentlari tahlil qilinadi. Podkasting raqamli audio kontent shakli sifatida autentiklik, janr xilma xilligi va kommunikativ yo‘nalganlik xususiyatlari nuqtai nazaridan ko‘rib chiqiladi. Auditiv kompetensiyani rivojlantirish uchun podkastlarni tanlashning asosiy metodik tamoyillari asoslab beriladi. Tadqiqot natijalari podkastingdan tizimli foydalanish global, selektiv va batafsil tinglab tushunish ko‘nikmalarini rivojlantirishga xizmat qilishini ko‘rsatadi. Podkasting rus tilini o‘qitish metodikasini modernizatsiya qilishning samarali vositasi sifatida talqin etiladi.*

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Kalit so'zlar *Podkasting, auditiv kompetensiya, raqamli ta'lim muhiti, rus tilini o'qitish, tinglab tushunish, kommunikativ kompetensiya, autentik audio kontent, raqamli pedagogika, mediadidaktika, sotsiokultural kompetensiya*

Подкастинг как инструмент развития аудитивной компетенции в цифровой образовательной среде

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Аннотация *Статья посвящена исследованию дидактического потенциала подкастинга как инструмента развития аудитивной компетенции в цифровой образовательной среде при обучении русскому языку. Актуальность работы обусловлена цифровой трансформацией образования и необходимостью интеграции инновационных технологий в процесс формирования коммуникативной компетентности обучающихся. В исследовании рассматриваются теоретические основания формирования аудитивной компетенции, ее психолого педагогические механизмы и структурные компоненты. Особое внимание уделяется анализу подкастинга как формы цифрового аудиоконтента, обладающей аутентичностью, жанровым разнообразием и высокой степенью коммуникативной направленности. Обоснованы основные принципы отбора аудиоподкастов с учетом коммуникативной значимости, уровневой доступности, социокультурной репрезентативности и методической целесообразности. Выявлено, что системное использование подкастинга способствует развитию навыков глобального, выборочного и детального аудирования, формированию механизмов антиципации и смысловой интерпретации звучащего текста. Сделан вывод о том, что подкастинг выступает эффективным средством модернизации методики преподавания русского языка и формирования комплексной коммуникативной компетентности в условиях цифровизации образования.*

Ключевые слова *Подкастинг, аудитивная компетенция, цифровая образовательная среда, обучение русскому языку, аудирование, коммуникативная компетентность, аутентичный аудиоконтент, цифровая педагогика, медиадидактика, социокультурная компетенция*

В условиях цифровой трансформации образования и расширения медиапространства современное обучение иностранным языкам ориентируется на интеграцию информационных технологий, обеспечивающих аутентичность речевого материала, вариативность коммуникативных ситуаций и расширение возможностей восприятия устной речи. Особую значимость в данной парадигме приобретает развитие аудитивной компетенции как важнейшей составляющей

коммуникативной компетентности обучающихся. В процессе обучения русскому языку аудирование выступает не только средством усвоения языковых единиц, но и механизмом формирования социокультурной, прагматической и дискурсивной компетенций.

Современные исследования в области методики преподавания русского языка подчеркивают, что традиционные аудиоматериалы, используемые в учебной практике, нередко ограничены по степени аутентичности, жанровому разнообразию и коммуникативной динамике. В связи с этим возрастает необходимость поиска инновационных средств обучения, способных обеспечить обучающимся доступ к естественной устной речи в различных коммуникативных форматах. Одним из таких средств является подкастинг как форма цифрового аудиоконтента, характеризующаяся регулярностью публикаций, тематическим многообразием и высокой степенью приближенности к реальному речевому взаимодействию.

Подкастинг обладает значительным дидактическим потенциалом. Он отличается доступностью, мобильностью и возможностью использования в индивидуальном образовательном маршруте обучающегося. Применение подкастов в учебном процессе способствует формированию навыков глобального, выборочного и детального аудирования, развитию фонематического слуха, интонационной чувствительности, расширению лексического запаса и совершенствованию грамматических навыков. Кроме того, подкасты обеспечивают погружение в социокультурный контекст функционирования русского языка, что способствует развитию межкультурной компетенции.

Подкаст – отдельный аудио- или видеофайл, либо группа подобных файлов, публикуемая в сети интернет для прослушивания и просмотра другими пользователями (Sysoev, 2014).

Несмотря на то, что подкасты появились менее 10 лет назад, сегодня они очень популярны среди абсолютно различных групп пользователей: от людей, использующих их для развлечения (просмотр новостей, сериалов, создание дневников), до ведущих университетов, интегрирующих подкасты в образовательный процесс, особенно в систему дистанционного образования (Dmitriev & Meshcheryakov, 2014).

Культурологические аспекты трансформации термина «подкастинг» представляют собой интересное явление, отражающее социокультурную динамику и изменения в медиа и коммуникационных практиках.

В контексте культуры и общества термин «подкастинг» подвержен постоянному развитию и изменениям, отражает актуальные тенденции и потребности аудитории. Одним из культурологических аспектов трансформации термина «подкастинг» является расширение его смыслового содержания и применения в различных областях. Помимо названных трактовок подкастинга, есть и более широкое понимание явления – например, текстовые подкасты, интерактивные форматы и другие виды контента (Kruglova, 2024).

Сервисы подкастинга в современной цифровой образовательной среде характеризуются совокупностью значимых дидактических возможностей, обеспечивающих их продуктивное использование в учебном процессе. Прежде всего, функциональная архитектура подобных платформ предусматривает опцию публикации авторского аудиоконтента в открытом интернет-пространстве, что позволяет пользователям самостоятельно размещать созданные ими подкасты и

интегрировать их в образовательную коммуникацию.

Важным педагогическим ресурсом является наличие персонализированного цифрового пространства пользователя, выполняющего роль индивидуальной медиазоны. Данная зона выступает не только средством представления авторского контента, но и организационной площадкой для инициирования и поддержания интерактивного обсуждения размещённого подкаста. В рамках этой персональной среды обеспечивается возможность развертывания сетевой дискуссии, в том числе в формате микроблога, что способствует формированию коммуникативной активности обучающихся и развитию их рефлексивных навыков.

Создание персонального пространства, а также управление его содержанием и регламентирование коммуникативной активности осуществляются непосредственно автором подкаста, который выполняет функции модератора. Такая модель организации взаимодействия позволяет целенаправленно выстраивать образовательный диалог и поддерживать содержательную направленность обсуждения.

Комментарии участников сетевой коммуникации структурируются в хронологической последовательности, что обеспечивает логическую прозрачность дискурса и даёт возможность проследить динамику обсуждения во временном аспекте. Наконец, размещённые подкасты становятся доступными для просмотра и прослушивания всем зарегистрированным пользователям платформы, что расширяет аудиторию образовательного воздействия и способствует формированию сетевого профессионального сообщества.

Проблематика формирования аудитивной компетенции в структуре методики обучения иностранным языкам относится к числу наиболее многоплановых и теоретически насыщенных направлений педагогической науки. Ее разработка требует интеграции данных ряда смежных дисциплин – прежде всего фонетики и фонологии, исследующих звуковую организацию речи и закономерности функционирования фонемной системы, а также психологии, раскрывающей механизмы переработки речевой информации в процессе восприятия (Prokop'eva, 2017).

С психолого-педагогической точки зрения ключевое значение приобретают процессы формирования слухового восприятия, развития оперативной и долговременной памяти, смысловой интерпретации поступающего аудиосигнала, а также становления внутренней речи как инструмента когнитивной обработки информации. Особую роль играет механизм вероятностного прогнозирования, позволяющий обучающемуся предвосхищать дальнейшее развертывание высказывания на основе контекстуальных и языковых опор. Именно способность к антиципации обеспечивает целостное понимание звучащего текста и повышает эффективность аудирования в условиях реальной коммуникации.

Аудитивная компетенция определяет успешность восприятия иноязычной речи на слух, а также наряду с другими показателями успешность коммуникации на иностранном языке в целом (Kapturova, 2010).

Аудитивная компетенция – это основанная на языковых знаниях, речевых умениях и навыках способность к восприятию и пониманию информации аудируемого текста, а также готовность к активной переработке воспринимаемой информации, позволяющая формировать речевой опыт в ситуациях иноязычного профессионального общения (Bredikhina et al., 2016).

Основные принципы отбора аудиоподкастов для развития аудитивной компетенции в обучении русскому языку должны опираться на положения коммуникативного, компетентностного и деятельностного подходов, а также учитывать уровень языковой подготовки обучающихся, цели обучения и социокультурный контекст образовательного процесса. Ниже представлены ключевые методические принципы отбора.

№	Принцип	Содержание принципа	Методическое значение
1	Коммуникативная значимость	Подкасты отражают реальные речевые ситуации и моделируют естественное общение	Формирование умений воспринимать устную речь в условиях, приближенных к реальной коммуникации
2	Аутентичность	Использование естественной речи носителей языка или высокоуровневых пользователей	Развитие навыков восприятия неподготовленной речи с естественным темпом и интонацией
3	Уровневая доступность	Соответствие лексической, грамматической и фонетической сложности уровню обучающихся	Обеспечение постепенного усложнения материала и предотвращение перегрузки
4	Методическая целесообразность	Соотнесенность содержания подкаста с целями и задачами конкретного занятия	Организация системы предтекстовых, текстовых и послетекстовых заданий
5	Жанровое разнообразие	Представленность различных жанров, включая интервью, дискуссии, информационные и образовательные форматы	Формирование навыков восприятия различных типов дискурса
6	Социокультурная репрезентативность	Отражение культурных реалий и особенностей речевого поведения в русскоязычном пространстве	Развитие социокультурной компетенции и интерпретационных навыков
7	Тематическая релевантность	Соответствие содержания возрастным, профессиональным и личным интересам обучающихся	Повышение мотивации и познавательной активности
8	Вариативность темпа и фонетических характеристик	Наличие подкастов с различной скоростью речи и фонетическими особенностями	Развитие гибкости аудитивного восприятия и адаптивных стратегий слушания
9	Техническое качество	Четкость звучания, отсутствие шумов и высокая разборчивость речи	Обеспечение оптимальных условий для формирования аудитивных навыков

10	Интегративность	Возможность использования подкаста в сочетании с говорением, письмом и чтением	Комплексное развитие речевой компетентности

Таблица 1. *Основные принципы отбора аудиоподкастов для развития аудитивной компетенции в обучении русскому языку*

Проведённый анализ теоретических оснований формирования аудитивной компетенции и дидактического потенциала подкастинга позволяет сделать вывод о том, что использование аудиоподкастов в обучении русскому языку представляет собой методически перспективное направление цифровой педагогики. Подкастинг обеспечивает обучающимся доступ к аутентичной устной речи, разнообразным жанрам дискурса и актуальному социокультурному контексту, что способствует формированию комплексных умений аудирования и развитию коммуникативной компетентности в целом.

Систематизация принципов отбора аудиоматериалов подтверждает необходимость научно обоснованного подхода к интеграции подкастов в образовательный процесс. Эффективность их использования определяется соответствием уровню языковой подготовки обучающихся, коммуникативной значимостью содержания, жанровым разнообразием, техническим качеством и возможностью организации целостной системы заданий. Только при соблюдении данных условий подкастинг становится не дополнительным иллюстративным средством, а полноценным инструментом формирования аудитивной компетенции.

Подкастинг может рассматриваться как инновационный ресурс модернизации методики преподавания русского языка в условиях цифровизации образования. Его целенаправленное и методически выверенное применение способствует развитию стратегий аудитивного восприятия, повышению мотивации обучающихся и формированию готовности к реальному межкультурному общению. Полученные выводы открывают перспективы дальнейших исследований, направленных на разработку моделей интеграции подкастинга в различные уровни и форматы обучения русскому языку.

Проведённое исследование позволило комплексно осмыслить дидактический потенциал подкастинга в контексте формирования аудитивной компетенции при обучении русскому языку. Анализ теоретических источников в области методики преподавания иностранных языков, психологии речевой деятельности и фонетики подтвердил, что аудитивная компетенция представляет собой многокомпонентное образование, включающее языковые знания, перцептивные навыки, когнитивные механизмы переработки информации и способность к смысловой интерпретации звучащего текста. Ее развитие требует системной организации учебного процесса и использования аутентичных речевых материалов, отражающих реальную коммуникативную практику.

Установлено, что подкастинг как форма цифрового аудиоконтента обладает значительным образовательным потенциалом. Он обеспечивает доступ к разнообразным жанрам устного дискурса, способствует формированию навыков глобального, выборочного и детального аудирования, развивает механизмы антиципации и вероятностного

прогнозирования, а также активизирует процессы смысловой переработки аудиосигнала. Особое значение имеет возможность включения обучающихся в создание собственного аудиоконтента, что усиливает их коммуникативную активность, развивает рефлексивные умения и формирует элементы профессионального медиакомпетентного поведения.

Систематизация принципов отбора аудиоподкастов показала, что эффективность их использования определяется совокупностью методических условий. К числу ключевых факторов относятся коммуникативная значимость и аутентичность материала, его соответствие уровню языковой подготовки обучающихся, жанровое и тематическое разнообразие, социокультурная репрезентативность, техническое качество записи, а также возможность интеграции аудирования с другими видами речевой деятельности. Научно обоснованный отбор контента обеспечивает целенаправленное развитие аудитивной компетенции и предотвращает фрагментарность обучения.

Таким образом, подкастинг может рассматриваться как инновационный инструмент модернизации методики преподавания русского языка в условиях цифровой образовательной среды. Его методически выверенное внедрение способствует не только совершенствованию аудитивных умений, но и формированию комплексной коммуникативной компетентности обучающихся, их готовности к межкультурному взаимодействию и профессиональной коммуникации.

Перспективы дальнейших исследований связаны с разработкой экспериментально апробированных моделей интеграции подкастинга в различные уровни обучения, уточнением критериев оценки сформированности аудитивной компетенции при использовании цифровых аудиоресурсов, а также изучением влияния подкастинга на развитие стратегий самостоятельной учебной деятельности и цифровой медиаграмотности обучающихся.

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Reflective technologies in the system of training russian language teachers: theoretical and methodological foundations and an integration model

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Annotation *The article is devoted to the theoretical and methodological substantiation of reflective technologies in the system of training teachers of the Russian language and to the development of a model for their staged integration into the educational process. The relevance of the study is determined by the transformation of higher pedagogical education under the conditions of digitalization and the changing social demand for teachers' professional competence. Reflection is considered as a system forming component of professional development and as a universal mechanism for comprehending one's own pedagogical activity. Reflective technologies are defined as a set of methods and forms aimed at developing metacognitive skills, professional self-awareness, and pedagogical identity. Their cognitive, activity based, epistemological, organizational, and evaluative control functions are substantiated. The paper presents a classification of key reflective technologies used in the training of Russian language teachers, including reflective journals, professional development portfolios, pedagogical case analysis, microteaching, discussion practices, metacognitive mapping, and supervision of teaching practice. A staged model of integration covering theoretical, practice oriented, and practical phases of training is proposed. It is concluded that the systematic implementation of reflective technologies contributes to the formation of stable professional identity, enhances the ability for self-analysis and pedagogical design, and ensures the transition to a subject oriented model of teacher education in the field of Russian language teaching.*

Keywords *Reflective technologies, professional reflection, training of Russian language teachers, pedagogical identity, metacognitive skills, professional self-awareness, digitalization of education, integration model, methodological competence, subject oriented learning*

Rus tili o'qituvchilarini tayyorlash tizimida refleksiv texnologiyalar: nazariy metodologik asoslar va integratsiya modeli

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Annotatsiya *Mazkur maqola bo'lajak rus tili o'qituvchilarini tayyorlash tizimida refleksiv texnologiyalarning nazariy metodologik asoslarini yoritish hamda ularni ta'lim jarayoniga bosqichma bosqich integratsiya qilish modelini ishlab chiqishga bag'ishlangan. Tadqiqotning dolzarbligi oliy pedagogik ta'limning raqamlashtirish sharoitida transformatsiyalanishi va o'qituvchi kasbiy kompetentligiga qo'yilayotgan*

ijtimoiy talablarning o‘zgarishi bilan belgilanadi. Ishda refleksiya bo‘lajak pedagogning kasbiy shakllanishida tizim hosil qiluvchi komponent va o‘z faoliyatini anglashning universal mexanizmi sifatida talqin etiladi. Refleksiv texnologiyalar tushunchasi metakognitiv ko‘nikmalarni, kasbiy o‘zini anglashni va pedagogik identiklikni rivojlantirishga yo‘naltirilgan metod va shakllar majmui sifatida asoslanadi. Ularning kognitiv, faoliyatga oid, bilish, tashkiliy va nazorat baholash funksiyalari ochib beriladi. Rus tili o‘qituvchilarini tayyorlashda qo‘llaniladigan asosiy refleksiv texnologiyalar tasnifi keltiriladi. Jumladan, refleksiv kundalik, kasbiy rivojlanish portfeli, pedagogik keyslar tahlili, mikroo‘qitish, munozarali amaliyotlar, metakognitiv xaritalar va pedagogik amaliyot superviziya shakllari ko‘rib chiqiladi. Mazkur texnologiyalarni nazariy, amaliy yo‘naltirilgan va amaliy bosqichlarni qamrab oluvchi model asosida joriy etish taklif etiladi. Tadqiqot natijalariga ko‘ra, refleksiv texnologiyalarni tizimli joriy etish barqaror kasbiy identiklikni shakllantirishga, o‘z faoliyatini tahlil qilish va loyihalash qobiliyatini rivojlantirishga hamda rus tili o‘qituvchisini tayyorlashning subyektga yo‘naltirilgan modeliga o‘tishni ta’minlaydi.

Kalit so‘zlar *Refleksiv texnologiyalar, kasbiy refleksiya, rus tili o‘qituvchilarini tayyorlash, pedagogik identiklik, metakognitiv ko‘nikmalar, kasbiy o‘zini anglash, ta’limni raqamlashtirish, integratsiya modeli, metodik kompetentlik, subyektga yo‘naltirilgan ta’lim*

Рефлексивные технологии в системе подготовки преподавателей русского языка: теоретико-методологические основания и модель интеграции

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Аннотация *Статья посвящена теоретико-методологическому обоснованию рефлексивных технологий в системе подготовки преподавателей русского языка и разработке модели их поэтапной интеграции в образовательный процесс. Актуальность исследования обусловлена трансформацией высшего педагогического образования в условиях цифровизации и изменением социального запроса к профессиональной компетентности учителя. В работе рефлексия рассматривается как системообразующий компонент профессионального становления будущего педагога и универсальный механизм осмысления собственной деятельности. Раскрывается сущность понятия рефлексивных технологий как совокупности методов и форм, направленных на развитие метакогнитивных умений, профессионального самосознания и педагогической идентичности. Обосновываются их когнитивные, деятельностные, познавательные, организационные и контрольно оценочные функции. Представлена классификация основных рефлексивных технологий, применяемых в подготовке преподавателей русского языка, включая рефлексивный дневник, портфолио профессионального развития, анализ педагогических кейсов,*

микропреподавание, дискуссионные практики, метакогнитивные карты и супервизию педагогической практики. Предложена модель поэтапной интеграции данных технологий в структуру профессиональной подготовки, охватывающая теоретический, практико ориентированный и практический этапы обучения. Делается вывод о том, что системное внедрение рефлексивных технологий способствует формированию устойчивой профессиональной идентичности, развитию способности к самоанализу и проектированию педагогической деятельности, а также обеспечивает переход к субъектно ориентированной модели подготовки преподавателя русского языка.

Ключевые слова *Рефлексивные технологии, профессиональная рефлексия, подготовка преподавателей русского языка, педагогическая идентичность, метакогнитивные умения, профессиональное самосознание, цифровизация образования, модель интеграции, методическая компетентность, субъектно-ориентированное обучение*

Современная система высшего педагогического образования переживает этап глубокой трансформации, обусловленной цифровизацией образовательной среды, изменением социального запроса к профессии учителя и усилением внимания к личности педагога как субъекту профессиональной деятельности. В условиях обновления содержания языкового образования и модернизации методической подготовки особую актуальность приобретает проблема формирования профессиональной рефлексии будущих преподавателей русского языка как одного из ключевых механизмов их профессионального становления.

Подготовка преподавателя русского языка в XXI веке выходит за рамки усвоения лингвистических знаний и методических алгоритмов. Она предполагает развитие способности к осмыслению собственной педагогической деятельности, анализу коммуникативных стратегий, оценке эффективности используемых методических приёмов и прогнозированию образовательных результатов. В этом контексте рефлексия выступает не только как психологический феномен, но и как системообразующий компонент профессиональной компетентности, обеспечивающий переход от репродуктивной модели обучения к субъектно-ориентированной.

Особое значение приобретает внедрение рефлексивных технологий в систему подготовки преподавателей русского языка. Под рефлексивными технологиями в настоящем исследовании понимается совокупность педагогических методов, форм и инструментов, направленных на организацию осознанного анализа студентами собственной учебной и будущей профессиональной деятельности, формирование метакогнитивных умений и развитие профессиональной идентичности. Их использование позволяет интегрировать теоретическую подготовку и практико-ориентированное обучение, обеспечивая формирование устойчивых профессиональных установок и ценностных ориентаций.

Исследователи, разработавшие рефлексивные концепции

совершенствования педагогической компетентности (Е.Н. Волкова, Т.О. Смолева, С.Ю. Степанов и др.), акцентируют принципиальную роль рефлексивной активности в процессе профессионального становления и поступательного развития педагога.

Хотя рефлексивные технологии активно конструируются в рамках педагогических исследований и интегрируются в образовательную практику, до настоящего времени не сформирована комплексная теоретико-методологическая модель, в которой рефлексия интерпретировалась бы как универсальный механизм, сопровождающий личностное становление на всех его этапах. Недостаточно разработана и концепция, рассматривающая рефлексию одновременно как инструмент и способ интенсификации познавательной активности, начиная с ранних периодов онтогенеза и на протяжении всего образовательного маршрута личности.

Рефлексия от латинского «reflexio» обращение назад означает процесс осмысления человеком собственной деятельности путем изучения и сравнения (Il'ichev et al., 1983).

Предметом рефлексивного анализа выступает процесс концептуального пересмотра и интерпретационного обновления ранее усвоенного содержания и опыта. Функциональное назначение рефлексивных технологий заключается в развитии у обучающихся способности к аналитическому обнаружению и осмыслению смысловых оснований, разновидностей и стратегий деятельности, к идентификации возникающих проблемных ситуаций и определению возможных способов их разрешения, а также к критическому переоцениванию достигнутых результатов и собственной образовательной практики.

Рефлексивная деятельность позволяет обучающимся осознать свою индивидуальность и уникальность, которые проявляются в значимых для них областях знаний. Рефлексивные образовательные технологии выполняют множество функций, среди которых стоит выделить:

- когнитивно-смысловые;
- деятельностно-технологические;
- познавательные;
- организационные;
- контроля (Vaganova et al., 2021).

Таким образом, рефлексивная деятельность выступает не только механизмом осмысления учебного опыта, но и фактором личностно-профессионального становления обучающегося. Через рефлексию субъект образования получает возможность соотнести собственные интеллектуальные ресурсы, ценностные установки и индивидуальные стратегии познания с требованиями образовательной среды, что способствует формированию осознанной образовательной траектории и развитию профессиональной идентичности.

Многофункциональность рефлексивных образовательных технологий подтверждает их системообразующий характер в структуре современного образовательного процесса. Реализация когнитивной и смысловой функции обеспечивает интерпретацию и переосмысление учебного содержания. Деятельностная и технологическая функция способствует осознанию способов и алгоритмов собственной деятельности. Познавательная функция активизирует метакогнитивные процессы и развитие критического мышления. Организационная функция структурирует образовательный процесс и повышает субъектную вовлеченность обучающихся. Функция контроля формирует навыки самооценки и саморегуляции.

В системе подготовки преподавателей русского языка рефлексивные технологии рассматриваются как совокупность педагогических средств, обеспечивающих

осмысленное включение будущего педагога в анализ собственной учебной и профессиональной деятельности. Их применение направлено на развитие профессионального самосознания, формирование методической компетентности и становление устойчивой профессиональной позиции.

В целях систематизации представленных положений и наглядного обобщения материала ниже приводится таблица, отражающая основные рефлексивные технологии, применяемые в профессиональной подготовке будущих преподавателей. В таблице представлены их сущностные характеристики, формируемые профессиональные качества, а также особенности реализации в образовательном процессе.

№	Рефлексивная технология	Сущность технологии	Формируемые профессиональ-ные качества и компетенции	Особенности реализации
1	**Рефлексивный дневник**	Систематическая письменная фиксация наблюдений, трудностей, педагогических находок и выводов по итогам занятий и практики	Самоанализ, осознанность профессионального роста, внутренняя мотивация, способность к самооценке	Регулярность ведения; аналитическая направленность записей; акцент на динамике развития
2	**Портфолио профессиональ-ного развития**	Комплекс материалов (конспекты, разработки, видеоуроки, результаты самооценки и экспертной оценки) с аналитическим комментарием	Критическое осмысление педагогического опыта, профессиональная рефлексия, умение демонстрировать результаты деятельности	Наличие аналитического комментария; фиксация профессиональной динамики; интеграция самооценки и внешней оценки
3	**Метод педагогических кейсов с рефлексивным анализом**	Моделирование реальных педагогических ситуаций с последующим анализом решений	Прогностическое мышление, аргументация методического выбора, стратегическое планирование	Анализ мотивов выбора приёмов; сопоставление альтернативных стратегий; прогнозирование последствий
4	**Рефлексивные семинары и дискуссионные практики**	Коллективное обсуждение педагогических затруднений и учебных ситуаций	Коммуникативная компетентность, аргументация позиции, готовность к профессиональной критике	Диалогический формат; обмен профессиональны ми позициями; развитие культуры дискуссии

5	**Микропреподавание с последующим самоанализом**	Проведение фрагмента занятия с видеофиксацией и поэтапным анализом	Профессиональная саморефлексия, коммуникативная гибкость, методическая осознанность	Видеоанализ; сопоставление самооценки и экспертной оценки; структурный анализ урока
6	**Метакогнитивные карты и схемы самооценки**	Осмысление собственных когнитивных стратегий планирования и реализации урока	Метакогнитивная компетентность, стратегическое мышление, прогнозирование трудностей	Визуализация стратегий; анализ этапов планирования; оценка результатов
7	**Рефлексивное интервью и супервизия педагогической практики**	Структурированная беседа с наставником по итогам профессиональной деятельности	Профессиональное самопонимание, педагогическая идентичность, осознание зон роста	Индивидуальный формат; направленный анализ действий; поддерживающий характер супервизии

Таблица 1. *Основные рефлексивные технологии в системе профессиональной подготовки будущих преподавателей русского языка*

Таким образом, представленные в таблице рефлексивные технологии демонстрируют комплексный и многоуровневый характер формирования профессиональной компетентности будущих преподавателей русского языка. Их интеграция в образовательный процесс обеспечивает переход от репродуктивного освоения методических знаний к осознанному проектированию и анализу собственной педагогической деятельности.

Систематическое применение данных технологий способствует развитию метакогнитивной осознанности, способности к критической самооценке, аргументированному выбору методических решений и прогнозированию педагогических результатов. Особую значимость приобретает сочетание индивидуальных и коллективных форм рефлексии, что позволяет формировать не только личностную профессиональную зрелость, но и культуру педагогического взаимодействия.

Следовательно, рефлексивные технологии выступают не вспомогательным элементом подготовки, а стратегическим инструментом профессионального становления будущего учителя, обеспечивающим устойчивость его профессиональной идентичности и готовность к непрерывному саморазвитию в условиях цифровизации языкового образования.

Интеграция рефлексивных технологий в образовательный процесс должна осуществляться системно и поэтапно, на основе четко выстроенной методической концепции и с учетом логики профессионального становления будущего преподавателя.



Рисунок 1. *Этапы интеграции рефлексивных технологий*

На первом этапе в теоретических дисциплинах целесообразно вводить элементы письменной рефлексии после изучения методических тем. Это может быть анализ собственной готовности к применению изученных методов или осмысление профессиональных ценностей.

На втором этапе в рамках практико-ориентированных дисциплин рекомендуется использовать кейсы, микропреподавание и дискуссионные формы работы. Здесь рефлексия становится инструментом осмысления конкретных педагогических действий.

На третьем этапе в период педагогической практики необходимо организовать регулярное ведение рефлексивного дневника и проведение супервизионных встреч. Важно обеспечить обратную связь и сформировать культуру профессионального диалога.

Системная интеграция рефлексивных технологий предполагает их включение в рабочие программы дисциплин, разработку критериев оценки уровня сформированности профессиональной рефлексии и использование цифровых инструментов для фиксации и анализа результатов. Это позволяет перейти от эпизодического применения рефлексивных заданий к целостной модели формирования профессионального самосознания будущего преподавателя русского языка.

Рефлексивные технологии являются важным компонентом современной системы подготовки преподавателей русского языка, обеспечивая развитие способности к самоанализу, профессиональной ответственности и осознанному управлению собственной педагогической деятельностью.

Проведённый анализ теоретических положений и практико ориентированных аспектов внедрения рефлексивных технологий в систему подготовки преподавателей русского языка позволяет сделать ряд обобщающих выводов.

Во-первых, рефлексия в современном педагогическом образовании выступает не частным психологическим механизмом, а универсальным основанием профессионального становления будущего учителя. Она обеспечивает осмысленное включение обучающегося в процесс профессионального развития, способствует формированию устойчивой педагогической идентичности и определяет готовность к ответственному и критически

обоснованному принятию методических решений.

Во-вторых, рефлексивные технологии обладают системообразующим характером и реализуют совокупность взаимосвязанных функций когнитивного, деятельностного, познавательного, организационного и контрольно-оценочного характера. Их многоуровневая структура позволяет интегрировать теоретическую подготовку и практическую деятельность, обеспечивая переход от усвоения готовых методических моделей к самостоятельному проектированию образовательного процесса.

В-третьих, представленные технологии рефлексивный дневник, портфолио профессионального развития, анализ педагогических кейсов, рефлексивные семинары, микропреподавание, метакогнитивные карты, супервизия педагогической практики формируют целостный инструментарий развития профессионального самосознания. Их поэтапная интеграция в образовательный процесс в логике усложнения профессиональных задач обеспечивает поступательное развитие рефлексивной компетентности.

Таким образом, рефлексивные технологии следует рассматривать как стратегический ресурс модернизации подготовки преподавателей русского языка в условиях цифровизации образовательной среды и изменения социального запроса к профессии учителя. Их системное внедрение создает предпосылки для формирования педагога нового типа, способного к непрерывному профессиональному саморазвитию, осознанному управлению собственной деятельностью и гибкой адаптации к динамике современного языкового образования.

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Reimagining assessment in higher education: the role of artificial intelligence in student evaluation

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Annotation *The technology of artificial intelligence (AI) is rapidly changing the way assessment is practiced in higher learning. Learning analytics, data-driven, intelligent feedback systems, automated marking, and AI-supported evaluation are changing the way the performance of students is assessed. Although these technologies have been quickly adopted, there is not much research investigating the experiences and perceptions of AI-mediated processes of assessments by students in real academic settings. Based on a socio-technical approach, the proposed qualitative study explores the perception of the students in the university concerning AI-supported evaluation and its effects on learning, assessment, and academic responsibility. The analysis builds around thematic examination of over 100 open-ended replies available as a result of a survey conducted among university students. The results show that AI-enhanced evaluation improves the immediacy of feedback, transparency, and consistency of the evaluation process. According to students, AI-generated feedback helps students to reflect, self-regulate, and engage in lifelong learning. Meanwhile, the participants raise the issue of algorithmic bias, a deficit of contextual knowledge, and the possible loss of human cognition in evaluation.*

Keywords *Artificial intelligence, assessment, higher education, automated feedback, learning analytics, student evaluation*

Oliy ta’limda baholashni qayta ko‘rib chiqish: talabalarni baholashda sun’iy intellektning o‘rni

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Annotatsiya *Sun’iy intellekt (SI) texnologiyalari oliy ta’limda baholash jarayonlarini sezilarli darajada o‘zgartirmoqda. O‘quv analitikasi, ma’lumotlarga asoslangan tizimlar, aqlli fikr-mulohaza (feedback) tizimlari, avtomatlashtirilgan baholash va sun’iy intellekt yordamida amalga oshiriladigan baholash usullari talabalarning o‘quv natijalarini baholash jarayonini tubdan yangilamoqda. Ushbu texnologiyalar tez sur’atlarda joriy etilayotgan bo‘lsa-da, talabalarning sun’iy intellekt asosida amalga oshiriladigan baholash jarayonlari haqidagi tajribasi va qarashlarini real akademik muhitda o‘rganishga bag‘ishlangan tadqiqotlar hali yetarli emas. Mazkur sifatli tadqiqot ijtimoiy-texnologik yondashuv asosida universitet talabalari tomonidan sun’iy intellekt yordamida amalga oshiriladigan baholash jarayonining qabul qilinishi hamda uning ta’lim, baholash va akademik mas’uliyatga ta’sirini o‘rganadi. Tadqiqot universitet talabalari o‘rtasida o‘tkazilgan so‘rov natijasida olingan 100 dan ortiq ochiq javoblarning tematik tahliliga asoslangan. Natijalar shuni ko‘rsatadiki, sun’iy intellekt yordamida amalga oshiriladigan baholash tizimlari fikr-mulohazalarning tezkorligini, baholash jarayonining shaffofligi va izchilligini*

oshiradi. Talabalarning fikriga ko'ra, sun'iy intellekt tomonidan yaratilgan fikr-mulohazalar refleksiya qilish, o'z-o'zini boshqarish va uzluksiz o'rganishni rivojlantirishga yordam beradi. Shu bilan birga, ishtirokchilar algoritmik xolislik muammosi, kontekstni yetarli darajada tushunmaslik hamda baholash jarayonida inson tafakkurining kamayishi kabi xavotirlarni ham bildirganlar.

Kalit so'zlar *Sun'iy intellekt, baholash, oliy ta'lim, avtomatlashtirilgan fikr-mulohaza, o'quv analitikasi, talaba baholash*

Переосмысление системы оценивания в высшем образовании: роль искусственного интеллекта в оценивании студентов

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Аннотация *Технологии искусственного интеллекта (ИИ) стремительно изменяют способы проведения оценки в высшем образовании. Аналитика обучения, системы интеллектуальной обратной связи, автоматизированное оценивание, анализ данных и системы оценки, поддерживаемые ИИ, трансформируют традиционные подходы к оценке успеваемости студентов. Несмотря на быстрое внедрение этих технологий, существует ограниченное количество исследований, посвящённых тому, как сами студенты воспринимают и оценивают процессы оценки, опосредованные искусственным интеллектом, в реальных академических условиях. Основываясь на социотехническом подходе, данное качественное исследование изучает восприятие студентами университетов оценивания с использованием ИИ и его влияние на обучение, процессы оценки и академическую ответственность. Исследование основано на тематическом анализе более 100 открытых ответов, полученных в результате опроса студентов университетов. Результаты показывают, что использование ИИ в оценивании повышает оперативность обратной связи, прозрачность и последовательность процессов оценки. По мнению студентов, обратная связь, сгенерированная ИИ, способствует развитию рефлексии, саморегуляции и непрерывного обучения. В то же время участники исследования отмечают возможные риски алгоритмической предвзятости, недостатка контекстуального понимания и потенциального снижения роли человеческого мышления в процессе оценки.*

Ключевые слова *Искусственный интеллект, оценивание, высшее образование, автоматизированная обратная связь, аналитика обучения, оценка студентов*

Introduction

Assessment is one of the most essential elements of the educational system to define the way of measuring learning outcomes, their interpretation, and enhancement. Traditionally assessment in higher education has been based on teacher-directed process of assessment like written examination, essays, projects, and oral presentations. The purpose of these methods is not only to measure the knowledge of students but also to lead to the learning process, give feedback, and ensure the academic standards.

Nevertheless, conventional evaluation practices are usually a challenge in modern institutions of higher learning. Expanding student numbers, lack of teaching time, and the necessity of providing prompt feedback on students pose significant stress on the instructors. Therefore, students are often given delayed or no feedback on their academic performance, which can limit the possibilities of reflection and improvement.

The fast advancement of artificial intelligence technologies has provided new opportunities in dealing with these challenges. Assessment tools based on AI have become more and more popular in assisting the grading process, automated feedback, learning pattern analysis, and student progress tracks. Such technologies can handle high amounts of student data and detect patterns that might be difficult to detect using conventional means of assessment.

The AI-assisted assessment systems are based on sophisticated algorithms, natural language processing, and machine learning methodologies to analyze the answers provided by students and provide feedback. These systems are able to breakdown written documents, identify grammar and structural formulations, and suggest ways of making such documents effective. Moreover, AI technologies may be deployed in digital learning settings to monitor student engagement and participation levels as well as learning patterns.

Although the possibilities of AI technologies to increase efficiency in assessments and enhance the quality of feedback are promising, there are also significant pedagogical and ethical issues. Researchers have been concerned about the veracity of the automated grading systems, the possibility of algorithm biasing, and the inability to diminish human judgment in the assessment of education.

The perception of AI-assisted assessment by students is thus the key to establishing the effective and ethically responsible practices of assessment in higher education.

Methodology

This research will be based on a qualitative research design that tries to elucidate the experiences and perceptions of students on the application of artificial intelligence in an academic assessment. The study will be based on an interpretive framework that aims to comprehend the student-AI-mediated evaluation systems interaction in actual learning situations.

Data Collection

The data were obtained using an online questionnaire that was administered to various students of the university belonging to various academic fields. The questionnaire consisted of open-ended questions to enable the researcher to understand the experiences of students using AI-supported assessment tools, attitude towards its benefits and difficulties, and perceptions of fairness and effectiveness of AI-assisted assessment.

The data is composed of 100 open-ended questions which were gathered among undergraduate and graduate students. The participants volunteered to provide commentaries on the effects of AI technologies on the feedback mechanisms, transparency in grading and learning.

Data Analysis

The thematic analysis was the method that was used to analyze the collected data and allow the researcher to detect the tendency and the repetition of the specific themes in the qualitative data. The inductive coding approach was applied in order to determine significant themes connected with how students viewed AI-assessed assessment.

The analysis focused on three main dimensions:

- students' experiences with AI-generated feedback
- perceptions of fairness and transparency in AI-supported evaluation
- ethical concerns related to automated assessment systems

Findings

Feedback in the Short-Term and Long-Term

The timeliness of feedback is considered one of the most commonly mentioned benefits of AI-supported assessment systems. According to students, automated evaluation tools are faster in replying to their submissions giving them the opportunity to spot errors and rewrite better.

Contrary to the usual methods of assessing, where the feedback might take long because of the workload of the instructors, AI-based systems provide immediate recommendations and clarifications. This immediacy makes assessment a process of continuous learning as opposed to the end performance judgment.

Improved Self-regulated Learning

Another point mentioned by the participants was the fact that AI-generated feedback promotes self-regulation and reflection. In the learning process, the students can track their progress, determine the areas of weakness and modify their learning strategies by getting feedback constantly throughout the learning process.

According to the reports by many students, AI-assisted assessment assisted them in becoming more independent learners because they had an opportunity to repeatedly revise their works and only submit final assignments.

Some Apprehensions about Algorithms

Notwithstanding such benefits, students also reported about the disadvantages of AI-based assessment systems. Part of the participants noted that automated grading systems might lack full comprehension of student context, or originality of student response.

Students also stressed that creative thoughts, highly-complicated arguments, and interdisciplinary thinking can be mistaken by algorithmic assessment systems sometimes.

Assessment has always been a central component of higher education because it determines how student learning, skills, and competencies are measured. Traditional assessment systems in universities have historically relied on examinations, written assignments, and standardized tests. However, scholars increasingly argue that conventional assessment approaches often fail to capture the complexity of student learning and may not adequately reflect students' critical thinking, creativity, and problem-solving abilities. As higher education continues to evolve in response to digital transformation, the integration of artificial intelligence (AI) has emerged as a promising solution for improving the effectiveness, accuracy, and fairness of student evaluation.

Earlier research on assessment reform highlighted the need to move away from purely summative assessment practices toward more formative and learner-centered approaches. Boud and Falchikov (2007) emphasize that assessment should support long-term learning and encourage students to develop self-regulation skills. According to these scholars, effective assessment systems should not only measure knowledge but also promote reflection, critical thinking, and continuous improvement. This perspective has influenced contemporary discussions on assessment redesign in higher education.

Recent developments in artificial intelligence have created new opportunities for transforming assessment practices. AI technologies can process large amounts of data, analyze patterns in student performance, and provide personalized feedback. Crompton and Burke (2023) note that AI systems can automate certain aspects of assessment, such as grading assignments, analyzing written responses, and identifying learning gaps. These capabilities allow educators to focus more on instructional support while AI systems assist in evaluating student performance.

Another important area of research concerns the broader role of AI in education systems. Holmes, Bialik, and Fadel (2019) argue that artificial intelligence has the potential to significantly reshape teaching and learning processes by providing adaptive learning environments and intelligent tutoring systems. In the context of assessment, AI can support personalized evaluation methods that adapt to individual student needs and learning progress. For example, intelligent assessment systems can analyze student responses in real time and adjust the difficulty of tasks accordingly.

Machine learning technologies are also playing an increasingly important role in educational assessment. Luckin (2018) explains that machine learning algorithms can analyze complex patterns in student behavior and learning data, enabling more accurate predictions of academic performance. These systems can identify areas where students struggle and recommend targeted interventions to support learning. As a result, AI-based assessment systems can provide more detailed and meaningful feedback than traditional evaluation methods.

Another key aspect of AI-driven assessment is the use of automated grading systems. Automated grading tools are capable of evaluating essays, quizzes, and other forms of student work using natural language processing techniques. According to Zawacki-Richter et al. (2019), AI-based evaluation systems can improve efficiency and reduce the workload of educators while maintaining consistent assessment standards. However, researchers also emphasize that automated assessment should complement rather than replace human judgment in educational evaluation.

Despite the potential benefits of AI in student evaluation, researchers have raised several ethical and pedagogical concerns. Selwyn (2019) argues that the use of AI in education must be carefully monitored to ensure transparency, fairness, and accountability. Algorithms used in assessment systems may contain biases or inaccuracies if they are not properly designed and evaluated. Therefore, educators must critically examine the role of AI in assessment and ensure that technological tools support rather than undermine educational values.

Another challenge relates to the need for teacher training and institutional readiness. Implementing AI-based assessment systems requires educators to develop new technological and pedagogical competencies. Universities must also invest in digital infrastructure and data management systems to support AI applications in education.

Overall, recent literature suggests that artificial intelligence has the potential to transform assessment practices in higher education by improving efficiency, personalization, and feedback mechanisms. However, successful implementation requires careful consideration of ethical, pedagogical, and technological factors. As AI technologies continue to develop, educators and researchers must work collaboratively to design assessment systems that enhance learning outcomes while maintaining academic integrity and fairness.

Discussion

The results show that AI-based evaluation systems can radically change the practice of evaluation in higher education. AI technologies can facilitate more interactive and formative assessment because they offer

instant feedback and monitoring of performance.

Pedagogically, the AI technologies can assist in changing the assessment system, which must remain purely summative, to a more process-based system, which facilitates the process of reflection and improvement. Automated feedback system helps students to take more active participation in the learning process and acquire greater self-regulation abilities.

Yet, the paper also brings to the fore the significance of the human element in the AI-based evaluation systems. Although AI technologies can be effective in patterns analysis and feedback creation, they might not be as contextual and interpretive as human instructors are.

Thus, the effective assessment practices must be based on a combination of the performance of AI technologies and the abilities and ethical duty of the educators.

Conclusion

Artificial intelligence poses a new trend in assessment practices in higher education. AI-based assessment tools have enormous benefits regarding the timeliness of feedback, efficiency, and self-regulation learning.

Meanwhile, the implementation of AI in assessment procedures will lead to serious concerns concerning equity, transparency, and scholarly integrity. Students are aware of the advantages and drawbacks of AI-based evaluation systems and insist on the role of human intervention in assessments.

The further deepening of the study of the role of AI technologies in assessment systems to facilitate learning without violating ethical norms and academic fairness is the subject of future research.

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Developing a Formative Self-Assessment Rubric for Speaking Skills in Higher Education

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Annotation *This article analyzes existing speaking assessment rubrics and examines their potential for use in formative self-assessment in higher education. Particular attention is given to the limitations of widely used assessment frameworks and previously developed rubrics in supporting learner reflection and autonomy. Based on the analysis of selected studies, a formative self-assessment rubric for evaluating students' speaking performance was developed. The proposed rubric includes clear assessment criteria and a scoring system designed to help students identify strengths and weaknesses in their speaking skills. The rubric is intended to facilitate reflective learning, promote learner autonomy, and support more effective formative assessment practices in speaking courses. In addition, the rubric aims to make assessment procedures more transparent and understandable for students, encouraging active participation in the evaluation process. The proposed tool may be used by both teachers and students to improve speaking performance and enhance the overall quality of language learning in higher education.and support more effective formative assessment practices in speaking courses.*

Keywords *Self-assessment, speaking assessment, formative assessment, rubric development, learner autonomy, higher education*

Oliy ta'limda og'zaki nutq ko'nikmalarini rivojlantirish uchun formativ o'zini baholash rubrikasini ishlab chiqish

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Annotatsiya *Ushbu maqolada og'zaki nutqni baholash uchun mavjud bo'lgan rubrikalar tahlil qilinadi hamda ularning oliy ta'limda formatif o'z-o'zini baholashda qo'llash imkoniyatlari ko'rib chiqiladi. Tadqiqotda keng qo'llaniladigan baholash tizimlari va avval ishlab chiqilgan rubrikalarning talabalarda refleksiya va o'quvchi avtonomiyasini rivojlantirishdagi ayrim cheklovlariga alohida e'tibor qaratiladi. Tanlangan ilmiy tadqiqotlar tahlili asosida talabalarning og'zaki nutq ko'nikmalarini baholashga mo'ljallangan formatif o'z-o'zini baholash rubrikasi ishlab chiqildi. Taklif etilayotgan rubrika aniq baholash mezonlari hamda ball berish tizimini o'z ichiga oladi va talabalarga o'z nutqiy ko'nikmalarining kuchli va zaif tomonlarini aniqlashga yordam beradi. Ushbu rubrika reflektiv o'rganishni rivojlantirish, o'quvchi avtonomiyasini oshirish hamda og'zaki nutq darslarida formatif baholash amaliyotlarini yanada samarali tashkil etishga xizmat qiladi. Shuningdek, rubrika baholash jarayonining shaffofligi va tushunarliligini oshirib, talabalarning baholash jarayonida faol ishtirok etishini rag'batlantiradi. Taklif etilgan vosita o'qituvchilar va talabalar tomonidan og'zaki nutqni rivojlantirish hamda oliy ta'limda chet tilini o'qitish sifatini oshirish uchun qo'llanishi mumkin.*

Kalit so'zlar *O'zini baholash, og'zaki nutqni baholash, formatif baholash, baholash rubrikasi, talaba avtonomiyasi, oliy ta'lim*

Разработка рубрики формирующего самооценивания для развития навыков устной речи в высшем образовании

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Аннотация *В данной статье анализируются существующие рубрики оценки устной речи и рассматривается их потенциал для использования в формативном самооценивании в системе высшего образования. Особое внимание уделяется ограничениям широко используемых оценочных моделей и ранее разработанных рубрик в поддержке рефлексии обучающихся и развитии автономии. На основе анализа отобранных научных исследований была разработана формативная рубрика самооценивания для оценки устной речи студентов. Предложенная рубрика включает чёткие критерии оценивания и систему баллов, предназначенную для того, чтобы помочь студентам определить сильные и слабые стороны своих речевых навыков. Рубрика направлена на развитие рефлексивного обучения, повышение автономии обучающихся и поддержку более эффективных формативных практик оценивания на занятиях по устной речи. Кроме того, рубрика способствует повышению прозрачности и понятности процедур оценивания для студентов, стимулируя их активное участие в процессе оценивания. Предлагаемый инструмент может использоваться как преподавателями, так и студентами для совершенствования устной речи и повышения качества обучения иностранному языку в высшем образовании.*

Ключевые слова *Самооценивание, оценивание устной речи, формирующее оценивание, рубрика оценивания, автономия обучающихся, высшее образование*

Introduction

In recent decades, language education has experienced a significant shift from traditional teacher-centered assessment toward learner-centered and formative assessment practices, which emphasize active student participation, self-reflection, and ongoing improvement (Black & Wiliam, 1998). Formative assessment positions learning and feedback at the heart of instruction, encouraging learners to monitor and regulate their own progress rather than rely solely on summative judgments (Black & Wiliam, 1998). Research consistently highlights that frequent, actionable feedback – including self-assessment – enhances student learning outcomes and engagement (Boud & Falchikov, 1989). Among learner-centered tools, self-assessment is particularly valuable for promoting learner autonomy and self-regulated learning, enabling students to evaluate their own performance and make instructional decisions about their next steps. Evidence from second language acquisition research suggests that self-assessment increases metacognitive awareness,

motivation, and engagement when learners are guided by clear criteria and supported through repeated practice (Ross, 2006). Despite its pedagogical value, formalized and practical self-assessment tools remain limited. The Common European Framework of Reference for Languages (CEFR) provides a widely used self-assessment grid, offering broad "can-do" descriptors for estimating proficiency across language skills, including speaking. However, the CEFR grid is primarily summative, serving as a benchmark rather than a detailed, formative tool for ongoing classroom feedback (Council of Europe, n.d.).

Literature review

The Common European Framework of Reference for Languages (CEFR) is a globally recognized framework developed by the Council of Europe to standardize language competence descriptions across six proficiency levels (A1–C2) and four language skills, including speaking (Council of Europe, 2001/2020). The CEFR also provides self-assessment grids that allow learners to estimate their proficiency level by rating themselves against generalized "can-do" descriptors for skills such as spoken interaction and spoken production (European Commission, n.d.). Although widely used for benchmarking and instructional planning, these grids are relatively broad and do not provide the detailed formative guidance necessary for continuous self-improvement in classroom contexts ю Because the descriptors focus on overall levels rather than specific performance features such as fluency, interactional strategies, or pragmatic appropriateness, instructors and learners cannot easily extract actionable feedback for iterative improvement. Therefore, despite the CEFR's international value, there remains a need for more detailed, formative self-assessment rubrics tailored to the realities of speaking instruction in higher education.

Latifa et al. (Latifa et al., 2015) developed a practical speaking test rubric for university-level English students in Indonesia, aiming to provide a structured and objective tool for assessing speaking performance. The rubric covers key components of speaking, including fluency, accuracy, pronunciation, vocabulary, grammar, and interaction, and uses descriptive levels to guide evaluators in providing concrete feedback. While primarily designed for teacher assessment, it offers indirect support for student self-monitoring, though its formative application is limited. The development process relied on curriculum requirements and expert consensus, ensuring clarity and applicability in classroom contexts. Strengths of the rubric include its practicality, coverage of core speaking skills, and alignment with communicative competence principles. However, its limitations include minimal emphasis on iterative self-assessment and context specificity, as it was tested within an Indonesian university setting.

Khan, Tariq, Ali, and Hussain (2024) employed the Competent Speaker Speech Rubric to assess undergraduate students' oral proficiency in an English II course at the University of Swat, Pakistan. Using a quantitative design, the researchers observed the presentations of 65 students and evaluated them across eight competencies, including selecting and refining a topic, conveying a thesis or purpose, providing supporting material, appropriate language use, incorporation of vocal variety, effective pattern of presentation, articulation/pronunciation/ grammar, and use of physical and nonverbal cues (Khan et al., 2024).

The study highlights the utility of detailed rubrics as valuable grading tools and emphasizes their role in informing instruction and feedback practices. However, although the rubric captures multiple speaking dimensions, it was applied solely for teacher assessment rather than as a formative self-assessment tool, indicating another gap in existing rubric practices.

Research methodology

This study employed a qualitative review approach to examine existing speaking

assessment rubrics and identify their potential for formative self-assessment in higher education contexts. Relevant literature was identified through searches in academic databases such as Google Scholar using keywords including speaking assessment rubric, self-assessment in language learning, and formative assessment in speaking. The selection criteria focused on peer-reviewed studies that presented or analyzed practical speaking rubrics used in English language assessment. A small number of representative studies were selected for detailed analysis, including rubrics developed for university-level speaking evaluation. Each rubric was examined in terms of its assessment criteria, performance descriptors, scoring structure, and applicability for formative self-assessment. Particular attention was given to how these rubrics operationalize key dimensions of speaking proficiency such as fluency, pronunciation, vocabulary use, grammatical accuracy, and communicative effectiveness.

Based on this analysis, a formative self-assessment speaking rubric was developed for use in higher education speaking courses. The proposed rubric integrates common speaking assessment criteria identified in the reviewed studies while adapting the scoring system to support student reflection, learner autonomy, and quantitative analysis of self-assessment results.

Analysis and Results

The analysis of existing speaking assessment rubrics reveals several important patterns. Latifa et al. designed a practical rating rubric for university students that effectively evaluates fluency, pronunciation, vocabulary, and grammatical accuracy; however, the rubric primarily functions as a summative assessment tool, providing limited opportunities for students' formative self-reflection (Latifa et al., 2015). Similarly, Khan, Ali, and Hussain proposed the Competent Speaker Speech Rubric, which offers detailed descriptors across performance levels, yet its implementation largely depends on teacher scoring and does not actively engage learners in self-monitoring their progress. While the CEFR self-assessment grid remains the most globally recognized standard, its descriptors are general and summative, making it difficult to directly apply in formative speaking tasks that promote learner autonomy. These observations underscore a critical gap: despite the availability of multiple rubrics, few tools are explicitly designed to support formative self-assessment, allowing learners to reflect on their strengths and weaknesses and to make informed improvements. To address this gap, the present study introduces a formative self-assessment speaking rubric specifically developed for higher education philology students. This rubric integrates the strengths of existing instruments while adapting scoring and descriptors to encourage active learner engagement, self-reflection, and ongoing monitoring of speaking performance.

To provide students with a structured and formative approach to self-assessment in speaking, a new rubric was developed for this study (Ravshanova, 2026). The rubric encompasses seven core criteria essential for speaking proficiency: pronunciation and intonation, fluency, vocabulary use, grammar and accuracy, content and ideas, organization and cohesion, and interaction and communication. Each criterion is scored on a five-point scale, ranging from "Needs Improvement" (1) to "Excellent" (5), with corresponding qualitative descriptors to guide learners in evaluating their own performance. This scoring system allows students to quantify their speaking skills, reflect on specific areas of strength and weakness, and track progress over time. In addition, the rubric is designed to be practical for statistical analysis, enabling pre- and post-assessment comparisons and facilitating research-based evaluation of self-assessment practices. Compared with existing tools, such as the CEFR self-assessment grid, which primarily functions as a summative instrument, this rubric emphasizes formative,

actionable feedback, making it suitable for classroom implementation in higher education speaking courses. Its design integrates the theoretical foundations of learner autonomy (Holec, 1981) and self-regulated learning (Zimmerman, 2000), providing students with a framework for reflective practice while simultaneously offering instructors a systematic method to monitor learner development.

Formative Self-Assessment Speaking Rubric

(Ravshanova, 2026)

	1 Needs Improvement	2 Satisfactory	3 Good	4 Very Good	5 Excellent
Pronunciation & Intonation	Frequent mispronunciations incorrect intonation	Occasional mispronunciations	Minor pronunnciations; intonation correct	Clear pronunciation	Clear and accurate pronunciation; natural intonation
Fluency	Speech is often hesitant, long pauses	Speech somewhat fluent; occasional	Speech generally fluent; few pauses	Smooth speech; minor pauses	Very smooth, natural and continuous speech.
Vocabulary Use	Very limited vocabulary	Basic vocabulary; limited variety	Adequate vocabulary; some variety	Rich vocabulary; appropriate word choice	Extensive and precise vocabulary; highly appropriate.
Grammar & Accuracy	Frequent errors repetitive words	Several errors mostly understandable	Some errors mostly convences	Few errors accurate sentences	Grammatically correct; consistently accurate
Content & Ideas	Ideas unclear or irrelevant	Some ideas relevant; limited development	ideas mostly relevant, moderately developed	ideas clear, relevant, well-developed	Ideas highly coherent, relevant, and fully developed
Organization & Cohesion	No clear structure; ideas disorganized	Limited organization; some connection of ideas	Moderately organized; mostly coherent	Well-organized; logical flow	Excellent organization; ideas flow naturally
Interaction & Communication	Rarely engages; responses unclear	Limited engagement responses sometimes	Usually engages; responses mostly clear	Engages effectively; responses clear	Engages effectively; responses precise a confident

Total Score: 7 – 35

Table 1. *Formative Self-Assessment Rubric for Speaking Skills (Ravshanova, 2026)*

Note: *"The formative self-assessment speaking rubric was developed by the author to provide students with a structured framework for evaluating their speaking performance (Ravshanova, 2026, unpublished manuscript)."*

Conclusion

This study examined existing speaking assessment rubrics and identified their strengths and limitations in supporting formative self-assessment in higher education. The analysis revealed that while many rubrics effectively measure speaking performance, they often emphasize teacher evaluation rather than learner reflection. In response to this gap, a formative self-assessment rubric was developed to support students in monitoring and evaluating their own speaking progress. The proposed rubric aims to encourage learner autonomy, reflective learning, and more structured self-assessment practices in speaking courses.

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Integration of Quizlet and Google forms into assessing B2 lexical competence of first-year philology students

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Annotation *The present study investigates the effectiveness of digital assessment tools in evaluating the B2-level lexical competence of first-year philology students within the framework of a university English language teaching (ELT) program in Uzbekistan. As digitalization increasingly reshapes higher education assessment practices, it becomes critical to examine whether digital platforms offer reliable, valid, and pedagogically valuable alternatives to conventional paper-based vocabulary tests. Drawing on a mixed-methods approach that combines a structured questionnaire survey with a pre-test/post-test experimental design, the study involved 48 first-year philology students enrolled in a B2-level English course. Participants completed vocabulary assessments administered through two digital platforms (Quizlet and Google Forms), and their perceptions of these tools were gathered via a 20-item Likert-scale questionnaire. Results revealed statistically significant improvements in lexical knowledge following digitally-mediated assessment cycles, alongside highly positive student attitudes toward digital tools' accessibility, interactivity, and immediate feedback features. Implications for ELT practitioners, curriculum designers, and educational technology stakeholders are discussed.*

Keywords *Digital assessment, lexical competence, B2 level, philology students, ELT, vocabulary testing, educational technology*

Birinchi kurs filologiya talabalarining B2 darajadagi leksik kompetentsiyasini baholashda Quizlet va Google forms integratsiyasi

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Annotatsiya *Ushbu tadqiqot O'zbekistondagi oliy ta'lim ingliz tili o'qitish dasturi doirasida birinchi kurs filologiya talabalarining B2 darajadagi leksik kompetentsiyasini baholashda raqamli vositalarning samaradorligini o'rganadi. Raqamlashtirish oliy ta'lim baholash amaliyotlarini tobora qayta shakllantirmoqda, shuning uchun raqamli platformalar an'anaviy qog'oz asosidagi so'z boyligi testlariga ishonchli, to'g'ri va pedagogik jihatdan qimmatli muqobil taklif qila oladimi yoki yo'qligini o'rganish muhim ahamiyat kasb etadi. Tarkibiy anketa so'rovi va oldindan test/keyingi test tajriba dizaynini birlashtirgan aralash usul yordamida o'tkazilgan tadqiqotda B2 darajasidagi ingliz tili kursiga yozilgan 48 nafar birinchi kurs filologiya talabalari ishtirok etdi. Ishtirokchilar ikkita raqamli platforma (Quizlet va Google Forms) orqali so'z boyligi baholash ishlarini bajardi va ularning bu vositalarga bo'lgan munosabatlari 20 bandli Likert shkalasidagi anketa yordamida yig'ildi. Natijalar raqamli vositalar orqali tashkil etilgan baholash tsikllari natijasida*

leksik bilimlarning statistik jihatdan sezilarli darajada yaxshilanganini, shuningdek, talabalarning raqamli vositalarning qulayligi, interaktivligi va zudlik bilan qayta aloqa funksiyalariga nisbatan yuqori ijobiy munosabatini ko'rsatdi.

Kalit so'zlar *Raqamli baholash, leksik kompetentsiya, B2 darajasi, filologiya talabalari, ingliz tili o'qitish, so'z boyligi testi, ta'lim texnologiyasi*

Интеграция Quizlet и Google forms в оценивании лексической компетентности уровня B2 у студентов первого курса филологических специальностей

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Аннотация *Настоящее исследование изучает эффективность цифровых инструментов оценивания при определении лексической компетентности уровня B2 у студентов первого курса филологических специальностей в рамках университетской программы обучения английскому языку в Узбекистане. По мере того, как цифровизация всё активнее преобразует практику оценивания в высшей школе, становится принципиально важным выяснить, способны ли цифровые платформы предложить надёжную, валидную и педагогически ценную альтернативу традиционным бумажным тестам на знание лексики. На основе смешанного подхода, объединяющего структурированный анкетный опрос с экспериментальным дизайном «претест/посттест», в исследовании приняли участие 48 студентов первого курса филологических специальностей, обучающихся на курсе английского языка уровня B2. Участники выполняли задания по оценке словарного запаса на двух цифровых платформах (Quizlet и Google Forms), а их восприятие данных инструментов было собрано с помощью анкеты из 20 пунктов по шкале Лайкерта. Результаты выявили статистически значимое улучшение лексических знаний после циклов цифрового оценивания, а также высоко позитивное отношение студентов к доступности, интерактивности и функции немедленной обратной связи цифровых инструментов.*

Ключевые слова *Цифровое оценивание, лексическая компетентность, уровень B2, студенты-филологи, обучение английскому языку, тестирование лексики, образовательные технологии*

Introduction

The rapid advancement of educational technology has fundamentally transformed pedagogical practices in tertiary-level language education. In the context of English Language Teaching (ELT), digital tools are no longer peripheral supplements to instruction; they have become central mechanisms through which language learning and assessment are operationalized. This is particularly salient in

the domain of vocabulary assessment, where traditional paper-based formats are increasingly being complemented, and in some cases replaced, by technology-enhanced platforms capable of delivering adaptive, interactive, and data-rich evaluation experiences (Cheng & Chau, 2016; Read, 2019).

Lexical competence occupies a foundational position in second language acquisition (SLA) frameworks. According to the Common European Framework of Reference for Languages (CEFR), a B2-level learner is expected to possess a productive vocabulary of approximately 4,000-5,000 word families and a receptive knowledge of up to 8,000 word families, enabling complex communication across a broad range of academic and professional topics (Council of Europe, 2020). For first-year philology students in Uzbek universities, achieving and sustaining B2 lexical competence is both a curricular requirement and a professional necessity.

Despite the proliferation of digital assessment platforms in higher education globally, their systematic integration into vocabulary testing within the Uzbek ELT context remains insufficiently researched. Existing scholarship in the Central Asian educational landscape has begun to address broader questions of technology adoption (Yuldashev & Abdullayeva, 2021), yet a fine-grained empirical investigation of digital tools' impact on B2 lexical assessment is conspicuously absent. This study addresses this gap by examining how digital platforms – specifically, Quizlet and Google Forms – function as assessment instruments for B2 vocabulary knowledge among first-year philology students.

Literature review

Lexical Competence and B2-Level Expectations. Lexical competence, defined as the ability to know and use vocabulary appropriately in context, constitutes a core component of communicative competence (Nation, 2013). Within the CEFR framework, B2 proficiency requires learners to demonstrate range, accuracy, and flexibility in lexical use across academic and semi-formal registers (Council of Europe, 2020). For philology students, who engage with literary, linguistic, and translation-oriented texts, vocabulary breadth and depth at this level is particularly critical. Webb and Nation (2017) argue that depth of vocabulary knowledge – including collocational range, morphological awareness, and connotative understanding – must complement breadth measures in holistic assessment designs.

Digital Tools in Language Assessment. The integration of technology into language assessment has been extensively discussed under the paradigm of Computer-Assisted Language Testing (CALT) and, more recently, Technology-Enhanced Language Assessment (TELA). Chapelle and Voss (2016) highlight that digital assessments offer advantages, including automatic scoring, immediate feedback, large-scale data collection, and learner engagement. Platforms such as Quizlet leverage spaced repetition and retrieval practice – both empirically validated as effective for vocabulary retention (Kornell, 2009) – while tools like Google Forms enable flexible, custom assessment design accessible via any internet-connected device.

Nonetheless, concerns remain regarding test validity, item quality, and digital equity in technology-enhanced assessment contexts (Alderson, 2000; Coniam, 2016). Scholars caution that technological novelty should not overshadow rigorous attention to construct validity and washback effects. In the Central Asian context, Tashpulatova (2022) found that while EFL learners in Uzbekistan held positive attitudes toward digital learning tools, technical infrastructure and digital literacy gaps posed significant pedagogical barriers.

Vocabulary Assessment Frameworks. Contemporary vocabulary assessment draws on multiple theoretical constructs, including Nation's (2013) vocabulary levels tests, the Vocabulary Size Test (VST), and word association tasks. For B2 learners specifically,

Academic Word List (AWL) proficiency and contextual inferencing ability are commonly targeted dimensions (Coxhead, 2000). Digital tools' capacity to simulate authentic contextual conditions while generating granular performance analytics positions them as potentially valuable instruments in B2 vocabulary assessment regimes.

Methods

Research Design

This study employed a mixed-methods research design, combining a quantitative pre-test/post-test experimental component with a qualitative-quantitative survey instrument. This design allowed for triangulation of data sources and produced both measurable performance outcomes and nuanced attitudinal insights. The research was conducted over eight weeks during the first semester of the 2025-2026 academic year.

Participants

A purposive sample of 48 first-year philology students (N = 48; 34 female, 14 male; age range 17-19 years) enrolled in a B2-level Academic English course at a state university in Tashkent, Uzbekistan, participated in the study. All participants had completed a placement test confirming B2 proficiency as defined by the CEFR. Informed consent was obtained from all participants, and ethical guidelines consistent with institutional research protocols were observed throughout.

Instruments

Three instruments were employed. First, a B2 Vocabulary Pre-Test and Post-Test was developed based on the Academic Word List (Coxhead, 2000) and Nation's (2013) Vocabulary Levels Test framework. Each test comprised 40 items targeting word form recognition, contextual meaning, collocational knowledge, and definition matching at the B2 band. The tests demonstrated satisfactory internal consistency (Cronbach's α = .84 for pre-test; α = .86 for post-test). Second, digital assessment sessions were delivered through Quizlet (adaptive flashcard and matching exercises) and Google Forms (structured vocabulary quizzes) across the eight-week intervention. Third, a 20-item Likert-scale questionnaire (1 = Strongly Disagree, 5 = Strongly Agree) assessed students' perceptions across four dimensions: usability, interactivity, feedback quality, and learning value.

Procedure

The intervention followed a structured eight-week protocol. In Week 1, participants completed the paper-administered pre-test under controlled conditions. Weeks 2-7 comprised the digital intervention phase, during which students engaged with weekly vocabulary tasks on Quizlet and Google Forms platforms, each session lasting approximately 25 minutes. Topics aligned with the B2 curriculum included academic register vocabulary, collocations, synonymy and antonymy, and word-family relationships. In Week 8, the post-test was administered under identical conditions as the pre-test, followed by the distribution and completion of the perception questionnaire.

Data analysis

Quantitative data from the pre-test and post-test were analyzed using IBM SPSS Statistics 27. A paired-samples t-test was conducted to determine the statistical significance of score differences. Questionnaire data were analyzed descriptively using mean scores and standard deviations per dimension. Qualitative open-ended questionnaire responses were subjected to thematic content analysis following Braun and Clarke's (2006) six-phase framework.

Results

Pre-Test and Post-Test Performance

The paired-samples t-test revealed a statistically significant improvement in B2 vocabulary scores following the eight-week digital assessment intervention. Pre-test mean scores ($M = 24.6$, $SD = 4.21$) increased substantially to post-test means ($M = 31.8$, $SD = 3.74$), representing a mean gain of 7.2 points out of 40 ($t(47) = 9.43$, $p < .001$, Cohen's $d = 1.36$). This large effect size indicates that the digitally-mediated assessment and practice

cycles exerted a strong positive influence on participants' measured lexical competence. Table 1 presents the descriptive statistics for both test administrations.

Measure	N	M	SD	Range
Pre-Test Score	48	24.60	4.21	15–34
Post-Test Score	48	31.80	3.74	23–40
Mean Gain	—	7.20	—	—

Table 1. *Descriptive Statistics for Pre-Test and Post-Test Scores (N = 48)*

Note. *Maximum possible score = 40. p < .001.*

Student Perceptions of Digital Assessment Tools

Questionnaire analysis revealed consistently positive perceptions across all four measured dimensions (see Table 2). The highest mean scores were recorded for Feedback Quality (M = 4.61, SD = 0.48) and Interactivity (M = 4.53, SD = 0.52), suggesting that students particularly valued the immediate corrective feedback and the engaging, game-like elements of both platforms. Usability received a mean score of 4.38 (SD = 0.61), while Learning Value was rated at M = 4.44 (SD = 0.55). No dimension recorded a mean below 4.0, indicating broad and strong endorsement of digital assessment tools across the cohort.

Dimension	M	SD
Usability	4.38	0.61
Interactivity	4.53	0.52
Feedback Quality	4.61	0.48
Learning Value	4.44	0.55

Table 2. *Student Perceptions of Digital Assessment Tools (N = 48)*

Note. *Scale: 1 (Strongly Disagree) – 5 (Strongly Agree).*

Qualitative themes

Thematic analysis of open-ended responses identified three primary themes. First, Convenience and Accessibility: students frequently cited the ability to access assessments on mobile devices outside class time as a significant motivational factor. Second, Motivational Enhancement: the gamified elements of Quizlet, including leaderboards and timed challenges, were described as increasing engagement with vocabulary tasks that students previously considered monotonous. Third, Anxiety Reduction: multiple participants noted that digital platforms reduced assessment anxiety compared to formal paper-based tests, with one recurring motif being the perception that practice on digital platforms felt less high-stakes while still being academically productive.

Discussion

The results of this study provide empirical support for the integration of digital tools into B2 lexical competence assessment for first-year philology students. The substantial and statistically significant pre-test to post-test gains (d = 1.36) align with findings reported in comparable EFL digital assessment studies (Alemi & Sarab, 2012; Wilkins & Ma, 2020), suggesting that the combination of digital delivery and iterative retrieval practice produces robust vocabulary learning outcomes. The large effect size, in particular,

indicates that the intervention was not merely statistically significant but educationally meaningful.

Students' highly positive perceptions of feedback quality and interactivity are consistent with theoretical models of formative assessment that emphasize the role of immediate, specific, and actionable feedback in accelerating learning (Black & Wiliam, 1998). Quizlet's instant corrective feedback mechanism and Google Forms' automated score reporting appear to fulfil these formative criteria effectively within the B2 vocabulary assessment context. These findings extend the work of Tashpulatova (2022) by demonstrating that, under conditions of adequate digital infrastructure, Uzbek university students not only accept but actively value digital assessment instruments.

The anxiety-reduction theme identified in qualitative data merits particular attention in the Uzbek educational context, where a high-stakes summative assessment culture is deeply embedded. The perception that digital practice assessments are lower-stakes may paradoxically support richer vocabulary engagement by reducing the affective filter (Krashen, 1982) during formative cycles. This suggests that digital tools may complement, rather than replace, summative assessment structures by serving as low-anxiety rehearsal environments that build lexical confidence progressively.

Limitations of the study should be acknowledged. The absence of a control group limits causal inferences about the unique contribution of digital modality, as opposed to increased practice time generally. The eight-week timeframe, while sufficient to detect significant gains, does not permit conclusions about long-term vocabulary retention. Additionally, the study was conducted at a single institution, which constrains generalizability across the diverse landscape of Uzbek higher education.

Conclusion

This study contributes to the growing body of evidence supporting the pedagogical value of digital assessment tools in ELT, with specific reference to B2 lexical competence among first-year philology students. The integration of platforms such as Quizlet and Google Forms into vocabulary assessment cycles produced significant score improvements and elicited strong positive perceptions regarding usability, feedback, and learning value. These findings carry practical implications for ELT curriculum design in Uzbekistan and comparable Central Asian contexts, suggesting that deliberate and structured incorporation of digital assessment tools can meaningfully enhance vocabulary learning outcomes.

Future research should employ randomized controlled designs with control groups to isolate the specific effects of digital modality from increased practice frequency. Longitudinal studies tracking lexical retention beyond the intervention period would provide important evidence regarding the durability of digitally-supported vocabulary gains. Furthermore, comparative studies across multiple institutions and student cohorts would strengthen the generalizability of findings and inform national-level ELT policy recommendations in Uzbekistan.

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Theoretical and Methodological Foundations of the Communicative Approach in Teaching English in Medical Universities

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Annotation *In the context of globalization, proficiency in English has become increasingly important for medical professionals. English serves as the primary medium of international scientific communication, medical research, and professional interaction. This article provides a comprehensive analysis of the current challenges in teaching English in medical higher education institutions and examines the theoretical and methodological foundations of the communicative approach as an effective means of addressing these issues. The leading role of English in scientific communication and professional practice is substantiated. The study explores the essence of the communicative approach, its connection with the concept of communicative competence, and its structural components, including grammatical, discourse, sociocultural, and strategic competences. Particular attention is paid to the key principles of communicative language teaching, such as the use of authentic materials, learner-centered instruction, and the integration of all language skills. The article also highlights the specific features of teaching medical English within the framework of English for Specific Purposes (ESP). Furthermore, it analyzes existing methodological challenges in teaching English in medical universities in Uzbekistan. The findings justify the need to integrate the communicative approach, ESP methodology, and task-based learning technologies to enhance students' professional communicative competence.*

Keywords *Communicative approach, communicative competence, medical English, English for specific purposes (ESP), speech skills, language teaching methods, professional communication*

Tibbiyot oliy ta'lim muassasalarida ingliz tilini o'qitishda kommunikativ yondashuvning nazariy va metodik asoslari

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Annotatsiya *Bugungi globallashuv sharoitida tibbiyot sohasida faoliyat yurituvchi mutaxassislar uchun ingliz tilini mukammal bilish muhim ahamiyat kasb etmoqda. Xalqaro ilmiy hamkorlik, tibbiy tadqiqotlar hamda professional tajriba almashish jarayonlarida ingliz tili asosiy muloqot vositasi hisoblanadi. Mazkur maqolada tibbiyot oliy ta'lim muassasalarida ingliz tilini o'qitishning dolzarb muammolari hamda ularni hal etishda kommunikativ yondashuvning nazariy va metodik asoslari kompleks tarzda tahlil qilinadi. Tadqiqotda ingliz tilining xalqaro ilmiy hamkorlik, tibbiy tadqiqotlar va professional kommunikatsiyadagi yetakchi o'rni ilmiy jihatdan asoslab beriladi. Kommunikativ yondashuvning mazmun-mohiyati, uning kommunikativ kompetensiya tushunchasi bilan uzviy bog'liqligi hamda ushbu kompetensiyaning*

tarkibiy komponentlari (grammatik, diskurs, sotsiokultural va strategik kompetensiyalar) tizimli ravishda yoritiladi. Shuningdek, zamonaviy til o'qitish metodikasida kommunikativ yondashuvning asosiy tamoyillari, xususan autentik materiallardan foydalanish, o'quvchi markazli ta'limni tashkil etish hamda nutq faoliyatining barcha turlarini integratsiyalash masalalari keng tahlil qilinadi. Maqolada ESP metodikasi doirasida tibbiy ingliz tilini o'qitishning o'ziga xos xususiyatlari ochib berilib, kasbiy kommunikativ kompetensiyani shakllantirishda uning ahamiyati asoslanadi. O'zbekiston tibbiyot oliy ta'lim muassasalarida ingliz tilini o'qitish amaliyotidagi muammolar, jumladan o'quv vaqtining cheklanganligi, metodik yondashuvlarning yetarli darajada qo'llanilmasligi hamda sohaviy terminologiyani o'rgatishdagi tizimsizlik tanqidiy tahlil qilinadi. Tadqiqot natijalari kommunikativ yondashuv, ESP metodikasi va vazifaga asoslangan ta'lim texnologiyalarini integratsiyalash tibbiyot talabalari kasbiy kommunikativ kompetensiyasini rivojlantirishda samarali metodik asos bo'lib xizmat qilishini ko'rsatadi hamda ta'lim jarayonini modernizatsiya qilish zarurligini ilmiy jihatdan asoslaydi.

Kalit so'zlar *Kommunikativ yondashuv, kommunikativ kompetensiya, tibbiy ingliz tili, ESP, nutq ko'nikmalari, til o'qitish metodikasi, kasbiy kommunikatsiya*

Теоретические и методические основы коммуникативного подхода в обучении английскому языку в высших медицинских учебных заведениях

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Аннотация *В условиях глобализации владение английским языком приобретает особую значимость для специалистов в сфере медицины. Английский язык выступает основным средством международного научного сотрудничества, медицинских исследований и профессионального взаимодействия. В данной статье комплексно анализируются актуальные проблемы преподавания английского языка в медицинских высших учебных заведениях и рассматриваются теоретические и методические основы коммуникативного подхода как эффективного средства их решения. Обосновывается ведущая роль английского языка в научной коммуникации и профессиональной деятельности. Раскрывается сущность коммуникативного подхода, его связь с понятием коммуникативной компетенции и её структурными компонентами (грамматической, дискурсивной, социокультурной и стратегической). Особое внимание уделяется основным принципам коммуникативного обучения, включая использование аутентичных материалов, организацию обучающего процесса, ориентированного на учащегося, и интеграцию всех видов речевой деятельности. Рассматриваются особенности преподавания медицинского английского языка в рамках ESP-подхода. Анализируются проблемы, существующие в практике преподавания в медицинских вузах Узбекистана.*

Обосновывается необходимость интеграции коммуникативного подхода, ESP и технологий обучения, ориентированных на выполнение задач.

Ключевые слова *Коммуникативный подход, коммуникативная компетенция, медицинский английский язык, английский язык для специальных целей (ESP), речевые навыки, методика преподавания языка, профессиональная коммуникация*

Kirish

Bugungi globallashuv sharoitida ilm-fan va texnologiyalarning jadal rivojlanishi xalqaro ilmiy hamkorlikning kengayishiga olib kelmoqda. Zamonaviy ilmiy tadqiqotlar natijalarining tezkor almashinuvi, qo‘shma ilmiy loyihalar tashkil etilishi hamda ilmiy axborotning xalqaro miqyosda tarqalishi ilmiy kommunikatsiyaning yagona vositasini talab etadi. Hozirgi kunda ingliz tili global ilmiy hamjamiyatda yetakchi kommunikatsiya vositasi sifatida shakllangan bo‘lib, turli fan sohalarida, xususan tibbiyotda ilmiy axborotni tarqatish va almashishda muhim rol o‘ynaydi. Ayniqsa tibbiyot sohasida olib borilayotgan ilmiy tadqiqotlarning katta qismi ingliz tilida chop etilishi kuzatiladi. Xalqaro ilmiy jurnallarning aksariyati ingliz tilida nashr qilinishi hamda tibbiy ilmiy maqolalarning asosiy qismi ingliz tilida e’lon qilinishi tibbiyot mutaxassislaridan ushbu tilni yuqori darajada egallashni talab etadi. Shu sababli ingliz tili zamonaviy tibbiyot sohasida nafaqat ilmiy tadqiqotlarni amalga oshirish, balki professional kommunikatsiyani ta’minlashning muhim vositasiga aylangan. Shu bilan birga, til madaniyatlararo kommunikatsiyaning asosiy vositasi sifatida turli madaniyat vakillari o‘rtasida samarali muloqotni ta’minlaydi (Minasova, 2000).

O‘zbekistonda ham oliy ta’lim tizimida xorijiy tillarni o‘qitishni rivojlantirish masalasiga alohida e’tibor qaratilmoqda. Ayniqsa tibbiyot oliy ta’lim muassasalarida ingliz tilini o‘qitish jarayoni talabalarning kasbiy kommunikativ kompetensiyasini shakllantirish hamda ularni xalqaro tibbiy hamjamiyat bilan samarali muloqot qilishga tayyorlashga qaratilgan bo‘lishi zarur. Biroq amaliy tajriba shuni ko‘rsatadiki, ko‘plab ta’lim muassasalarida chet tilini o‘qitish jarayoni ko‘pincha grammatik qoidalar va leksik birliklarni o‘zlashtirishga qaratilgan bo‘lib, talabalarning haqiqiy kommunikativ vaziyatlarda tilni qo‘llash ko‘nikmalari yetarli darajada rivojlanmaydi. Natijada talabalar nazariy bilimlarga ega bo‘lsalar ham, kasbiy muloqot jarayonida ingliz tilidan samarali foydalanishda qiyinchiliklarga duch keladilar. Shu sababli zamonaviy til o‘qitish metodikasida kommunikativ yondashuv muhim o‘rin egallab, tilni real kommunikativ vaziyatlarda qo‘llashga qaratilgan pedagogik yondashuv sifatida keng qo‘llanilmoqda. Mazkur yondashuv tilni nafaqat grammatik tizim sifatida o‘rganishni, balki uni turli kommunikativ vaziyatlarda samarali qo‘llash ko‘nikmalarini shakllantirishni ham nazarda tutadi. Shu nuqtai nazardan, tibbiyot oliy ta’lim muassasalarida ingliz tilini o‘qitishda kommunikativ yondashuvning nazariy va metodik asoslarini o‘rganish hamda uning ta’lim jarayonidagi samaradorligini tahlil qilish dolzarb ilmiy masalalardan biri hisoblanadi.

Kommunikativ yondashuvning nazariy asoslari

Kommunikativ yondashuv (Communicative Language Teaching – CLT) XX asrning ikkinchi yarmida chet tilini o‘qitish metodikasida yuzaga kelgan yangi pedagogik paradigma sifatida shakllangan. Ushbu yondashuv tilni faqat grammatik qoidalar tizimi sifatida o‘rganishga emas, balki uni real kommunikativ vaziyatlarda samarali qo‘llashga

qaratilganligi bilan ajralib turadi. Til o‘qitish metodikasining rivojlanishida kommunikativ yondashuv grammatika-tarjima metodining cheklangan imkoniyatlarini bartaraf etishga qaratilgan muhim bosqichlardan biri hisoblanadi. Kommunikativ yondashuv nazariy jihatdan kommunikativ kompetensiya tushunchasiga asoslanadi. Mazkur tushuncha birinchi bor amerikalik tilshunos D. Hymes tomonidan ilgari surilgan bo‘lib, u tilni egallash jarayonida nafaqat grammatik qoidalarni bilish, balki til birliklarini muayyan ijtimoiy kontekstda to‘g‘ri qo‘llash qobiliyatini ham o‘z ichiga olishini ta’kidlaydi (Hymes, 1972). Hymesga ko‘ra, tilni bilish faqat grammatik strukturalarni o‘zlashtirish bilan cheklanmaydi, balki muloqot jarayonida tilni samarali va maqsadga muvofiq qo‘llashni ham nazarda tutadi. Keyinchalik Canale va Swain (1980) kommunikativ kompetensiya tushunchasini yanada rivojlantirib, uning tarkibiy tuzilishini aniqlab berdilar. Ularning fikriga ko‘ra, kommunikativ kompetensiya quyidagi to‘rt asosiy komponentdan iborat:

Komponent	Tavsifi	O‘qitishdagi ahamiyati
Grammatik kompetensiya	Tilning grammatik qoidalari va leksik birliklarini bilish	To‘g‘ri gap tuzish va terminlarni to‘g‘ri qo‘llash
Diskurs kompetensiya	Nutqning izchil va mantiqiy tashkil etilishi	Tibbiy matnlar va klinik holatlarni tushuntirish
Sitsiokultural kompetensiya	Tilni ijtimoiy va madaniy kontekstga mos qo‘llash	Bemor va shifokor o‘rtasidagi muloqot
Strategik kompetensiya	Kommunikatsiyada qiyinchiliklarni bartaraf etish	Tibbiy muloqatda tushunmovchilikni hal qilish

1-jadval.

Kommunikativ kompetensiya nazariyasi keyinchalik ko‘plab tadqiqotchilar tomonidan rivojlantirildi. Xususan, Savignon kommunikativ kompetensiyani tilni real kommunikativ vaziyatlarda samarali qo‘llash qobiliyati sifatida talqin qiladi va uni chet tilini o‘qitish jarayonining asosiy maqsadi sifatida ko‘rsatadi (Savignon, 2018). Uning fikricha, kommunikativ kompetensiya til o‘rganish jarayonida faqat nazariy bilimlarni egallash emas, balki tilni turli kommunikativ vaziyatlarda erkin qo‘llash ko‘nikmalarini ham o‘z ichiga oladi. Zamonaviy til o‘qitish metodikasida kommunikativ yondashuv talabalarning kommunikativ kompetensiyasini rivojlantirishga qaratilgan metodlar majmuasi sifatida qaraladi. Richards kommunikativ yondashuvni tilni haqiqiy hayotiy vaziyatlarda qo‘llashga yo‘naltirilgan o‘qitish modeli sifatida tavsiflab, unda autentik materiallardan foydalanish, o‘quvchi markazli ta’limni tashkil etish hamda kommunikativ vazifalarga asoslangan topshiriqlardan foydalanish muhim ahamiyat kasb etishini ta’kidlaydi (Richards, 2015). Shuningdek, Nunan kommunikativ metodika doirasida task-based learning yondashuvini alohida ta’kidlab o‘tadi. Uning fikriga ko‘ra, real hayotiy vazifalarga asoslangan topshiriqlar til o‘rganish jarayonini yanada samarali qiladi hamda talabalarning kommunikativ faoliyatini rivojlantirishga xizmat qiladi (Nunan, 2004). Tibbiyot yo‘nalishida ingliz tilini o‘qitishda kommunikativ yondashuv ayniqsa muhim ahamiyat kasb etadi. Chunki tibbiyot mutaxassislari kasbiy faoliyat jarayonida bemorlar, hamkasblar hamda xalqaro ilmiy hamjamiyat bilan samarali muloqot olib borishlari zarur. Shu sababli tibbiyot oliy ta’lim muassasalarida ingliz tilini o‘qitish jarayoni kommunikativ kompetensiyani rivojlantirishga qaratilgan metodik yondashuvlar asosida tashkil etilishi lozim.

Kommunikativ yondashuv tamoyillari

Kommunikativ yondashuv tilni o‘qitishda muloqotga asoslangan ta’lim jarayonini tashkil etishga qaratilgan bir qator metodik tamoyillarga asoslanadi. Ushbu tamoyillar tilni real kommunikativ vaziyatlarda qo‘llash ko‘nikmalarini shakllantirishga xizmat qiladi. Zamonaviy til o‘qitish metodikasida kommunikativ yondashuv quyidagi asosiy tamoyillar asosida amalga oshiriladi:

- kommunikativ vaziyatlarga asoslangan o‘qitish;
- autentik materiallardan foydalanish;
- o‘quvchi markazli ta’limni tashkil etish;
- juftlik va guruhlarda ishlash faoliyatini rivojlantirish;
- nutq faoliyatining barcha turlarini integratsiyalash.

Mazkur tamoyillar tilni real kommunikativ kontekstda o‘rganish imkonini beradi. Bunda talabalarning tilni faqat nazariy jihatdan o‘zlashtirishi emas, balki uni amaliy muloqot jarayonida qo‘llash ko‘nikmalarini rivojlantirishga alohida e’tibor qaratiladi. Larsen-Freeman va Anderson kommunikativ metodning muhim xususiyatlaridan biri sifatida talabalarning o‘quv jarayonida faol ishtirok etishini ta’kidlaydilar. Ularning fikriga ko‘ra, kommunikativ ta’lim jarayonida rolli o‘yinlar, muammoli vaziyatlar va interaktiv topshiriqlardan foydalanish talabalarning kommunikativ kompetensiyasini rivojlantirishda muhim ahamiyatga ega (Larsen-Freeman & Anderson, 2011). Shuningdek, Richards kommunikativ yondashuvni zamonaviy til o‘qitish metodikasining eng samarali yo‘nalishlaridan biri sifatida baholaydi. Uning ta’kidlashicha, kommunikativ yondashuvning asosiy maqsadi talabalarda tilni real hayotiy vaziyatlarda qo‘llash ko‘nikmalarini shakllantirishdan iborat. Bunda o‘quv jarayoni kommunikativ vazifalarga asoslangan topshiriqlar, autentik materiallar hamda o‘quvchi markazli ta’lim orqali tashkil etiladi (Richards, 2015). Shu sababli kommunikativ yondashuv til o‘qitish jarayonida nazariy bilimlarni amaliy kommunikativ faoliyat bilan uyg‘unlashtirish imkonini beradi hamda talabalarning muloqot ko‘nikmalarini samarali rivojlantirishga xizmat qiladi.

ESP va tibbiy ingliz tilini o‘qitish

ESP (English for Specific Purposes) metodikasi chet tilini o‘qitishda o‘quvchilarning kasbiy ehtiyojlari va professional faoliyati bilan bog‘liq kommunikativ vazifalarni hisobga olish zarurligini ta’kidlaydi. Mazkur yondashuv tilni umumiy kommunikativ maqsadlarda emas, balki aniq kasbiy faoliyat doirasida qo‘llashga yo‘naltirilganligi bilan ajralib turadi. Hutchinson va Waters ESP metodikasining asosiy xususiyati o‘quv jarayonini o‘quvchilarning professional faoliyati bilan bevosita bog‘lashdan iborat ekanligini ta’kidlaydilar (Hutchinson & Waters, 1987). Ularning fikricha, ESP o‘quvchilarning ehtiyojlariga asoslangan yondashuv bo‘lib, unda tilni o‘rganish jarayoni muayyan kasbiy vazifalarni bajarishga qaratiladi. Tibbiyot yo‘nalishida ingliz tilini o‘qitish ham ESP metodikasining muhim yo‘nalishlaridan biri hisoblanadi. Tibbiy ingliz tili o‘ziga xos terminologik tizimga ega bo‘lib, unda grek va lotin tillaridan kirib kelgan terminlar keng qo‘llaniladi. Shu sababli tibbiyot talabalari uchun ingliz tilini o‘qitish jarayonida nafaqat umumiy til ko‘nikmalarini, balki kasbiy kommunikativ kompetensiyani rivojlantirish ham muhim ahamiyat kasb etadi. Tibbiyot yo‘nalishidagi talabalarga ingliz tilini o‘qitishda quyidagi kommunikativ faoliyatlar muhim ahamiyatga ega:

- bemor bilan professional muloqot olib borish;
- bemorning kasallik tarixini yozish va tahlil qilish;
- klinik holatlar asosida muammoli vaziyatlarni muhokama qilish;
- tibbiy terminologiyadan foydalangan holda ilmiy prezentatsiyalar tayyorlash;
- tibbiy hujjatlar va ilmiy maqolalarni o‘qish va tahlil qilish.

Mazkur faoliyatlar talabalarining kasbiy kommunikativ kompetensiyasini rivojlantirishga xizmat qiladi hamda ularni real

tibbiy muhitda ingliz tilidan samarali foydalanishga tayyorlaydi. Zamonaviy metodikada ESP kurslari ko‘pincha kommunikativ yondashuv va vazifaga asoslangan ta’lim (Task-Based Learning) bilan uyg‘unlashtiriladi. Nunan task-based learning metodini kommunikativ yondashuvning muhim komponenti sifatida baholaydi. Uning fikricha, real hayotiy vazifalarga asoslangan topshiriqlar talabalarning tilni amaliy qo‘llash ko‘nikmalarini rivojlantirishga yordam beradi hamda kommunikativ kompetensiyani shakllantirish jarayonini samaraliroq qiladi (Nunan, 2004). Shu sababli tibbiyot oliy ta’lim muassasalarida ingliz tilini o‘qitishda kommunikativ yondashuv hamda ESP metodikasini integratsiyalash talabalarning kasbiy til kompetensiyasini rivojlantirishda muhim metodik asos bo‘lib xizmat qiladi.

Metodik tahlil: O‘zbekistonda tibbiy ingliz tilini o‘qitish muammolari

O‘zbekiston tibbiyot oliy ta’lim muassasalarida ingliz tilini o‘qitish amaliyoti tahlili shuni ko‘rsatadiki, ta’lim jarayonining metodik samaradorligiga ta’sir etayotgan muhim omillardan biri – o‘quv faniga ajratilgan vaqtning cheklanganligidir. Amaldagi o‘quv rejalarga ko‘ra, ko‘plab tibbiyot oliy ta’lim muassasalarida ingliz tili fani asosan bir semestr doirasida o‘qitilishi kuzatiladi. Mazkur holat talabalarning boshlang‘ich til tayyorgarligi darajalari turlicha bo‘lgan sharoitda qisqa vaqt ichida ularni yuqori darajadagi kommunikativ kompetensiyaga, xususan B2 darajasiga olib chiqish vazifasini metodik jihatdan murakkablashtiradi. Bundan tashqari, amaliyotda qo‘llanilayotgan o‘quv materiallarining aksariyati xorijiy manbalarga asoslangan bo‘lib, ular har doim ham mahalliy ta’lim muhiti, talabalarning lingvistik tayyorgarligi va mintaqaviy kommunikativ ehtiyojlariga to‘liq mos kelavermaydi. Natijada dars jarayonida nutq faoliyatining barcha turlarini – tinglash, gapirish, o‘qish va yozishni integratsiyalash yetarli darajada ta’minlanmaydi.Bu borada Nunan til o‘qitish jarayonida nutq faoliyatining barcha turlarini – tinglash, gapirish, o‘qish va yozishni integratsiyalashgan holda rivojlantirish zarurligini ta’kidlaydi (Nunan, 2004). Mazkur ko‘nikmalarni kompleks rivojlantirish talabalarning real kommunikativ vaziyatlarda tilni samarali qo‘llash imkoniyatlarini kengaytiradi. Xususan, tibbiyot sohasiga oid terminologiya tizimli ravishda o‘zlashtirish uchun zarur metodik sharoitni talab etadi. Ayniqsa, tibbiy terminologiya o‘zining semantik murakkabligi, sohaviy aniqligi va professional kommunikatsiyada faol qo‘llanilishi bilan ajralib turishi sababli uni samarali o‘rgatish uchun yetarli vaqt, bosqichma-bosqich mashqlar tizimi hamda kasbiy yo‘naltirilgan metodik yondashuv zarur hisoblanadi. Shu nuqtai nazardan, ingliz tilini o‘qitish jarayonida o‘quv vaqtining yetarli darajada rejalashtirilishi, mintaqaviy ta’lim ehtiyojlariga moslashtirilgan o‘quv materiallarini ishlab chiqish hamda nutq faoliyati ko‘nikmalarini integratsiyalashgan holda rivojlantirish tibbiyot talabalari uchun sohaviy terminologiyani o‘zlashtirish samaradorligini oshirishda muhim metodik omil sifatida qaraladi.

Xulosa

Yuqoridagi nazariy va metodik tahlillar shuni ko‘rsatadiki, tibbiyot yo‘nalishida ingliz tilini o‘qitish jarayonida kommunikativ yondashuv hamda ESP metodikasiga asoslangan integrativ ta’lim modeli muhim metodik ahamiyat kasb etadi. Tadqiqot natijalari tibbiyot oliy ta’lim muassasalarida ingliz tilini o‘qitish amaliyotida ayrim tizimli muammolar, jumladan o‘quv vaqtining cheklanganligi, xorijiy manbalarga haddan tashqari tayanish, nutq faoliyatining barcha turlarini yetarli darajada integratsiyalamaslik hamda tibbiy terminologiyani tizimli o‘rgatishga qaratilgan metodik yondashuvlarning yetishmasligi mavjudligini ko‘rsatdi. Mazkur omillar talabalarning kasbiy kommunikativ kompetensiyasini to‘liq shakllantirish jarayonini murakkablashtiradi. Shu sababli tibbiyot talabalari uchun ingliz tilini o‘qitish jarayonini kommunikativ yondashuv, ESP metodikasi va vazifaga asoslangan ta’lim

texnologiyalarini uyg‘unlashtirish asosida tashkil etish, autentik materiallardan foydalanish hamda nutq faoliyatining barcha turlarini integratsiyalash orqali sohaviy terminologiyani bosqichma-bosqich o‘zlashtirishga yo‘naltirish ta’lim samaradorligini oshirishning muhim metodik sharti hisoblanadi.

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The Impact of Video Games and Gamification on Language Learning

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Annotation *This article explores the impact of video games and gamification on language learning, with a focus on middle school students. It examines how game-based learning (GBL) and gamified instructional methods enhance oral communication, vocabulary acquisition, grammar, and pragmatic competence in English as a foreign language. The study emphasizes the role of role-playing, interactive group activities, scenario-based exercises, and digital game elements in creating immersive, learner-centered environments. Cognitive and metacognitive aspects are highlighted as essential factors in effective language acquisition through gameplay. The article also investigates social and cultural dimensions, illustrating how multiplayer and collaborative tasks foster peer interaction, teamwork, confidence, and cross-cultural awareness. Observational data and comparative analysis demonstrate that structured integration of games and gamification into language instruction significantly increases student engagement, motivation, and communicative competence. The findings support the use of video games as an innovative, practical, and pedagogically sound strategy to enhance oral communication skills, learner autonomy, and overall language proficiency in middle school learners.*

Keywords *Video games, gamification, language learning, game-based learning, oral communication, vocabulary acquisition, grammar, pragmatic competence, motivation, learner-centered approach*

Video o‘yinlar va o‘yinlashtirishning til o‘rganishga ta’siri

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Annotatsiya *Ushbu maqolada video o‘yinlar va o‘yinlashtirishning til o‘rganishga ta’siri o‘rganiladi, o‘rta maktab o‘quvchilariga alohida e’tibor qaratiladi. Tadqiqotda o‘yinlarga asoslangan ta’lim (GBL) va o‘yinlashtirilgan metodikalar og‘zaki muloqot, so‘z boyligi, grammatika va pragmatik kompetensiyani rivojlantirishga qanday yordam berishi tahlil qilinadi. Rolli o‘yinlar, interaktiv guruh mashg‘ulotlari, ssenariyli topshiriqlar va raqamli o‘yin elementlari orqali o‘quvchi markazli, immersiv muhit yaratish ahamiyati ta’kidlanadi. Kognitiv va metakognitiv jihatlar tilni samarali o‘zlashtirishda muhim omil sifatida ko‘rsatiladi. Maqola shuningdek, ijtimoiy va madaniy jihatlarni ham o‘rganadi, ko‘p foydalanuvchili va hamkorlik*

asosidagi mashg'ulotlar orqali tengdoshlar bilan muloqot, jamoaviy ish, o'ziga ishonch va madaniyatlararo tushunishni rivojlantirish ko'rsatib beriladi. Kuzatuv va taqqosiy tahlillar o'yin va o'yinlashtirishni o'quv jarayoniga kiritish o'quvchilarning faolligi, motivatsiyasi va kommunikativ kompetensiyasini sezilarli darajada oshirishini tasdiqlaydi. Natijalar video o'yinlarni og'zaki muloqot ko'nikmalarini, mustaqil o'rganishni va umumiy til bilimini oshirish uchun innovatsion va samarali strategiya sifatida qo'llash mumkinligini ko'rsatadi.

Kalit so'zlar *Video o'yinlar, o'yinlashtirish, til o'rganish, o'yinlarga asoslangan ta'lim, og'zaki muloqot, so'z boyligi, grammatika, pragmatik kompetensiya, motivatsiya, o'quvchi markazli yondashuv*

Влияние видеоигр и геймификации на изучение языка

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Аннотация *В данной статье рассматривается влияние видеоигр и геймификации на изучение языка, с акцентом на учащихся среднего звена. Исследуется, как игровое обучение (GBL) и геймифицированные методики повышают навыки устной речи, расширяют словарный запас, улучшают грамматику и развивают прагматическую компетенцию при изучении английского как иностранного языка. Особое внимание уделено ролевым играм, интерактивным групповым заданиям, сценарным упражнениям и цифровым игровым элементам, создающим иммерсивную, ориентированную на ученика среду. Когнитивные и метакогнитивные аспекты рассматриваются как ключевые факторы эффективного усвоения языка через игровой процесс. Статья также анализирует социальные и культурные измерения, показывая, как многопользовательские и совместные задачи способствуют взаимодействию сверстников, командной работе, уверенности и межкультурной осведомлённости. Наблюдения и сравнительный анализ демонстрируют, что структурированная интеграция игр и геймификации в обучение значительно повышает вовлечённость, мотивацию и коммуникативные навыки учащихся. Результаты подтверждают, что видеоигры являются инновационной и практической стратегией для развития устной речи, автономности и общей языковой компетенции.*

Ключевые слова *Видеоигры, геймификация, изучение языка, игровое обучение, устная речь, словарный запас, грамматика, прагматическая компетенция, мотивация, ориентированный на ученика подход*

Introduction

The acceleration of information and communication technologies and the advent of personal devices have triggered considerable changes in the way languages are learned. Among these, video games have become particularly popular. Understood in the broad sense of the term, video games are currently the principal source of entertainment among many teenagers and young adults. A large proportion of this segment of the population spends a significant amount of time playing them, with figures ranging from 1 hour, 22 minutes to over 8 hours regularly (Casañ-Pitarch, 2018). The significant presence of video games in the daily life of millions of young people, along with the adoption of English as a primary vehicle for content, has prompted researchers to investigate different facets of the interplay that links gaming, learning, and, specifically, language acquisition.

The multifarious benefits of language instruction through game-play has made this particular avenue a topic of research and development for several decades (Garland, 2015; Molumby, 2016). Game-based language learning is gaining currency as a means to enhance many of the gaps left unattended by prevalent paradigms of language education. Gaming represents the manifestation of a paradigm shift: rather than presenting material that the learner subsequently practices, the language is a by-product of acting and performing (Vesanen, 2015). Yet, such an observation has led some to consider that more than merely presenting material, game-play is a paradigm of discovering meaning and effecting the acquisition of the language. A wide spectrum of investigations into different aspects of language acquisition through game-play has emerged and continues apace.

In the language domain, gaming apparently facilitates the acquisition of vocabulary, syntax and, to some extent, pronunciation, among other factors. The concern at play has concentrated on the need to establish a precise understanding of the elements that constitute the gaming phenomenon, a precursor essential to the formulation of queries and concerns compatible with the precise objectives of a given investigation.

Literature review

Digital game-based learning (DGBL) is a pedagogical approach that leverages electronic games to advance language competencies (Nadi-Ravandi & Batooli, 2022). Gamification can augment teaching approaches by incorporating game mechanics to boost motivation and engagement. The selection of games aligned with teaching goals, including scenarios, mechanics, and emotional elements, can create immersive experiences that foster language development. The design process and the affective dimensions of gameplay are central to successful language outcomes, and DGBL can be adapted across digital and non-digital contexts (Casañ-Pitarch, 2018; 90-92).

Gamified platforms, such as *ReadTheory.org*, cultivate positive student attitudes, autonomous learning, and increased exposure to reading in and beyond the classroom. Ease of access, portability, and motivational features – including rewards, badges, and self-directed objectives – contribute to enhanced reading comprehension. These platforms create engaging environments that support experiential and learner-centered education, indirectly supporting language development through increased practice opportunities (Alalwany, 2021; 47–50). Online language learning through gamified mechanisms, including multiplayer interactions and discussion forums, can foster meaningful exchanges and improve vocabulary retention. Intrinsic motivation sustains engagement and supports superior learning outcomes. Personalization according to individual

learning preferences further optimizes engagement and effectiveness. Adaptive, learner-centered gamified platforms, especially via mobile apps, allow flexible pacing and self-regulated learning, contributing to sustained language development (Shen, Lai, & Wang, 2024; 80–84).

- *Game-based learning and gamification in language acquisition*

The relevance of games in the educational world is becoming more and more evident. The use of games in the classroom dates back to the times of ancient Greece, as explained in gaming literature. The learning environment has evolved a lot throughout the years, where life-like experiences have replaced textbooks and blackboards, and the definition of games has changed drastically throughout the years (Casañ-Pitarch, 2018). Games have recently evolved into a necessity for today's youth in this global era of telecommunications and games have become more intricate than ever. Scholars have linked the importance of games in the learning process and games are seen as highly motivational. However, one of the key features of all games is that they are based on re-structure. In the game, the learner is placed into role-play situations where different kinds of English are required Similar to teleconferencing and E-learning programs, such as World of Warcraft, game-based learning allows for experiences in environments where the learners may not have been able to acquire them through ordinary exposure (Rojas Rojas, 2015).

To define the notion of Game-Based Learning (GBL) probably the best way is to split the term into two parts, GAMES and LEARNING. The video games today are different from what they were over the last 10-15 years. There are numerous types of games available for use in education today ranging from board games to computer-based games and now even mobile devices have become a pupil-friendly educational tool. Game-based learning uses games specifically designed with language learning principles in mind. In the context of games, vocabulary is only experienced, whereas language knowledge is only acquired. In GBL, exposure occurs through authentic language, while acquisition happens through problem solving with others. Games designed for other than educational purposes can still be used. Various types of games hold significantly different strengths. Non-educational games surveyed present several issues. For commercial games not specifically developed for education, proximity to language level becomes an issue, the expected linguistic level, the richness of content, the preferred text type, target-desired exposure, interaction, and percentage of speech play an important role.

- *Cognitive and metacognitive perspectives*

In digital game-based learning, cognition is explored through attention, working memory, and processing efficiency. Study of attentional load links game complexity to cognitive benefits, suggesting students' capacity for simultaneous code-switching in academic and informal contexts enhances focus on language forms. Role of cognitive flexibility in vocabulary acquisition among learners, stated to be significantly easier than L1 acquisition. Gaming' positive effects on vocabulary are further shaped by learners' awareness of complex character limitations and phonetic discrepancies (Shen et al., 2024).

Metacognition, including strategic planning, self-regulation, and reflection on learning, also important (Casañ-Pitarch, 2018). Considered in game design, regulated through learners' own settings, and highlighted in supplementary post-game activities. Strategy use during gaming, self-regulatory skills, and reflective comments established as indicators of extensive self-regulated learning. Ability to reflect on game enjoyability linked to willingness to investigate complex language features, aided by visual game assistance. Gamification's establishment of temporary limits for exploratory behaviours viewed as cognitive support enabling deeper engagement with complex game structures.

Linguistic impacts of video games and gamification

Game-based language learning promotes students' acquisition of new terminology and language forms by developing mind maps linking symbols, references, and referents. It helps students learn new terminology in a comprehensible and playful way that allows testing functions and practicing what they have learned. The connection among serious games, gamification, and digital game-based learning is essential for implementing a digital game-based approach in the foreign language classroom. The increasing use of personal devices like smartphones, laptops, and tablets, along with accessible applications and games, has improved the integration of video games into language learning, fostering the development of students' communicative skills in foreign languages.

- *Vocabulary acquisition and lexical access*

Language acquisition is a complex topic that encompasses diverse aspects, with vocabulary acquisition taking centre stage. Vocabulary has great relevance in any language acquisition environment, and video games fall under that umbrella. Academia has opted for the term "lexical access" to describe the process of looking up a word. Multimodal environments and gaming contexts provide situations where students notice language forms (Chan & Lo, 2022). The type and extent of these interactions depend on the class of games considered: in classes where vocabulary items enter the game dialogue or text, vocabulary is more likely to be acquired than in games where the language is simply selected from icons or where the messages to be understood are encoded in pictograms, signifying that input remains pictographic.

It is then of immense importance to briefly define vocabulary acquisition before investigating the positive role of video games (Casañ-Pitarch, 2018). Vocabulary acquisition can be defined as resorting to a word, phrase, or sentence previously learnt to elaborate a new text. Gaining a text relies on an elaborate knowledge (e.g. word class, meaning, colocation…) of word. This procedure consists in a retrieval operation of lexical knowledge and depend on the contact of the language representations and of contextual language knowledge, together with phonological, textural, semantic and graph phonemic matching of the forms.

- *Grammar*

Video games have this way of affecting how people use grammar, especially when they are chatting online in those digital spaces. Like in games such as World of Warcraft or Fortnite, players are always typing or talking fast to team up or get stuff done. It is quick, you know, so they skip a lot of the usual rules and just say things like need help or go left. That sort of pushes everyone towards grammar that gets the point across without worrying too much about making it perfect. Garland talks about this in his research, where gaming makes language feel situated, meaning you pick it up naturally from playing and interacting over and over. Players end up getting a feel for how sentences work, like commands or if then kinds of things, just from all that back and forth. It seems especially helpful for people learning English as a second language, since the context makes it stick. But then there is the other side, where this gaming talk normalizes shortcuts and abbreviations in everyday communication. Scholars in applied linguistics point out how it changes the old school grammar rules for modern stuff. Sometimes it feels like the informal side takes over a bit too much, I am not totally sure. Anyway, that is how digital environments are reshaping things. Video games can really help with language stuff in some ways, but they also have problems.

Pragmatic impact

Video games really seem to change the way people talk when they are interacting socially, and that ties into pragmatics, which is all about how context affects what words mean in conversations. I mean, in those online multiplayer setups, players are always figuring

out what each other means, working together on plans, and tweaking their words based on what they need to do in the game. It can help build up skills in pragmatics, like knowing how to reply to a compliment or a request, especially if its in a second language. There are studies from Applied Linguistics that look at this, showing how playing games boosts communication in context for language learners (Chan & Lo, 2022). For instance, it helps with coming up with the right responses to things like social compliments, so gaming can support developing those pragmatic abilities in L2. Players often switch between languages on the fly in these games, organizing their talks dynamically and adjusting strategies right there during play. Research in the Journal of Pragmatics points that out, with how they draw on different languages in real time. That part about bilingual stuff stands out, because it shows the adaptation happening so quickly. Some might think its just casual chat, but it actually builds competence (Shen et al., 2024).

- *Exposure to real-time feedback*

Many multiplayer games incorporate real time text or voice chat options which enable direct conversation and peer to peer learning through gaming. This can help to develop communicative competence, as they adapt their language on the pragmatic situations, including both positive and negative situations. Such simulations may be highly useful on practicing negotiation, persuasion, and conflict using speech acts. Especially, games with role playing features might simulate every day social situation in which players interact with non-player characters (NPCs) and other real players. By this learners can experiment with different approaches to conversation in different settings to learn implicit cues and politeness strategies effectively.

Social impact

In any age, especially in early adolescence interaction and development of social skills form sense of identity, social impact cannot be overseen. It is important for both academic and personal success, providing both opportunities for interaction and potential sources of social isolation.

- *Peer interaction and teamwork*

Cooperative play is mainly promoted by many video games, where players work together for common goals. Cooperative modes in multiplayer games, team-based strategies, and shared storytelling experiences create spaces for socialization outside traditional classroom settings. Such collaborative environments can foster empathy, teamwork, and communication skills (Molumby, 2016; Vesanen, 2015).

The online nature of many video games allows learners to connect with peers beyond their immediate geographical locations. This exposure to diverse cultures and backgrounds can broaden social horizons and foster a deeper appreciation for diversity. Moreover, the online social medium of video games may encourage players to form lasting friendships that can extend into real life.

Cultural development and video games

Many video games are designed with rich, multicultural narratives that introduce players to traditions, mythologies, and societal structures from around the world. Such games can serve as entry points into different cultures, broadening students' horizons and encouraging an appreciation for global diversity (Menchaca et al., 2019). Interactive cultural storytelling enables players to experience the values, beliefs, and customs of various societies in an engaging manner. Certain video games incorporate historical contexts, artistic movements, and philosophical themes into their gameplay. These elements can lead to an increased interest in cultural studies and art appreciation. For instance, games that recreate historical settings or significant cultural events encourage students to explore history beyond their textbooks, fostering a more integrated cultural education. Such experiences may stimulate interest in learning new languages and encourage learners to appreciate linguistic and cultural

differences (Gressick & Langston, 2017). This exposure can support more inclusive cultural development and promote global citizenship ideals.

Despite their many potential benefits, video games can perpetuate stereotypes or present oversimplified views of certain cultures. If cultural representations are uncritically adopted from popular media without careful contextualization, students may develop skewed perceptions regarding race, ethnicity, or national identity. Such representations might inadvertently reinforce biases or cultural generalizations. In the quest for exotic or appealing narratives, some video games may appropriate cultural elements without accurate representation. This risk of misrepresentation can lead to a superficial understanding of complex cultural histories and traditions. The lack of nuance in cultural portrayals may impede the deeper learning of cultural identity and understanding. The global popularity of certain video game franchises, particularly those developed in Western contexts, might lead to a homogenized cultural experience. The predominance of specific cultural voices in video gaming could reduce exposure to diverse local traditions and values (Vesanen, 2015).

Language Skill / Factor	Traditional Teaching Approach	Game-Based Learning (Video Games & Gamification)	Observed Outcome
Vocabulary Acquisition	Learning vocabulary through memorization and textbook exercises	Learning vocabulary through interactive game dialogue, quests, and contextual tasks	Higher vocabulary retention and faster lexical access
Grammar Development	Grammar rules explained explicitly and practiced through written exercises	Grammar used in real-time communication during gameplay and teamwork	Improved functional grammar usage in communication
Oral Communication	Limited speaking practice mainly in classroom discussions	Continuous communication through multiplayer interaction, role-play, and voice/text chat	Increased fluency and confidence in speaking
Pragmatic Competence	Formal classroom conversations with limited real-life context	Context-based interaction requiring negotiation, requests, and responses in games	Better understanding of contextual language use
Student Motivation	Moderate motivation due to traditional teaching methods	High motivation due to rewards, challenges, badges, and competition	Greater engagement and participation
Cognitive Skills	Focus mainly on memorization	Development of attention, problem solving, and strategic thinking during gameplay	Improved cognitive flexibility and learning efficiency
Social Interaction	Interaction mostly limited to classroom group work	Multiplayer collaboration, teamwork, and peer communication	Enhanced teamwork and interpersonal skills

Cultural Awareness	Cultural information presented through texts or lectures	Exposure to multicultural narratives and global players in games	Increased cross-cultural understanding

Table 1. *Impact of Game-Based Learning on Language Development among Middle School Students*

Group	Teaching Method	Engagement Level	Language Use During Activities	Overall Performance
Control Group	Traditional instruction (textbook + exercises)	Medium	Limited speaking practice	Moderate improvement
Experimental Group	Game-based learning and gamified activities	High	Frequent communication and interaction	Significant improvement

Table 2. *Observational Comparison of Student Engagement*

Conclusion

In conclusion, video games and gamification represent powerful tools for enhancing language learning, particularly among middle school students. The integration of game-based learning environments creates interactive and engaging conditions in which learners actively participate in the language acquisition process. Through role-playing activities, collaborative tasks, and scenario-based interactions, students are exposed to authentic language use that promotes the development of vocabulary, grammar, and oral communication skills. The findings discussed in this study demonstrate that digital games not only improve linguistic competence but also contribute to cognitive and metacognitive development. Elements such as problem solving, strategic thinking, and real-time decision-making support deeper engagement with language structures and encourage learners to regulate their own learning processes. Furthermore, multiplayer and collaborative gaming environments foster social interaction, teamwork, and pragmatic communication skills, allowing students to practice language in meaningful contexts. In addition to linguistic and cognitive benefits, video games also play a role in cultural awareness and global communication. Exposure to diverse narratives, characters, and international players enables learners to develop a broader understanding of different cultures and social perspectives. However, the potential risks associated with excessive gaming, inappropriate content, and online conflicts highlight the need for careful supervision and balanced integration within educational settings.

Overall, when used thoughtfully and strategically, video games and gamified learning methods can significantly enhance motivation, engagement, and communicative competence in foreign language education. Therefore, educators should consider incorporating structured game-based activities as a complementary approach to traditional language teaching methods in order to support more effective and learner-centered language learning experiences.

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Peer Tutoring in Language Education: Types, Mechanisms, and Effective Methodological Practices

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Annotation *This article examines the effectiveness of peer tutoring as a pedagogical strategy in language education. The study analyzes several types of peer tutoring, including cross-age tutoring, same-age tutoring, reciprocal peer tutoring, and classwide peer tutoring, and explores their role in supporting language learning. Peer tutoring is considered a collaborative and interactive learning approach that encourages knowledge construction through guided interaction and active learner participation. Particular attention is given to structured tasks, meaningful communication, and the creation of a supportive classroom environment that promotes cooperation and shared responsibility for learning. The analysis also explores how peer interaction contributes to deeper cognitive processing and greater learner engagement during classroom activities. The findings indicate that peer tutoring positively influences syntactic awareness, reading comprehension, vocabulary retention, grammatical accuracy, and communicative competence. In addition, this approach increases learners' motivation, confidence, and willingness to participate in language activities. The study emphasizes that effective peer tutoring requires careful task organization, teacher guidance, and formative assessment.*

Keywords *Peer tutoring, cross-age tutoring, same-age tutoring, reciprocal peer tutoring, classwide peer tutoring, language learning, collaborative learning, communicative competence*

Til ta'limida tengdoshlar orqali o'qitish: turlari, mexanizmlari va samarali metodik amaliyotlar

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Annotatsiya *Ushbu maqolada tengdoshlar orqali o'qitish usulining til ta'limidagi samaradorligi pedagogik strategiya sifatida tahlil qilinadi. Tadqiqotda tengdoshlar orqali o'qitishning bir necha turlari, jumladan turli yoshdagi o'quvchilar o'rtasidagi o'qitish, bir xil yoshdagi o'quvchilar o'rtasidagi o'qitish, o'zaro o'qitish hamda sinf miqyosida tashkil etilgan tengdoshlar orqali o'qitish turlari ko'rib chiqiladi va ularning til o'rganish jarayonidagi roli tahlil qilinadi. Tengdoshlar orqali o'qitish hamkorlikka asoslangan va interaktiv o'qitish yondashuvi bo'lib, u yo'naltirilgan muloqot, tushuntirish va faol ishtirok orqali bilimlarning shakllanishiga yordam beradi. Tadqiqotda tuzilgan topshiriqlarning ahamiyati, mazmunli muloqot hamda hamkorlik va umumiy mas'uliyatni rivojlantiruvchi qo'llab-quvvatlovchi o'quv*

muhitini yaratish masalalariga alohida e'tibor qaratiladi. Tahlil natijalari shuni ko'rsatadiki, o'quvchilar o'rtasidagi o'zaro muloqot chuqurroq kognitiv jarayonlarni rivojlantiradi va dars jarayonidagi faollikni oshiradi. Tadqiqot natijalari ushbu usul sintaktik ongni rivojlantirishga, matnni tushunishga, lug'at boyligini mustahkamlashga, grammatik aniqlik va kommunikativ kompetensiyani oshirishga ijobiy ta'sir ko'rsatishini ko'rsatadi. Bundan tashqari, ushbu yondashuv o'quvchilarning motivatsiyasini, o'ziga bo'lgan ishonchini va til faoliyatlarida faol ishtirok etish istagini ham sezilarli darajada kuchaytiradi.

Kalit so'zlar *O'quvchilarning o'zaro o'qitishi, turli yoshdagi o'quvchilar o'rtasidagi o'qitish, bir xil yoshdagi o'quvchilar o'rtasidagi o'qitish, o'zaro almashinuv asosidagi o'qitish, butun sinf doirasidagi o'zaro o'qitish, til o'rganish, hamkorlikdagi ta'lim, kommunikativ kompetensiya*

Взаимное обучение в образовании языка: типы, механизмы и эффективные методические практики

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Аннотация *В данной статье рассматривается эффективность взаимного обучения как педагогической стратегии в языковом образовании. В исследовании анализируются различные типы взаимного обучения, включая обучение между учащимися разных возрастов, обучение между учащимися одного возраста, взаимное обучение и классно-организованное взаимное обучение, а также их роль в поддержке процесса изучения языка. Взаимное обучение рассматривается как совместный и интерактивный подход к обучению, который способствует формированию знаний через направленное взаимодействие, объяснение и активное участие учащихся. Особое внимание уделяется структурированным заданиям, содержательной коммуникации и созданию поддерживающей образовательной среды, которая способствует сотрудничеству и общей ответственности за процесс обучения. Анализ также показывает, что взаимодействие между учащимися способствует более глубокому когнитивному осмыслению учебного материала и повышению вовлеченности в образовательный процесс. Полученные результаты свидетельствуют о том, что взаимное обучение положительно влияет на развитие синтаксической осведомленности, понимание прочитанного, усвоение словарного запаса, грамматическую точность и коммуникативную компетенцию учащихся. Кроме того, данный подход повышает мотивацию учащихся, их уверенность и готовность активно участвовать в различных языковых заданиях.*

Ключевые слова *Взаимообучение, обучение между учащимися разного возраста, обучение между учащимися одного возраста, взаимное обучение учащихся, обучение в формате всего класса, изучение языка, совместное обучение, коммуникативная компетенция*

Introduction

Peer tutoring has gradually moved from being considered a supplementary classroom technique to becoming a theoretically grounded and methodologically structured approach in modern language education. Its significance lies not only in improving measurable academic outcomes but also in reshaping the dynamics of interaction within the learning environment. In language learning especially, where development depends on meaningful communication and conscious reflection on linguistic form, peer tutoring offers a framework that integrates cognitive, social, and metalinguistic processes (Falchikov, 2001). When properly structured, it enhances syntactic awareness, communicative competence, and learner autonomy simultaneously.

The conceptual roots of peer tutoring are closely connected to sociocultural theory. L.S. Vygotsky (1978; 57) argues that higher mental functions first emerge in social interaction before becoming internalized at the individual level. This movement from the interpsychological to the intrapsychological plane provides a powerful explanation for why structured peer interaction facilitates learning. Language, in this perspective, is not only a subject of study but also a mediational tool that shapes thinking itself. The concept of the Zone of Proximal Development further clarifies this process: learners achieve higher levels of performance when guided by a more capable partner (Vygotsky, 1978; 86). Peer tutoring operationalizes this principle by positioning learners as both knowledge receivers and knowledge providers within structured interaction.

Unlike informal group work, peer tutoring requires clear role distribution, defined objectives, and guided dialogue. K.J. Topping (2005; 631) defines peer tutoring as the structured assistance provided by individuals from similar social groupings who help each other to learn while also learning themselves. This dual-directional benefit is essential. Teaching another learner requires reformulation, clarification, and explanation, all of which deepen understanding. In language education, where mastery involves both rule-based knowledge and flexible communicative application, this reciprocal dimension is particularly valuable.

The effectiveness of peer tutoring depends significantly on how interaction is organized. Cognitive development during peer tutoring is not automatic. Structured engagement must encourage elaboration, feedback, and reflection. K.J. Topping (2005; 633) emphasizes that well-designed peer tutoring includes preparation, task structure, monitoring, and evaluation. Without these components, interaction risks becoming superficial conversation rather than cognitively productive exchange. In grammar and syntax instruction, structure becomes even more critical because learners must move beyond intuitive language use toward conscious analysis of form.

Several major types of peer tutoring have been identified in pedagogical research, each offering distinct advantages for language instruction: cross-age tutoring, same-age tutoring, reciprocal peer tutoring and classwide peer tutoring.

Cross-age tutoring involves learners of different ages or proficiency levels. In this

arrangement, the more advanced learner supports the less experienced one, creating an asymmetrical scaffolding dynamic. This asymmetry mirrors L.S. Vygotsky's description of guided participation within the learner's developmental range (Vygotsky, 1978; 86). In language contexts, cross-age tutoring often improves reading fluency and grammatical accuracy, partly because tutors must model correct usage and provide explicit correction. The act of explaining reinforces the tutor's own syntactic awareness, while the learner benefits from individualized support.

Same-age tutoring, by contrast, pairs learners of comparable age and often similar proficiency. Although cognitive asymmetry is reduced, psychological comfort tends to increase. Cooperative learning theory explains that positive interdependence and promotive interaction enhance learning outcomes (Johnson & Johnson, 2009; 368). In *same-age peer tutoring*, learners negotiate meaning together, correct each other collaboratively, and construct shared understanding of linguistic patterns. This negotiation process strengthens communicative competence because it mirrors authentic discourse, where speakers constantly clarify and reformulate meaning.

Reciprocal peer tutoring represents a particularly powerful structure for language education. In this model, learners alternate roles as tutor and tutee within the same session. Role rotation ensures that all participants engage in explanation and analysis. According to K.J. Topping and S. Ehly (1998; 15), explaining material to others promotes cognitive restructuring because it requires deeper processing and elaboration. In syntactic instruction, *reciprocal tutoring* compels learners to justify grammatical choices, identify structural relationships within sentences, and articulate rule-based reasoning. This conscious articulation transforms implicit knowledge into explicit awareness.

Classwide peer tutoring expands structured interaction to the entire classroom. In this model, students are paired systematically, time limits are established, and performance may be tracked through point systems or formative assessment. R.E. Slavin (2011; 344) argues that cooperative structures are most effective when they include both group goals and individual accountability. *Classwide peer tutoring* integrates these principles by combining collaboration with measurable responsibility. In grammar instruction, it can be used for structured sentence transformation tasks, clause analysis exercises, or guided text revision sessions. The systematic nature of this model ensures consistent engagement rather than sporadic participation.

Type of Peer Tutoring	Main Characteristics	Organization of Interaction	Expected Outcomes
Cross-age tutoring	Interaction between learners of different ages or proficiency levels	A more experienced learner supports and guides a less experienced learner	Higher grammatical accuracy, improved reading fluency, stronger syntactic understanding
Same-age tutoring	Learners of similar age and often similar proficiency work together	Collaborative problem-solving, discussion, and mutual correction	Better communication skills, improved cooperation, increased learner confidence

Reciprocal peer tutoring	Learners alternate roles as tutor and tutee	Role rotation with explanation and analysis by both participants	Greater syntactic awareness, stronger analytical skills, improved learner autonomy
Classwide peer tutoring	Structured peer tutoring implemented across the whole classroom	Systematic pairing of students, time limits, and formative assessment	Higher classroom participation, improved vocabulary retention, and better overall language performance

Table 1. *Types of Peer Tutoring in Language Education and Expected Outcomes*

Methodological considerations are central to the success of peer tutoring in language classrooms. Simply placing learners together does not guarantee meaningful learning. Students must be trained in interactional strategies, including questioning techniques, clarification requests, and constructive feedback. R.M. Gillies (Gillies 2007; 42) emphasizes that explicit instruction in collaborative skills significantly enhances the quality of peer interaction. When learners understand how to provide corrective feedback respectfully and effectively, syntactic accuracy improves without undermining confidence.

Structured scripts further enhance the effectiveness of peer tutoring. Scripts guide learners through sequences of explanation, questioning, and summarization. K.J. Topping (2005; 636) notes that structured dialogue increases cognitive engagement and reduces off-task behavior. In syntactic practice, scripts may prompt learners to identify main and subordinate clauses, explain agreement patterns, or compare word order structures across languages. Such guided interaction ensures that peer tutoring remains academically focused and analytically rigorous.

Metalinguistic dialogue plays a particularly important role in multilingual contexts. When learners analyze similarities and differences between linguistic systems, they develop cross-linguistic awareness. L.S. Vygotsky (1978; 88) describes language as a tool for organizing thought. Through peer discussion, students externalize their reasoning about syntactic structures, which strengthens internal conceptual understanding. For example, comparing subject-verb agreement in English with morphological marking in other languages encourages deeper analysis of grammatical categories.

Formative assessment also enhances peer tutoring outcomes. D.W. Johnson and R.T. Johnson (2009; 369) stress that individual accountability is necessary for sustained achievement gains. Reflection tasks, self-evaluation checklists, and brief written summaries following tutoring sessions help consolidate learning. In syntax-focused instruction, learners may write short explanations of structural rules discussed during interaction, thereby reinforcing metacognitive awareness. Affective dimensions should not be underestimated. Language learning often involves anxiety, particularly in oral communication. Cooperative learning environments reduce fear of error by distributing responsibility across participants. R.M. Gillies (2007; 54) observes that supportive peer interaction increases motivation and engagement. When learners perceive the classroom as a collaborative space rather than a competitive one, they are more willing to experiment with complex syntactic constructions.

Empirical research consistently demonstrates that peer tutoring produces measurable academic benefits. Gains are

reported in reading comprehension, vocabulary retention, grammatical accuracy, and syntactic complexity. Importantly, these outcomes are strongest when interaction is structured and monitored. *Reciprocal tutoring* and *classwide* models often yield particularly robust results because they combine explanation, repetition, and feedback within systematic frameworks.

In syntactic development, peer tutoring encourages learners to analyze sentence structure actively rather than passively memorizing rules. When students explain why a subordinate clause requires a particular conjunction or justify word order variation, they engage in analytical reasoning that deepens understanding. Such processes align closely with developmental theories that emphasize conceptual rather than mechanical learning.

The social dimension of peer tutoring also contributes to long-term academic growth. Cooperative interaction fosters responsibility, empathy, and communicative flexibility. These skills extend beyond grammar mastery and influence overall discourse competence. Language is fundamentally social; therefore, learning structures that reflect authentic communicative exchange naturally support linguistic development.

In conclusion, peer tutoring represents a theoretically grounded and methodologically sophisticated approach to language education. Rooted in sociocultural theory and cooperative learning research, it facilitates cognitive growth through structured interaction. *Cross-age, same-age, reciprocal, and classwide* models each offer distinct pedagogical advantages. When implemented with clear structure, explicit training, and formative assessment, peer tutoring enhances syntactic awareness, communicative competence, and learner autonomy. Its effectiveness lies not in the mere presence of peer interaction but in the deliberate organization of dialogue that transforms social exchange into cognitive development.

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The role of corpus-based activities in enhancing vocabulary knowledge among EFL learners

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Annotation *This study investigates the role of corpus-based activities in enhancing vocabulary knowledge among EFL learners. The main purpose of the study is to examine whether the integration of corpus-based materials and activities can improve learners' understanding and use of vocabulary in authentic contexts. A quasi-experimental research design was employed. The participants of the study were undergraduate EFL students who were divided into an experimental group and a control group. The experimental group received vocabulary instruction through corpus-based activities, while the control group was taught using traditional vocabulary teaching techniques. Data were collected through pre-tests and post-tests measuring learners' vocabulary knowledge, as well as a questionnaire exploring learners' perceptions of corpus-based learning. The results of the study revealed that students who were exposed to corpus-based activities demonstrated significantly higher improvement in vocabulary knowledge, particularly in the areas of contextual word use and collocational competence, compared to those who followed traditional instruction. The findings suggest that corpus-based activities play an important role in developing deeper and more accurate vocabulary knowledge among EFL learners and can serve as an effective pedagogical tool in vocabulary instruction.*

Keywords *Corpus-based activities, vocabulary knowledge, EFL learners, data-driven learning, collocational competence, lexical development*

Ingliz tilini xorijiy til sifatida o'rganuvchilarda lug'at bilimini rivojlantirishda korpusga asoslangan mashg'ulotlarning o'rni

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Annotatsiya *Ushbu tadqiqot EFL o'rganuvchilarida lug'at bilimini rivojlantirishda korpusga asoslangan mashg'ulotlarning samaradorligini o'rganishga qaratilgan. Tadqiqotning asosiy maqsadi lug'at o'qitish jarayoniga korpus materiallari va*

korpusga asoslangan mashg‘ulotlarni joriy etish talabalarning so‘zlarni real kontekstda tushunishi hamda ularni to‘g‘ri qo‘llash qobiliyatini qanchalik rivojlantirishini aniqlashdan iborat. Tadqiqotda kvazi-eksperimental dizayn qo‘llanildi. Ishtirokchilar oliy ta’lim muassasasida tahsil olayotgan EFL talabalari bo‘lib, ular tajriba va nazorat guruhlariga ajratildi. Tajriba guruhida lug‘at o‘qitish korpusga asoslangan mashg‘ulotlar orqali tashkil etildi, nazorat guruhida esa an’anaviy lug‘at o‘qitish usullari qo‘llanildi. Ma’lumotlar lug‘at bilimini aniqlash uchun o‘tkazilgan old test va yakuniy testlar hamda talabalar fikrini o‘rganishga qaratilgan so‘rovnomalar orqali to‘plandi. Natijalar korpusga asoslangan mashg‘ulotlarda qatnashgan talabalar lug‘at bilimida, ayniqsa so‘zlarning kontekstda qo‘llanishi va kollokatsion kompetensiya jihatidan, sezilarli darajada yuqori natijalarga erishganini ko‘rsatdi. Bu esa korpusga asoslangan yondashuv lug‘at o‘rganishda samarali pedagogik vosita ekanini tasdiqlaydi.

Kalit so‘zlar *Korpusga asoslangan mashg‘ulotlar, lug‘at bilimlari, Ingliz tilini xorijiy til sifatida o‘rganuvchilar, ma’lumotga asoslangan o‘rganish (Data-driven learning), kollokatsion kompetensiya, leksik rivojlanish*

Роль корпусно-ориентированных заданий в развитии лексических знаний у изучающих английский язык как иностранный (EFL)

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Аннотация *Данное исследование направлено на изучение роли корпусно-ориентированных заданий в развитии словарных знаний у изучающих английский язык как иностранный (EFL). Основной целью исследования является определение эффективности использования корпусных материалов и заданий в формировании умения понимать и употреблять лексику в аутентичном контексте. В исследовании был применён квази-экспериментальный дизайн. В качестве участников выступили студенты высшего учебного заведения, изучающие английский язык как иностранный, которые были разделены на экспериментальную и контрольную группы. В экспериментальной группе обучение лексике осуществлялось с использованием корпусно-ориентированных заданий, тогда как в контрольной группе применялись традиционные методы обучения лексике. Сбор данных осуществлялся с помощью входного и итогового тестов на знание лексики, а также анкетирования с целью выявления отношения*

студентов к корпусно-ориентированному обучению. Результаты исследования показали, что студенты экспериментальной группы продемонстрировали значительно более высокий рост уровня словарных знаний, в частности в области употребления слов в контексте и развития коллокационной компетенции, по сравнению со студентами контрольной группы. Полученные данные свидетельствуют о том, что корпусно-ориентированные задания являются эффективным педагогическим средством для формирования более глубоких и точных лексических знаний у изучающих английский язык как иностранный.

Ключевые слова *Корпусно-ориентированные задания, лексические знания, изучающие английский язык как иностранный (EFL), обучение на основе данных (Data-driven learning), коллокационная компетенция, лексическое развитие*

Introduction

English is becoming so global as a second language all over the world. However, it is not communication device anymore, today it is more than that. Through this language people are enhancing social, economic and cultural bonds (Husan, Kalim, 2024). All these require high language proficiency which can be acquired with help of good range of vocabulary. The more vocabulary students learn, the more effectively they can carry on a conversation.

However, nowadays, traditional vocabulary teaching methods like memorization, translation is not considered very helpful as they fail to provide authentic language exposure, which may limit learners' ability to use words correctly in context. The new generation is demanding the strategies, methods which make them ready for the real-life situations. Researchers have therefore increasingly emphasized the need for instructional approaches that expose learners to authentic language use and allow them to explore vocabulary in meaningful contexts.

In recent years, corpus-based language teaching has gained considerable attention. A corpus is the a large electronically stored collection of authentic spoken or written texts that can be analysed using specialized software tools. Corpus- based activities helps learners to acquire how words or expressions occur naturally in real language data. Corpora provides rich and reliable sources of language use and allow learners to notice typical word combinations and grammatical structures that are often missed in traditional teaching materials and to activate accurately (Hunston, 2002). By interacting with real language data, learners are encouraged to move beyond memorization and develop a deeper understanding of how vocabulary functions in context.

Therefore, the present study shows to analyze the role of corpus-based activities in enhancing vocabulary knowledge among EFL learners. More specifically, how corpus-based learning contributes to learners' understanding of word meaning, usage patterns and collocations, and how such activities support the development of more accurate and contextually appropriate vocabulary use are examined in this article.

Method

As this study requires more complex method to investigate the role of corpus-based activities in enhancing vocabulary knowledge of EFL learners, mixed method was most suitable one. The aim of this study is identifying the role of importance in improving the

vocabulary knowledge of EFL learners so quantitative and qualitative method is very helpful to reach this aim (Creswell & Plano Clarck, 2018). As a design of this study, quasi-experimental approach is chosen because participants are already in academic groups, not in randomly ones (Shadish, Cook, & Campell, 2002).

This experiment place is higher education: university. Two groups are chosen: one is as an experimental, the other is as a control group. In both groups, the participants level of English is intermediate. The first group (experimental) learns the language through the corpus-based learning while the other one (control) uses traditional learning methods.

In experimental groups, teaching materials are given based on the data-driven learning. This approach helps learners to study with the authentic materials which show the usage of appropriate words in real life contexts and to identify the lexical patterns of words freely (Boulton, 2010). With the help of corpus-based materials, students learn the words meaning in context, collocations and grammatical features. This method is considered very useful in understanding the competence of words in real life situations (Hunston, 2002).

In contrast, control group is taught with traditional methods. Teacher gives traditional books, simple examples and exercises. In both groups, theme, time and lexical resources are the same.

To collect reliable data, vocabulary tests and background and perceptional questionnaire are used. At the beginning of the experiment, pre-tests, at the end, post-tests are done. Tests cover students' vocabulary knowledge and abilities how to use them (Nation, 2013).

With help of tests, collected data are statistically analyzed, the differences of groups are compared to get the real results. The quality data come from the questionnaires.

Therefore, this approach (quasi-experimental) is very effective to get reliable results of vocabulary knowledge of EFL learners.

Discussion

In recent years, the importance of the vocabulary knowledge in learning languages is becoming very popular. According to the researchers, vocabulary knowledge is crucial for not only translating texts but also making effective communication and writing. Modern approaches help learners to analyze the form, meaning, grammatical competence of the words, collocations, usage and pragmatic features as well as its translation. These approaches are explained with detail in the book "Learning vocabulary in another language". Nation (2013) says that to achieve effective learning vocabulary, learners should face the words in real and meaningful context repeatedly.

In another hand, traditional methods are so stuck in learning the words separately, short descriptions or unreal examples. These methods are not helpful to teach the learners using the words in real-life situations as the words are robotically learned. Therefore, in last years, corpus-based methods are gaining huge interests by many researchers and linguists. Corpus includes materials taken from real and natural speech and this allows students to observe the usage of words practically. Good examples of theoretical data of using such methods pedagogically are given in the work "Corpora in Applied Linguistics". According to Hunston (2002), using corpus helps to analyze the syntactic patterns, collocations and usage sphere of the words and this process has didactic importance in teaching.

In addition, several experiments confirm the effectiveness of corpus-based activities. For example, Chen (2011) conducted the research and concluded that the learners used this approach acquired the vocabularies and used them better than those who used the traditional ones. Then, Yoon and Hirvela (2004) noted that in writing, the level of accuracy of using and choosing vocabulary increased after the corpus-based vocabularies.

Experiments done by Ozcan and Paker (2017) shows that in EFL learning, corpus-based approaches effected how well students use the words in appropriate contexts and noticing abilities are also increased.

However, according to the Boulten (2010) and Chambers (2019), corpus-based activities are not always efficient because they may be difficult for beginner level learners, as they are not able to analyze or notice the words linguistically.

Generally, corpus-based methods show the effective advantages for EFL learners based on these many experiments. When the level of the students or learners are chosen correctly, these methods help them to learn the language in real and authentic situation.

Results of experiment

The results of the experiment clearly demonstrate the effectiveness of corpus-based methods in improving the vocabulary knowledge of EFL learners. In the study, two groups of students were compared in order to obtain reliable and objective results. The experimental group participated in corpus-based vocabulary activities, while the control group continued learning vocabulary through traditional teaching methods such as textbook exercises and teacher explanations.

The pre-test results indicated that there was no significant difference between the two groups at the beginning of the experiment. Both groups showed a similar level of vocabulary knowledge and usage because the students had previously studied in the same educational environment and had received similar instruction before the experiment started.

However, the results of the post-test revealed clear differences between the groups. Students in the experimental group demonstrated a noticeable improvement in their ability to use vocabulary appropriately in real contexts. They were better able to understand how words function in authentic sentences and how they combine with other words. Many students also reported that corpus tools helped them discover word meanings and examples independently. This allowed them to choose vocabulary that best fits the context without relying heavily on the teacher's explanation.

Despite these positive outcomes, some students experienced certain difficulties during the experiment. For example, several participants mentioned that it was sometimes challenging to identify the core meaning of sentences when analyzing corpus examples. In addition, a few students reported time limitations and initial difficulties in adapting to new technologies and corpus tools.

Nevertheless, with the teacher's guidance, clear instructions, and continuous practice, most of these problems gradually decreased. By the end of the experiment, students became more comfortable using corpus resources and applying them in their learning process.

Overall, the findings of this study suggest that corpus-based approaches can significantly enhance vocabulary learning for EFL students. They not only improve vocabulary knowledge but also help learners understand how words are used in authentic communication and real-life contexts.

Conclusion

This article analyzed the role of corpus-based activities in improving vocabulary knowledge among EFL learners. The results of the experiment demonstrated that corpus-based learning activities play a significant role in developing students' vocabulary skills. These activities provide learners with authentic language data and allow them to explore how words are used in real communicative contexts. Unlike traditional vocabulary teaching methods, which often rely on limited or artificially created examples, corpus-based approaches expose students to real-life language usage.

Through corpus analysis, learners are able to observe patterns of word usage, collocations, and contextual meanings more effectively. This process encourages students to

become more independent learners because they actively search for meanings and examples instead of relying solely on teachers or textbooks. As a result, they gain a deeper understanding of vocabulary and its practical application in communication.

Many linguists and language educators acknowledge that corpus-based methods represent an important development in modern language teaching. These approaches not only enhance vocabulary acquisition but also improve learners' analytical skills and awareness of language use. Therefore, corpus-based activities can be considered an effective pedagogical tool for vocabulary instruction in EFL classrooms.

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A corpus-based analysis of lexical diversity (TTR) in fourth-year Uzbek EFL students' essays

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Annotation *Vocabulary knowledge plays a crucial role in developing writing proficiency in a second language. Among various lexical measures, lexical diversity is widely used to evaluate learners' vocabulary range in written production. This study examines lexical diversity in IELTS Task 2 essays written by fourth-year Uzbek EFL students using a corpus-based approach. A small learner corpus consisting of 10 essays, each containing a minimum of 250 words, was compiled and analyzed. Lexical diversity was measured using the Type-Token Ratio (TTR). The corpus was processed using AntConc software to determine the total number of word tokens and unique word types. The analysis revealed a moderate level of lexical diversity with a TTR score of 0.29. This result indicates that students are able to use a relatively varied vocabulary in their academic writing, although the repetition of high-frequency lexical items remains noticeable. The findings contribute to a better understanding of vocabulary use in Uzbek EFL academic writing and highlight the importance of continued vocabulary development even at advanced stages of language learning.*

Keywords *Lexical diversity, TTR, corpus-based study, EFL writing, Uzbek learners*

To'rtinchi bosqich o'zbek EFL talabalari insholarida leksik xilma-xillik (TTR)ning korpus asosida tahlili

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Annotatsiya *Lug'at boyligi ikkinchi tilni o'rganishda, ayniqsa yozma nutq ko'nikmalarini rivojlantirishda muhim rol o'ynaydi. Turli leksik ko'rsatkichlar orasida leksik xilma-xillik (lexical diversity) o'quvchilarning yozma matnlarda ishlatadigan lug'at boyligini baholashda keng qo'llaniladigan muhim mezonlardan biridir. Ushbu tadqiqot to'rtinchi kurs o'zbek EFL talabalari tomonidan yozilgan IELTS Task 2 insholarida leksik xilma-xillik darajasini korpusga asoslangan yondashuv yordamida tahlil qilishga qaratilgan. Tadqiqot uchun kamida 250 so'zdan iborat bo'lgan 10 ta*

inshodan tashkil topgan kichik o‘quvchi korpusi tuzildi va tahlil qilindi. Leksik xilma-xillik Type-Token Ratio (TTR) ko‘rsatkichi orqali o‘lchandi. Korpus AntConc dasturi yordamida qayta ishlanib, umumiy so‘zlar soni (tokenlar) hamda noyob so‘zlar soni (typelar) aniqlandi. Tahlil natijalari leksik xilma-xillikning o‘rtacha darajada ekanligini (TTR = 0.29) ko‘rsatdi. Bu natija talabalar akademik yozuvlarda ma’lum darajada turli xil lug‘atdan foydalanishini ko‘rsatadi, biroq yuqori chastotali so‘zlarning takrorlanishi hali ham kuzatiladi. Tadqiqot natijalari o‘zbek EFL talabalari akademik yozuvlarida lug‘at qo‘llanilishi haqida muhim ma’lumotlar beradi hamda yuqori bosqichlarda ham lug‘at boyligini rivojlantirish zarurligini ta’kidlaydi.

Kalit so‘zlar *Leksik xilma-xillik, TTR, korpusga asoslangan tadqiqot, EFL yozuvi, o‘zbek talabalari*

Корпусный анализ лексического разнообразия (TTR) в эссе узбекских студентов четвёртого курса, изучающих английский язык как иностранный (EFL)

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Аннотация *Словарный запас играет ключевую роль в формировании письменной компетенции на втором языке. Среди различных лексических показателей лексическое разнообразие (lexical diversity) широко используется для оценки объёма словарного запаса учащихся в письменной речи. В данном исследовании анализируется лексическое разнообразие в эссе IELTS Task 2, написанных студентами четвёртого курса из Узбекистана, изучающими английский язык как иностранный (EFL), с использованием корпусного подхода. Для анализа был создан небольшой учебный корпус, состоящий из 18 эссе объёмом не менее 250 слов каждое. Лексическое разнообразие измерялось с помощью коэффициента Type-Token Ratio (TTR). Корпус был обработан с использованием программы AntConc для определения общего количества слов (tokens) и количества уникальных слов (types). Результаты показали средний уровень лексического разнообразия (TTR = 0.27), что свидетельствует о владении студентами функциональной академической лексикой, однако повторение высокочастотных слов остаётся заметным. Полученные данные способствуют лучшему пониманию использования словарного запаса в академическом письме узбекских студентов EFL и подчёркивают необходимость дальнейшего развития лексических навыков на продвинутом этапе обучения.*

Ключевые слова *Лексическое разнообразие, TTR, корпусное исследование, письменная речь EFL, узбекские студенты*

Introduction

Vocabulary knowledge is widely known as a fundamental component of second language (L2) proficiency. A broader vocabulary enables learners to express ideas more precisely and construct more coherent and sophisticated texts (Nation, 2001). In academic context, lexical richness is often accepted as a crucial indicator in evaluating writing proficiency.

In the field of English as a Foreign Language (EFL), researchers frequently evaluate learners' writing by examining lexical features such as diversity, sophistication, and density (Laufer & Nation, 1995). However, among all these features, lexical diversity has received more attention comparing to others, because it reflects the range of vocabulary used in a text.

In recent years, English language education in Uzbekistan has experienced considerable reform and growth. Nevertheless, there is still a lack of academic studies focused on lexical richness of Uzbek EFL learners' writing. Investigating lexical diversity among senior year undergraduate students may offer important insights into their vocabulary development and overall writing proficiency.

The main purpose of this study is examining lexical diversity in academic essays written by fourth-year Uzbek EFL students by using a corpus-based approach.

The research question which guiding this study is:

What is the level of lexical diversity (measured by TTR) in fourth-year Uzbek EFL students' academic essays?

Literature review

Lexical richness is a multi-component construct covering 3 main groups: lexical diversity, lexical sophistication, and lexical density (Notion, 2001). Lexical diversity means the range and variability of vocabulary that is used in a text.

One of the most commonly used measures of lexical diversity is the Type-Token Ratio (TTR). TTR is calculated by dividing the number of word types (unique words) by the number of word tokens (total running words). A higher TTR indicates wider lexical variation.

TTR has certain limitations such as its sensitivity to text length, while it is referred commonly in small-scale corpus studies due to its simplicity and transparency (Malvern et al., 2004). For relatively short texts of similar length, TTR provides a practical and accessible measure of vocabulary range. Therefore, it was selected as the primary analytical tool for this research.

Research has consistently demonstrated a relationship between lexical richness and writing proficiency. It means if learners have larger vocabularies, they tend to produce more varied and sophisticated texts (Laufer & Nation, 1995). Therefore, checking lexical diversity has become a valuable tool in evaluating EFL writing performance (Crossley & McNamara, 2012).

Although the number of international researches is growing, the studies focusing specifically on Uzbek EFL learners is still limited. A corpus-based analysis of lexical diversity in this context can contribute to filling this research gap.

Corpus linguistics provides systematic methods for analyzing authentic language data. By gathering learner texts into a corpus, researchers are able to evaluate objectively patterns of vocabulary use (McEnery & Hardie, 2012). Corpus-based methods develop reliability and validity, as it relies on quantitative data rather than subjective evaluation.

Given these advantages, a corpus-based approach was adopted in the present study.

Methodology

This study used a corpus-based quantitative method to analyze lexical diversity in learner's writing. This research is mainly focused on measuring vocabulary variation using TTR.

The data-set consisted of 10 IELTS Task 2 essays written by fourth-year Uzbek EFL students during regular classroom instruction. Each essay contained a minimum of 250 words and addressed argumentative prompts which is typical for IELTS examinations.

Essay topics varied across students. All identifying information was removed to ensure anonymity. Each essay was converted into plain text (.txt) format before analysis.

The compiled learner corpus contained a total of 2,962 tokens. Using AntConc, the Word List function generated frequency lists and identified 870 word types.

Lexical diversity was calculated using the formula:

TTR = Types / Tokens

Results

The analysis revealed a total of 2960 tokens and 870 types in the corpus. The overall TTR score was 0.29.

The frequency list indicated repeated use of high-frequency nouns such as "people," "education," "government," and "society." Modal verbs such as "should" and "can" were also frequently observed, reflecting the argumentative nature of IELTS Task 2 essays.

Measure	Value
Total tokens	2960
Total types	870
TTR	0.29

Table 1. *Lexical diversity results of the learner corpus*

Discussion

The Type–Token Ratio (TTR) value of 0.29 indicates a moderate level of lexical diversity in the IELTS Task 2 essays written by fourth-year Uzbek EFL students. This result suggests that although students are capable of producing coherent written texts and using appropriate academic vocabulary, their lexical choices tend to rely on a relatively limited range of frequently used words. In other words, while students demonstrate functional control of academic language, the repetition of certain lexical items reduces the overall variation in vocabulary use.

These findings are consistent with earlier research on second language writing, which suggests that many EFL learners depend on a restricted set of familiar lexical items when composing academic texts. For example, Laufer and Nation (1995) noted that language learners often repeat common vocabulary items rather than using a wider range of synonyms or less frequent words. In the present study, students were able to construct well-organized argumentative essays, yet the overall vocabulary range did not fully reflect the level of lexical richness typically associated with advanced language proficiency.

Another factor that may have influenced the results is the variation in essay topics. Since IELTS Task 2 prompts require students to respond to different issues, the topic of each essay may guide the selection of certain vocabulary items. Consequently, topic-related lexical choices may have contributed to the repetition of specific words and expressions, which in turn affects the lexical diversity score.

It is also important to note that the Type-Token Ratio is sensitive to corpus size. Because

the dataset used in this study was relatively small, the results should be interpreted with caution. As Malvern et al. (2004) point out, smaller corpora can influence TTR values and may limit the generalizability of findings. Nevertheless, despite this limitation, the analysis still provides valuable insights into vocabulary use among advanced Uzbek EFL learners and highlights important patterns in their academic writing.

Conclusion

This study investigated lexical diversity in IELTS Task 2 essays written by fourth-year Uzbek EFL students using a corpus-based analytical approach. The findings revealed a moderate level of lexical diversity, indicating that while students possess a functional command of academic vocabulary and are able to construct coherent argumentative essays, their vocabulary range still shows certain limitations. The tendency to repeat commonly used lexical items suggests that further development in lexical variation and vocabulary sophistication is needed.

The study contributes to a better understanding of vocabulary use in the Uzbek EFL context and emphasizes the importance of expanding learners' lexical repertoire, particularly at advanced stages of language learning. Developing a wider range of vocabulary may help students express ideas more precisely and produce more lexically rich academic texts.

Future research could build on these findings by analyzing larger and more diverse corpora of student writing. Comparative studies involving learners at different proficiency levels or from different educational contexts could also provide additional insights. Furthermore, incorporating additional lexical measures such as lexical sophistication, lexical density, MTLD (Measure of Textual Lexical Diversity), or HD-D could offer a more comprehensive evaluation of vocabulary development in EFL academic writing. Such approaches would help researchers and educators better understand how lexical diversity evolves in advanced language learning contexts.

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The effect of YouTube comment-based writing tasks on writing proficiency and writing anxiety among Uzbek EFL learners: a quasi-experimental study

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Annotation *Today, social networks have become an integral part of students' lives, providing them with opportunities to learn and practice languages. This article discusses the impact of comment writing tasks on the YouTube platform on the English writing skills and pre-writing anxiety of Uzbek high school students learning English as a foreign language. The study was conducted based on a single-group experimental design, in which changes in the written speech skills and psychological state of the participants were studied. During the experiment, the participants watched videos on the YouTube platform and performed tasks related to leaving comments on them. The study involved 60 students in grades 10-11, and the Second Language Writing Anxiety Inventory (SLWAI) questionnaire developed by Cheng (2004) was used. The results show that after the experiment, the participants' written speech significantly improved and the level of anxiety during the writing process decreased. The study findings confirm that writing assignments based on YouTube comments not only develop linguistic competence in EFL students, but also serve to overcome psychological barriers to the writing process.*

Keywords *YouTube comments, EFL writing proficiency, writing anxiety, social media in education, Uzbek EFL learners, quasi-experimental research, technology-enhanced language learning, authentic writing tasks*

YouTube sharhlariga asoslangan yozma topshiriqlarning O'zbekistonlik EFL o'quvchilarining yozish malakasi va yozishdagi xavotiriga ta'siri: kvazi-eksperimental tadqiqot

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Annotatsiya *Bugungi kunda ijtimoiy tarmoqlar o'quvchilar hayotining ajralmas qismiga aylanib shu bilan birga ularga til o'rganish va amalda qo'llash imkoniyatlarni taqdim etmoqda. Ushbu maqolada YouTube platformasida sharh yozish topshiriqlarining O'zbekistonlik ingliz tilini chet tili sifatida o'rganuvchi yuqori sinf o'quvchilarining ingliz tilidagi yozuv malakasiga va yozishni boshlashdan avvalgi xavotirga ta'sirini o'rganish haqida so'z boradi. Tadqiqot bir guruhli eksperimental dizayn asosida olib*

borilgan bo'lib, unda ishtirokchilarning yozma nutq mahorati hamda yozish jarayonida o'quvchilarning psixologik holatidagi o'zgarishlar o'rganilgan. Eksperiment davomida ishtirokchilar YouTube platformasidan videolar tomosha qilganlar va ularga izohlar qoldirish, tengdoshlarining izohlariga javob yozish bilan bog'liq vazifalarni bajarganlar. Tadqiqotda 60 nafar 10-11-sinf o'quvchilari ishtirok etgan bo'lib, unda Cheng (2004) tomonidan ishlab chiqilgan "Second Language Writing Anxiety Inventory" (SLWAI) so'rovnomasi qo'llanilgan. Natijalar shuni ko'rsatadiki, tajribadan keyin ishtirokchilarning yozma nutqlari sezilarli darajada yaxshilangan va yozish jarayonidagi xavotir darajasida pasayish kuzatilgan. Tadqiqot xulosalari shuni tasdiqlaydiki, YouTube mulohazalariga asoslangan yozma topshiriqlar EFL talabalarida nafaqat lingvistik kompetensiyani rivojlantiradi, balki yozish jarayonidagi psixologik to'siqlarni yengishga ham xizmat qiladi, xavotir va vahimani kamaytiradi.

Kalit so'zlar *YouTube sharhlari, EFL yozish malakasi, yozishdagi xavotir, O'zbekistonlik EFL o'quvchilari, kvazi-eksperimental tadqiqot, texnologiyalar asosida til o'rganish*

Влияние заданий по написанию текстов на основе комментариев на YouTube на уровень письменной речи и уровень тревожности при письме среди узбекских учащихся, изучающих английский как иностранный язык: квазиэкспериментальное исследование

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Аннотация *В настоящее время социальные сети стали неотъемлемой частью жизни студентов, предоставляя им возможности для изучения и практики языков. В данной статье рассматривается влияние заданий по написанию комментариев на платформе YouTube на навыки письменной речи на английском языке и уровень тревожности перед началом письма у узбекских старшеклассников, изучающих английский как иностранный язык. Исследование проводилось на основе одногруппового экспериментального дизайна, в котором изучались навыки письменной речи участников и изменения психологического состояния студентов в процессе письма. В ходе эксперимента участники смотрели видео на платформе YouTube и выполняли задания, связанные с оставлением комментариев к ним и написанием ответов на комментарии своих сверстников. В исследовании приняли участие 60 учеников 10-11 классов, использовался опросник тревожности при письме на втором языке (SLWAI), разработанный Ченгом (2004). Результаты показывают, что после эксперимента значительно улучшились навыки письменной речи участников и снизился уровень*

тревожности в процессе письма. Результаты исследования подтверждают, что письменные задания, основанные на комментариях к видео на YouTube, не только развивают языковую компетенцию у студентов, изучающих английский как иностранный язык, но и помогают преодолеть психологические барьеры в процессе письма, снижая тревожность и панику.

Ключевые слова *Комментарии YouTube, навыки письма на английском как иностранном, письменная тревожность, узбекские изучающие английский как иностранный, квази-экспериментальное исследование, изучение языка с использованием технологий, аутентичные письменные задания, взаимодействие со сверстниками*

Introduction

Social media has become an integral part of the lives of the younger generation, creating ample opportunities for learning and practicing a foreign language. In particular, the YouTube platform stands out as a powerful educational tool with its rich content and comments section that allows users to participate in written discussions (Kaplan & Haenlein, 2010). A study by Jin (2024) showed that YouTube-based writing assignments significantly improved the writing skills of Korean EFL students and reduced their level of anxiety during the writing process. However, such studies have not yet been conducted sufficiently in the Uzbek educational context.

Despite the increasing integration of technology into Uzbek classrooms, students learning English in many secondary schools face difficulties in writing skills and experience high levels of anxiety during the writing process (Frolova et al., 2021; Cheng, 2002). As Pasaribu et al. (2024) have noted, EFL learners face significant challenges in writing in terms of grammar, vocabulary, thought organization, and even basic mechanics. Traditional writing instruction often fails to engage learners meaningfully or provide an authentic audience for their writing (Alobaid, 2020; Sallamah & As Sabiq, 2020).

This study aimed to investigate the impact of YouTube comment-based writing assignments on Uzbek EFL learners' writing skills (content, organization, vocabulary, grammar, and mechanics) and writing anxiety. It also analyzed students' attitudes and experiences with social media-based writing assignments and developed practical recommendations for Uzbek EFL learners.

Methodology

Research Design

This study used a quantitative quasi-experimental single-group pretest-posttest design. This design is widely used in educational research because it allows for the measurement of the effectiveness of practical interventions in classroom settings. The study did not include a control group because the goal was to observe changes within a group over time (Cohen, Manion, & Morrison, 2018). This design has been successfully used in previous studies (Anjarwati & Akhiriyah, 2025; Jin, 2024) to study the impact of social media on writing skills.

Participants

The study involved 60 students from 10-11th grade at school in Tashkent, Uzbekistan. All participants had been learning English for at least 6-8 years.

Research instruments

Writing tasks. In the pre-test, students wrote a 150-200-word essay on the topic "Advantages and Disadvantages of Using Social Media" and in the post-test, students

wrote a 150-200-word essay on the topic "The Role of Technology in Modern Education" within 45 minutes.

Writing Anxiety Scale. The 22-item SLWAI questionnaire developed by Cheng (2004) was used. Students responded on a scale from 1 (strongly disagree) to 4 (strongly agree). Higher scores indicate higher anxiety.

Data analysis

This study aimed to determine the impact of YouTube comment-based writing assignments on Uzbek EFL learners' writing skills and writing anxiety. The results were analyzed based on pre-test and post-test scores.

Results on writing skills

The pre-test results showed that there were a number of difficulties in the students' written work. In particular:

- Limitations in fully disclosing the content
- Problems in arranging ideas in a logical order
- Insufficient vocabulary
- A large number of grammatical errors
- Punctuation and spelling errors

The results of the post-test conducted after one month of intervention showed significant positive changes.

In particular:

- The students' ability to create content improved, thoughts became clearer and more comprehensive.
- In terms of structure (organization), written work acquired a more logical and orderly form.
- The vocabulary expanded, students began to use various synonyms and expressive means.
- The number of grammatical errors decreased.
- Improvements were also observed in terms of mechanics (spelling and punctuation).

Overall, the average score of the post-test writing assignments was found to be higher than the pre-test results, indicating that the writing assignments based on YouTube comments had a positive impact on the development of students' writing skills.

Results on Writing anxiety

The results of the pre-test questionnaire showed that most students felt a high level of anxiety during the writing process.

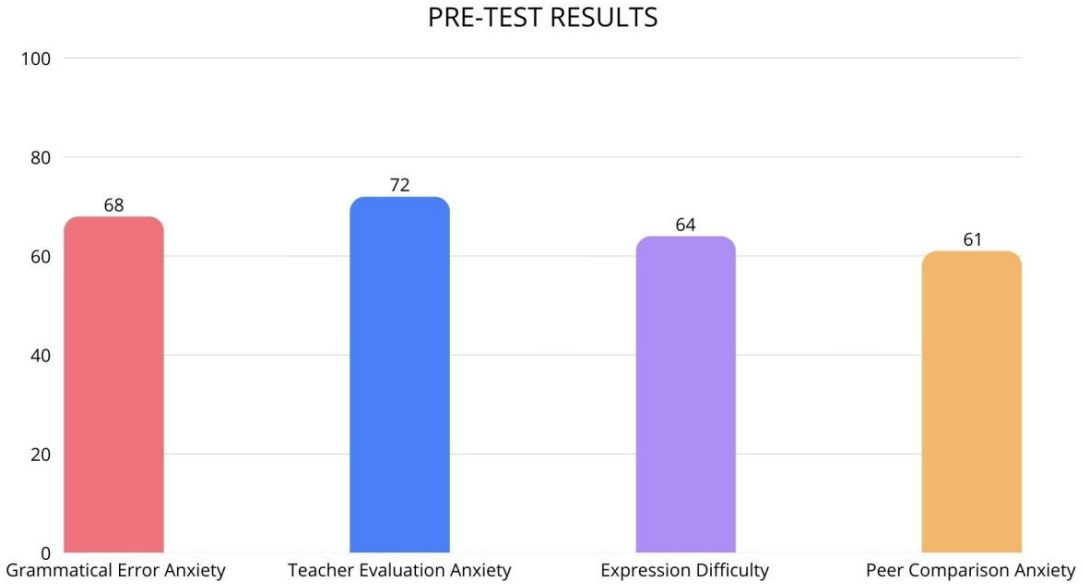


Table 1.

The results of the post-test conducted after the intervention showed a decrease in the level of writing anxiety.

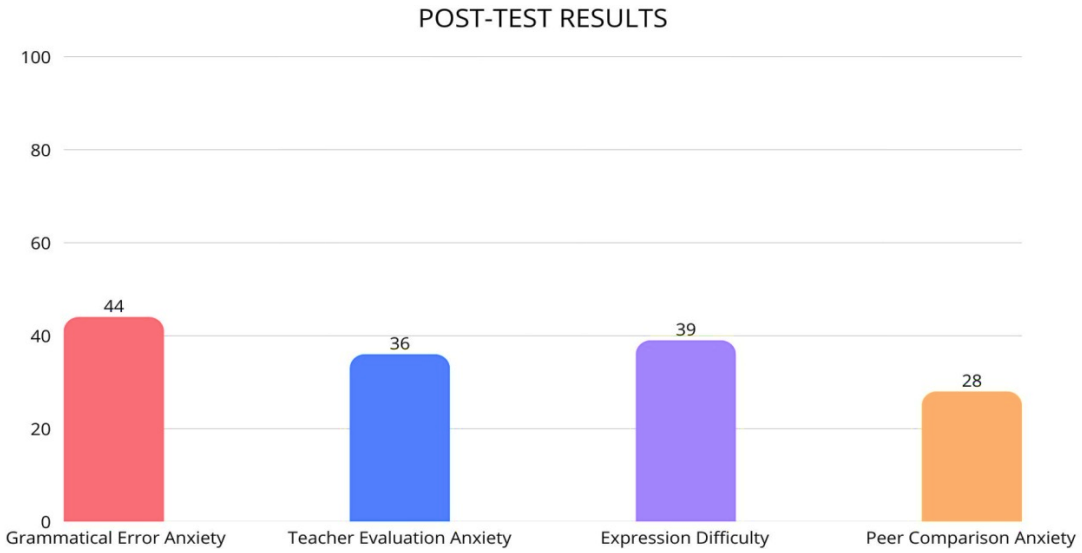


Table 2.

According to the results of the questionnaire, the general anxiety index was recorded at a lower level compared to the pre-test.

Overall results

The difference between pre-test and post-test results indicates that writing assignments based on YouTube comments had a positive impact on:

- Developing writing skills
- Reducing students' writing anxiety
- Making the writing process interactive and motivating.

Discussion

The results of this study showed that writing assignments based on YouTube comments improved Uzbek EFL students' writing skills and reduced writing anxiety. These results confirm the positive role of social media in developing writing skills.

Interpretation of Results on Writing skills

The results of the study showed that students made significant progress in content, organization, vocabulary, grammar, and mechanics. These results are consistent with previous studies that have shown the effectiveness of social media-based writing activities (Anjarwati & Akhiriyah, 2025). They found that using social media videos significantly improved students' procedural text writing skills.

Similarly, social media activities have been shown to improve EFL students' writing skills (Rezk, 2024). Digital learning tools make the writing process more interactive and motivating (Nur & Ramadhani, 2025).

These results indicate that writing in YouTube comment format increases students' sense of responsibility due to the presence of a real audience and makes writing a natural communicative activity. This helps to develop academic writing skills.

Social media platforms have also been found to have a positive impact on academic writing performance (Fahad, 2025; Sara, 2022). This is consistent with the findings of this study.

Interpretation of Results on Writing anxiety

The results of the study showed a decrease in the level of writing anxiety. This result can be explained by the anxiety factors in

second language writing. Writing anxiety is often associated with the fear of grammatical errors, the pressure of evaluation, and teacher supervision (Md Nor & Senom, 2024).

YouTube comments create a relatively free and informal environment. This environment allows students to express their thoughts freely with less fear of making mistakes. As a result, psychological pressure is reduced and a positive attitude towards writing is formed.

Social media tools have also been found to increase students' self-confidence and make the writing process less stressful (Fahad, 2025; Sara, 2022). The results of this study confirm this.

Importance in the Uzbek EFL context

Writing lessons in Uzbek EFL classrooms are often formal and assessment-oriented. This may contribute to high levels of writing anxiety.

The results of this study suggest that social media integration can be an effective pedagogical tool for developing writing skills and reducing anxiety. This is consistent with previous research on the effectiveness of digital learning environments (Nur & Ramadhani, 2025).

Conclusion

This study investigated the effects of writing tasks based on YouTube comments on the writing skills and writing anxiety of Uzbek EFL learners. The results showed that after the experiment, the participants' written speech improved significantly and their level of writing anxiety decreased. Tasks based on YouTube comments not only develop linguistic competence, but also help students overcome psychological barriers. Therefore, it is recommended to use such tasks in EFL lessons.

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Academic word list coverage in published articles written by Uzbek EFL undergraduates: a corpus-based study

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Annotation *This article investigates the use of academic vocabulary in research papers written in English by Uzbek EFL students through a corpus-based approach. The main objective of the study is to determine the level of Academic Word List (Coxhead, 2000) coverage in student research writing and to identify lexical variation across individual papers. For this purpose, a small corpus consisting of ten research articles produced by Uzbek undergraduate students was compiled and analyzed. The texts were processed using Compleat VocabProfiler, an online lexical profiling tool based on Nation's frequency lists. Particular attention was given to the Academic Word List, which contains 570 word families commonly found in academic discourse. The findings indicate that the mean AWL coverage across the corpus was 9.07% of total running words. The highest recorded value reached 14.67%, while the lowest result was only 2.01%, demonstrating considerable variation in academic vocabulary use among the analyzed papers. Such variation suggests differences in lexical competence, familiarity with academic writing conventions, and topic-related vocabulary demands. The study highlights the importance of explicit academic vocabulary instruction, corpus-informed teaching methods, and systematic support for academic writing development in Uzbek higher education contexts.*

Keywords *Academic vocabulary, Academic Word List, corpus analysis, EFL writing, lexical richness, academic literacy*

Ingliz tilini xorijiy til sifatida o'rganuvchi o'zbek bakalavr talabalari tomonidan yozilgan ilmiy maqolalarda Akademik so'zlar ro'yxati qamrovi tahlili: korpusga asoslangan tadqiqot

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Annotatsiya *Mazkur maqola o'zbek talabalari tomonidan ingliz tilida yozilgan ilmiy maqolalarda akademik leksikaning qo'llanilish darajasini korpus asosida tahlil qilishga bag'ishlangan. Tadqiqotning asosiy maqsadi Academic Word List (Coxhead, 2000)*

tarkibiga kiruvchi akademik birliklarning talaba yozuvlarida uchrash chastotasini aniqlash hamda turli maqolalar o'rtasidagi leksik farqlarni qiyosiy jihatdan baholashdan iborat. Tadqiqot uchun o'zbek EFL talabalari tomonidan yozilgan o'nta ilmiy maqoladan iborat kichik hajmli korpus tuzildi. Ushbu matnlar Compleat VocabProfiler dasturi yordamida tahlil qilindi va unda Nation tomonidan ishlab chiqilgan chastota ro'yxatlaridan foydalanildi. Tahlil jarayonida faqat 570 ta akademik so'z oilasini o'z ichiga olgan Academic Word List birliklari asosiy mezon sifatida olindi. Natijalar akademik leksika ulushi o'rtacha 9.07% ni tashkil etganini ko'rsatdi. Eng yuqori ko'rsatkich 14.67%, eng past natija esa 2.01% bo'ldi. Olingan ma'lumotlar talaba ilmiy yozuvlarida akademik lug'atdan foydalanish darajasi sezilarli darajada farqlanishini ko'rsatadi. Tadqiqot natijalari oliy ta'limda akademik yozuv ko'nikmalarini rivojlantirish hamda Academic Word List asosida maqsadli lug'at o'qitishni kuchaytirish zarurligini tasdiqlaydi.

Kalit so'zlar *Akademik lug'at, AWL, korpus tahlili, EFL yozuv, ilmiy maqola, akademik savodxonlik*

Анализ охвата Академического списка слов (AWL) в опубликованных научных статьях узбекских студентов-бакалавров EFL: корпусное исследование

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Аннотация *Данная статья посвящена исследованию использования академической лексики в научных работах, написанных узбекскими студентами, изучающими английский язык как иностранный. Основной целью исследования является анализ степени представленности слов из Academic Word List (Coxhead, 2000) в студенческих исследовательских статьях и выявление различий в уровне академической лексической компетенции. Для проведения анализа был сформирован небольшой корпус, включающий десять исследовательских работ студентов. Тексты были обработаны с использованием онлайн-инструмента Compleat VocabProfiler, основанного на частотных списках Nation. Особое внимание было уделено словам, входящим в Academic Word List, которая включает 570 наиболее частотных академических словесных семей. Результаты исследования показали, что средний уровень покрытия академической лексики составил 9,07% от общего количества слов в корпусе. При этом максимальное значение достигло 14,67%, тогда как минимальный показатель составил лишь 2,01%. Полученные данные свидетельствуют о значительной вариативности*

использования академической лексики в студенческих научных текстах. Анализ также позволил выделить три группы текстов в зависимости от уровня использования AWL: высокий, средний и низкий.

Ключевые слова *Академическая лексика, Academic Word List (AWL), академическое письмо, корпусный анализ, английский язык как иностранный, лексическа, компетенция, узбекские студенты*

Introduction

Academic vocabulary plays a crucial role in effective academic writing. Coxhead's (2000) Academic Word List (AWL) consists of 570 word families frequently found in academic texts. Mastery of academic vocabulary enhances clarity, precision, and disciplinary credibility (Hyland, 2004; Nation, 2013). However, Uzbek EFL learners often demonstrate uneven academic lexical development due to limited exposure to authentic academic discourse. Corpus-based analysis allows objective measurement of lexical coverage and variation.

Research questions:

1. What is the average AWL coverage in Uzbek EFL research papers?
2. How much variation exists among papers?
3. What differences can be observed between low- and high-AWL papers?

Research methods

The corpus consisted of 10 research papers written in English by Uzbek EFL students. The total word count ranged from 518 to 2,308 words. Texts were analyzed using Compleat VocabProfiler based on Nation's frequency lists. Only AWL tokens (570 families) were considered.

AWL percentage was calculated as: (AWL Tokens / Total Tokens) × 100.

Article		Total Words	AWL Tokens	AWL %
A1	Is Uzbek society masculine?	817	107	13.10
A2	Stylistic differences between English print advertisements and social media advertisements.	2261	80	3.54
A3	Innovative approaches in foreign language teaching.	1594	32	2.01
A4	The importance of Persian language in understanding classical Eastern literature.	518	40	7.72
A5	The features of teaching vocabulary in context for B1 level students.	619	56	9.05
A6	Styles of teaching English to young learners.	1161	74	6.37
A7	Improving students' language skills through new integrated approaches in modern language teaching.	1882	276	14.67
A8	Disadvantages of learning and teaching foreign languages unbased cultures.	1816	219	12.06
A9	The sociopragmatic description of speech in English and Uzbek dramas.	2308	256	11.09

A10	Phonological and morphological typology in authentic English materials: implications for teaching.	1206	134	11.11
Mean		-	-	9.07

Table 1. *AWL Coverage in 10 Research Articles*

Research results

As illustrated in Figure 1, the distribution of AWL coverage varies considerably across the analyzed research papers. The mean AWL coverage was 9.07%. The highest value was 14.67%, and the lowest was 2.01%. The range (12.66) indicates substantial variation across papers.

Classification:

High AWL group (>11%): A1, A7, A8, A9, A10.

Medium group (6–10%): A4, A5, A6.

Low group (<5%): A2, A3.

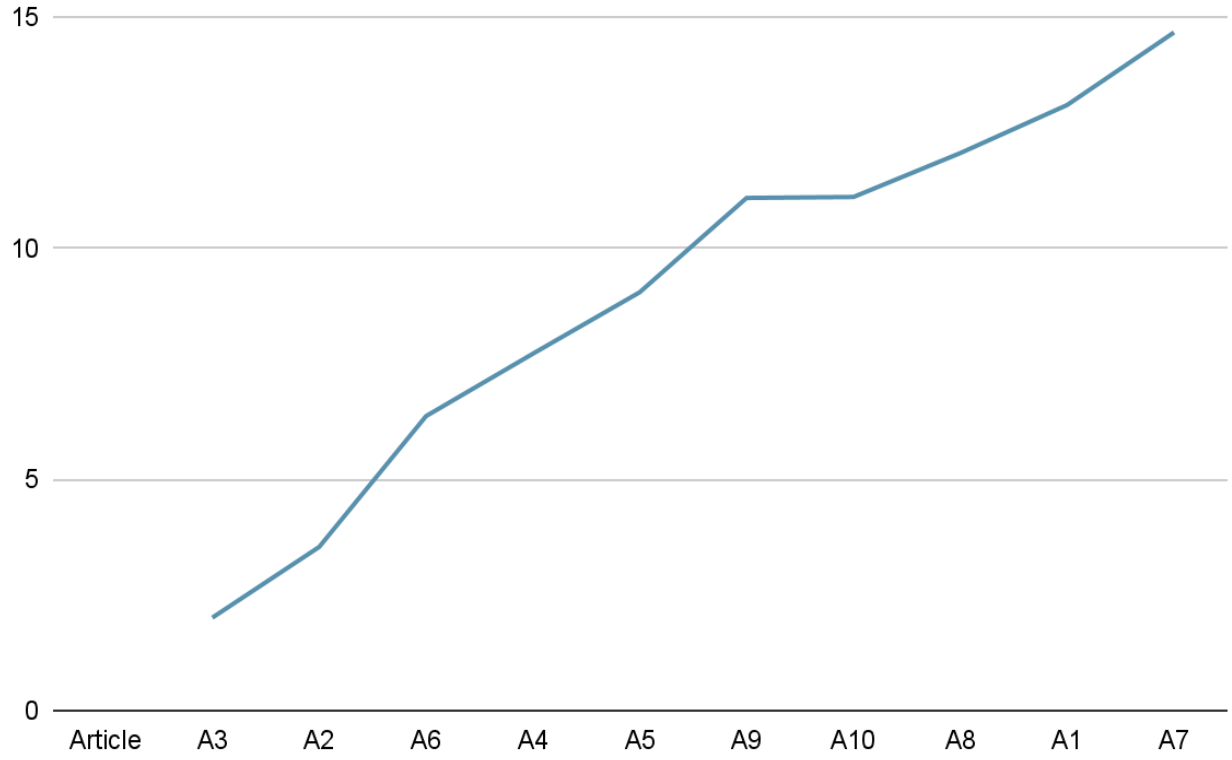


Figure 1. *Variation of Academic Word List (AWL) coverage across the analyzed research articles*

Discussion

The findings of this corpus-based study reveal considerable variation in the use of academic vocabulary among Uzbek EFL undergraduate writers. Although the mean AWL coverage (9.07%) falls within the range commonly reported in international studies on student academic writing, the distribution across individual papers demonstrates substantial disparity. The difference between the highest (14.67%) and lowest (2.01%) values suggests uneven development of academic lexical competence.

The high-performing group (above 11%) demonstrates a relatively strong command of academic lexis. These papers likely reflect greater familiarity with research discourse conventions, including the use of abstract nouns (e.g., *analysis, implication, significance*), reporting verbs, and evaluative language. Such

usage aligns with Hyland's (2008) observation that academic writing requires lexical resources that signal argumentation, generalization, and discipline-neutral conceptualization. It may also indicate prior exposure to research-oriented coursework or explicit vocabulary training.

In contrast, papers in the low AWL group (below 5%) appear to rely heavily on high-frequency general vocabulary. This pattern suggests limited integration of academic word families into productive writing. Laufer (2003) argues that vocabulary depth, not merely vocabulary size, plays a decisive role in academic performance. Students may recognize academic words receptively but fail to incorporate them effectively in writing. The low coverage observed in two papers could therefore reflect restricted lexical sophistication rather than overall language deficiency.

The medium group (6–10%) represents transitional performance. These papers contain a moderate amount of academic vocabulary but do not consistently demonstrate lexical density typical of more advanced academic writing. This uneven distribution confirms Nation's (2013) claim that academic vocabulary acquisition requires systematic exposure and repeated contextualized practice.

Another possible factor influencing AWL variation is topic selection. Research papers dealing with theoretical or methodological issues may naturally include more academic lexical items, while descriptive or culturally oriented topics may rely more on narrative language. This suggests that genre and rhetorical purpose should be considered when interpreting lexical coverage results.

The findings correspond partially with previous corpus-based research indicating that proficient academic writers typically demonstrate AWL coverage between 8% and 12% (Coxhead, 2000; Hyland, 2004). However, the extremely low values found in two papers indicate that some students have not yet internalized the lexical norms of academic discourse. This reinforces the need for pedagogical intervention.

From a pedagogical perspective, the results highlight several implications for Uzbek higher education. First, academic vocabulary instruction should move beyond incidental exposure. Explicit teaching of AWL items, including collocations and phraseology, can significantly improve lexical sophistication. Second, corpus-based tools such as lexical profiling software can be integrated into academic writing courses to provide objective feedback. Third, academic writing instruction should emphasize the functional use of academic lexis in argumentation, analysis, and synthesis.

Overall, the variability observed in this corpus underscores the necessity of systematic academic vocabulary development as part of undergraduate training.

Conclusion

This study demonstrates that although the average AWL coverage approaches international norms, significant variation exists. Structured academic vocabulary instruction and corpus-based pedagogical strategies may enhance academic literacy among Uzbek EFL learners.

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A comparative analysis of traditional and innovative teaching approaches in the development of lexical competence

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Annotation *This article examines modern education as a key factor in the development of the individual and society, with a particular focus on improving students' lexical competence; it analyzes traditional and innovative teaching methods, along with their advantages and disadvantages, in the context of developing and enhancing young people's lexical competence. Traditional methods, based on the principles of centralized knowledge transfer, a lecture format, and a strict didactic approach, are characterized by a high degree of organization but relatively low motivation and a certain passivity on the part of students. These methods ensure structured and consistent results but hinder active vocabulary acquisition, as learners often act as passive listeners. Innovative technologies, including the use of information and communication tools, multimedia resources, differentiated and student-centered approaches, as well as game-based and project-based learning methods, promote more active youth engagement, the development of greater independence, and critical thinking. However, the author argues that innovative methods cannot completely replace traditional ones. The main idea of the article is the exclusively comprehensive application of traditional and innovative pedagogical approaches; since it is precisely this combination that provides optimal conditions for the effective and harmonious improvement of lexical competence and contributes to better preparation of competitive young people.*

Keywords *Lexical competence, traditional teaching methods, innovative pedagogical technologies, educational efficiency, modernization of the education system*

Leksik kompetentsiyani rivojlantirishda an'anaviy va innovatsion o'qitish yondashuvlarining taqqosiy tahlili

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Annotatsiya *Ushbu maqola zamonaviy ta'limni shaxs va jamiyat rivojlanishining asosiy omili sifatida o'rganadi, o'quvchilarning lug'at kompetentsiyasini yaxshilash masalasiga alohida e'tibor qaratadi; u yoshlarning lug'at kompetentsiyasini rivojlantirish va oshirish kontekstida an'anaviy va innovatsion o'qitish usullarini, ularning afzalliklari va kamchiliklarini tahlil qiladi. Markazlashgan bilim uzatish, ma'ruza formati va qat'iy didaktik yondashuv tamoyillariga asoslangan an'anaviy usullar yuqori tashkiliy daraja bilan ajralib turadi, ammo ular o'quvchilarning motivatsiyasini nisbatan past va ma'lum darajada passiv bo'lishiga olib keladi. Ushbu usullar tuzilmaviy va izchil natijalarni ta'minlaydi, ammo lug'atni faol o'zlashtirishga to'sqinlik qiladi, chunki o'rganuvchilar ko'pincha passiv tinglovchi bo'lib qoladi. Innovatsion texnologiyalar, jumladan axborot va kommunikatsiya vositalari,*

multimedia resurslari, differentsiatsiyalangan va talaba markazli yondashuvlar, shuningdek o'yin va loyiha asosidagi o'qitish usullari yoshlarni yanada faol jalb etishga, mustaqillik va tanqidiy fikrlashni rivojlantirishga hissa qo'shadi. Biroq, muallif innovatsion usullar an'anaviy usullarni to'liq almasha olmasligini ta'kidlaydi. Maqolaning asosiy g'oyasi an'anaviy va innovatsion pedagogik yondashuvlarni keng qamrovli tarzda qo'llashdir; aynan shu kombinatsiya lug'at kompetentsiyasini samarali va uyg'un rivojlantirish uchun eng maqbul sharoitlarni yaratadi va raqobatbardosh yoshlarni yaxshiroq tayyorlashga hissa qo'shadi.

Kalit so'zlar *Leksik kompetentsiya, an'anaviy o'qitish usullari, innovatsion pedagogik texnologiyalar, ta'lim samaradorligi, ta'lim tizimini modernizatsiya qilish*

Сравнительный анализ традиционного и инновационного подхода обучения при совершенствовании лексической компетенции

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Аннотация *В данной статье рассматривается современное образование как ключевой фактор формирования личности и общества, особое внимание уделяется вопросу совершенствования лексической компетенции обучающихся; анализируются традиционные и инновационные педагогические методы с их преимуществами и недостатками в контексте формирования и улучшения лексической компетенции молодежи. Традиционные методы, основанные на принципах централизованной передачи знаний, лекционном формате и строгом дидактическом подходе, характеризуются высокой организованностью, но относительно низкой мотивацией и определенной пассивностью обучающихся. Эти методы обеспечивают структурированность и стабильность результатов, но затрудняют активное усвоение лексики, поскольку обучающиеся зачастую выступают в роли пассивных слушателей. Инновационные технологии, включающие использование информационно-коммуникационных средств, мультимедийных ресурсов, дифференцированный и личностно-ориентированный подходы, а также игровые и проектные методы обучения, способствуют более активному вовлечению молодежи, развитию большей самостоятельности и критического мышления. Однако автор утверждает, что инновационные методы не могут полностью заменить традиционные. Главная идея статьи – исключительно комплексное применение традиционных и инновационных педагогических подходов; поскольку именно такое сочетание обеспечивает оптимальные условия для эффективного и гармоничного совершенствования лексической компетенции, способствует лучшей подготовке конкурентоспособной молодежи.*

Ключевые слова *Лексическая компетентность, традиционные методы обучения, инновационные педагогические технологии, эффективность образования, модернизация системы образования*

Introduction

Modern education is considered to be one of the fundamental tools for the development, improvement, and formation of both the individual and society as a whole.

Therefore, in the context of rapidly changing modernization in the scientific, social, and technological spheres of the modern world, innovative pedagogical approaches aimed at increasing the effectiveness and improving the quality of education, as well as fostering the development of well-rounded and competitive youth, have become particularly important. These innovative approaches contribute to the more productive development and refinement of the practical application of lexical competence.

Lexical competence refers to a speaker's ability to understand the meaning of a word within the flow of speech, to use that word in their spoken and written language, to distinguish between the literal and figurative (if present) meanings of a given word, to establish synonymic and antonymic relationships, and to distinguish between paronyms. In fact, lexical competence is based on one's lexical repertoire (Morozova, 2023).

Lexical competence refers to the ability to understand, remember, and appropriately use lexical units in oral and written communication. According to modern linguistic and pedagogical theories, vocabulary acquisition is a gradual and dynamic process that requires repeated exposure, contextualized practice, and meaningful use (Ashirova, 2026).

Innovative teaching methods help learners acquire knowledge not for its own sake, but for practical application in their daily social and professional lives, as they are most often based on a competence-based, activity-centred and person-centred approach. However, we should not forget about time-tested traditional teaching methods; they remain relevant to this day.

Let us attempt to assess the effectiveness of each method – both innovative and traditional – in teaching, with a view to developing and improving learners' lexical competence.

Traditional teaching methods

The traditional teaching method is based on the classical pedagogical model, which involves a centralized approach, a didactic process, and the transfer of knowledge from teacher to student.

Traditional language teaching methods gave precedence to grammatical competence as the basis of language proficiency. They were anchored on the idea that grammar could be learned through direct instruction and through an approach that made much use of repetitive practice and drilling (Yede, 2020).

The key characteristics are as follows:

1. **Lecture-based classes**

Advantages: all students receive concise material on the topic being studied in a ready-made form and in the amount necessary to master the topic. There is no need to pore over a large amount of academic literature in search of the necessary information, analyze and synthesize it, or draw conclusions. The teacher filters out unfounded and unsubstantiated information, and the student receives a ready-made academic product in a form that they can easily grasp, as the teacher always takes into account the students' language proficiency and prior knowledge when presenting new material.

Disadvantages: the pupil/student finds themselves in the role of a passive listener who

does not participate in the dialogue, as dialogue is effectively absent in this form of teaching. Lexical competence is hardly improved at all, as the pupil/student does not actually speak. Pupils' and students' lexical skills in a lecture-based teaching format are often reduced to simply repeating after the teacher.

2. **The teacher acts as a facilitator, mentor, and source of knowledge**

Advantages: the educational, developmental and formative objectives of the lesson are fully realised in accordance with moral and legal requirements. Students see the teacher as a source of support and rely on their knowledge and experience. The teacher becomes a role model in every respect, including in the use of vocabulary.

Disadvantages: pupils/students do not need to search for the necessary information (whether core or supplementary); they have neither the opportunity nor, in many cases, the desire to develop the skills required to find this information, as the teacher/lecturer takes full responsibility for this task. Lexical competence is poorly developed, as the pupil/student is effectively repeating the teacher's words.

3. **Completing written assignments based on a provided template**

Advantages: all learners, including those with a lower level of knowledge, are able to complete the required minimum number of exercises. The correctness of the completed tasks can be checked in a group setting, as the tasks are the same for everyone; this, in turn, reduces the time taken to complete the work and helps to develop teamwork skills.

Drawbacks: pupils/students are unable to demonstrate their abilities and personal potential, or to show their level of mastery of topics they have previously studied or are currently studying. Lexical competence is poorly developed, as learners have no need to actively study new words, phrases or syntactic structures and apply them in speech; the exercises, which are based on a ready-made model, do not require the acquisition of new knowledge.

A significant advantage of the traditional approach to teaching is undoubtedly its high level of organization, relative ease of implementation, and the consistency of the results obtained. However, this may lead to low motivation, a loss of interest in learning on the part of students, insufficient student engagement, and weak development of creative thinking, which may subsequently result in the unstable development of lexical competence.

Innovative teaching methods

An innovative teaching method involves the use of new pedagogical technologies, active forms of interaction between students and the teacher, personalization of the learning process, and a practical focus on the knowledge acquired.

The key characteristics of innovative pedagogical methods are as follows:

1. **The use of information and communication technology (ICT), including multimedia materials, electronic educational platforms, and educational software**

Advantages: In this case, the learning process keeps pace with the times. We live in an era of digitalization and computerization; we cannot deny the obvious – information and communication technology significantly facilitates the learning process, making it more dynamic, interesting, and productive.

Disadvantages: Modern information and technical capabilities often push students to delegate their own tasks in completing academic assignments to technical devices.

2. **Differentiated Instruction and a Student-Centered Approach**

Advantages: Each student is given the opportunity to realize their potential and learn at a pace that suits them. The healthy competition that arises as a result serves as a strong motivator for self-improvement.

Disadvantages: This teaching format is difficult to implement when there are a large number of students in a single group. The teacher is unable to provide personalized

instruction in every class due to a simple lack of time.

3. **Game-based learning, quest-based learning, project-based learning, case method, inquiry-based learning**

Advantages: The learning process is a collaborative effort between the teacher and the student. Students work more independently, while the teacher acts as a facilitator. Young people actively develop independent learning skills and critical thinking. In addition, quest-based and game-based technologies enable the implementation of so-called integrated lessons that highlight interdisciplinary connections. Such lessons help students consolidate the material they have learned across various disciplines more thoroughly and enable them to analyze and synthesize scientific information.

Disadvantages: Not all educational topics allow for the application of such technologies. Not all learners are capable of independent study, even with small amounts of theoretical material, or of conducting research. Furthermore, organizing a scavenger hunt, for example, often requires more time and space than is typically available for an academic class in an educational institution.

Modern pedagogical technologies exist within specific conditions and must ensure the achievement of educational standards, be effective in terms of results, and be cost-effective (Yelkin, 2014).

Undoubtedly, innovative teaching methods contribute to the more active development of critical thinking, independence, and motivation among students; they increase their engagement in the learning process and improve learning outcomes, while effectively building young people's lexical competence. Linguistic games play a key role in this regard. Linguistic games develop an individual's mental skills and help them apply in practice the aspects of language that seemed most difficult. The use of linguistic games is the most flexible and convenient method in the language learning process, as it develops logic, thinking, memory, and linguistic intuition (Uzbekov, 2025).

However, it is impossible to rely exclusively on innovative teaching methods in the educational process. Only a combination of traditional and innovative approaches will contribute to the more comprehensive development and improvement of young people's lexical competence and the full development of students' individual potential.

A model that combines time-tested traditional methods with innovative technologies is the most effective. Delivering traditional lectures using interactive online platforms, group work utilising modern technical resources, completing model tasks in a game-based format, and conducting quests that actively incorporate elements of traditional speech development exercises, and the use of case studies when learning or consolidating material, with active guidance from the teacher, will ensure a more productive and high-quality development of learners' lexical competence.

Consequently, the most effective way to improve pupils' and students' lexical competence is through a synthesis of innovative and traditional teaching methods.

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Methodology for Teaching English Collocations to University Students Using Video Content

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Annotation *The effective acquisition of English collocations is a critical component of developing communicative competence among university students. However, traditional teaching approaches often fail to provide authentic contextual exposure necessary for mastering collocations. This study explores a methodology for teaching English collocations through video-based instruction. Video content offers rich linguistic input, combining visual, auditory, and contextual cues that enhance learners' understanding and retention of collocations. The research employs a mixed-method approach, integrating classroom experimentation, observation, and student feedback to evaluate the effectiveness of video-assisted learning. The findings indicate that students exposed to video materials demonstrate significantly improved recognition, comprehension, and production of collocations. Additionally, video-based instruction increases student motivation, engagement, and autonomy in language learning. The study proposes practical strategies, including pre-viewing, while-viewing, and post-viewing activities, to facilitate deeper learning. The results highlight the importance of integrating multimedia tools into English language teaching methodologies, particularly for lexical development. The study contributes to the advancement of innovative pedagogical approaches in higher education contexts.*

Keywords *Collocations, video-based learning, lexical competence, EFL, multimedia teaching, authentic input, university students, language acquisition*

Universitet talabalariga ingliz tilidagi kollokatsiyalarni video materiallar asosida o'qitish metodikasi

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Annotatsiya *Ingliz tilidagi kollokatsiyalarni samarali o'zlashtirish universitet talabalarining kommunikativ kompetensiyasini rivojlantirishda muhim ahamiyatga ega. An'anaviy o'qitish usullari ko'pincha kollokatsiyalarni o'zlashtirish uchun zarur bo'lgan tabiiy kontekstni yetarli darajada ta'minlay olmaydi. Ushbu tadqiqotda ingliz tilidagi kollokatsiyalarni video materiallar asosida o'qitish metodikasi yoritilgan. Video kontent vizual, audial va kontekstual elementlarni birlashtirib, talabalarning kollokatsiyalarni tushunishi va eslab qolishini kuchaytiradi. Tadqiqot aralash metodologiya asosida olib borilib, tajriba, kuzatuv va talabalar fikr-mulohazalari orqali samaradorlik baholangan. Natijalar shuni ko'rsatdiki, video asosida o'qitilgan talabalar kollokatsiyalarni yaxshiroq anglaydi va qo'llaydi. Bundan tashqari, video materiallar talabalarning motivatsiyasi va mustaqil o'rganish*

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ko'nikmalarini oshiradi. Tadqiqotda video asosida o'qitish uchun amaliy tavsiyalar ishlab chiqilgan.

Kalit so'zlar *Kollokatsiyalar, video asosida o'qitish, leksik kompetensiya, ingliz tili, multimedia, autentik materiallar, talabalar, til o'rganish*

Методика обучения английским коллокациям студентов вузов с использованием видеоконтента

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Аннотация *Эффективное освоение английских коллокаций является важным компонентом формирования коммуникативной компетенции студентов вузов. Традиционные методы обучения часто не обеспечивают достаточного контекстуального материала для их усвоения. В данном исследовании рассматривается методика обучения английским коллокациям с использованием видеоконтента. Видео предоставляет богатую языковую среду, объединяя визуальные, аудиальные и контекстуальные элементы, что способствует лучшему пониманию и запоминанию коллокаций. В исследовании применен смешанный метод, включающий экспериментальное обучение, наблюдение и анализ отзывов студентов. Результаты показали, что использование видеоматериалов значительно повышает уровень усвоения коллокаций. Также наблюдается рост мотивации и вовлеченности студентов. В работе предложены практические методы организации учебного процесса с использованием видео.*

Ключевые слова *Коллокации, обучение с видео, лексическая компетенция, английский язык, мультимедиа, аутентичные материалы, студенты, изучение языка*

Introduction

The teaching of vocabulary has undergone significant transformation in recent decades, shifting from rote memorization to context-based and communicative approaches. Among the various aspects of vocabulary acquisition, collocations play a central role in achieving fluency and natural language use. Collocations refer to the habitual co-occurrence of words, such as "make a decision" or "strong argument," which cannot always be translated literally or deduced from grammar rules. For university students learning English as a foreign language (EFL), mastering collocations is essential for both academic success and real-life communication.

Despite their importance, collocations remain one of the most challenging aspects of language learning. Traditional teaching methods often rely on isolated word lists or decontextualized exercises, which do not adequately reflect how language is used in real-life situations. As a result, students may have a good understanding of individual words but struggle to combine them appropriately.

With the advancement of technology, multimedia tools – particularly video content – have emerged as powerful resources in language teaching. Videos provide authentic language input, exposing learners to real-life usage, intonation, gestures, and cultural context. This multimodal input supports deeper cognitive processing and enhances memory retention.

In the context of higher education, integrating video-based instruction into language classrooms aligns with modern pedagogical principles such as student-centered learning, digital literacy, and experiential learning. Videos can be used not only as a source of input but also as a stimulus for interaction, discussion, and production.

This study aims to develop and evaluate a methodology for teaching English collocations using video content. It explores how structured video-based activities can improve students' recognition, understanding, and use of collocations. The research also examines the impact of such methods on learner motivation and engagement.

The significance of this study lies in its contribution to innovative teaching practices in EFL contexts. By combining lexical instruction with multimedia tools, educators can create more dynamic and effective learning environments. The findings are expected to provide practical insights for teachers, curriculum designers, and researchers interested in enhancing vocabulary instruction through technology.

Literature review

The role of collocations in second language acquisition has been widely emphasized in linguistic and pedagogical research. According to Lewis (2000), the lexical approach highlights the importance of teaching chunks of language rather than isolated words. Collocations, as a fundamental component of lexical chunks, contribute significantly to fluency and naturalness in communication.

Nation (2001) argues that vocabulary knowledge includes not only knowing individual words but also understanding their typical combinations. Learners who lack collocational competence often produce unnatural or incorrect expressions, which may hinder communication. Similarly, Hill (2000) suggests that teaching collocations should be a priority in language classrooms, as it bridges the gap between grammar and vocabulary.

Recent studies have explored the integration of technology in vocabulary teaching. Mayer's (2009) cognitive theory of multimedia learning posits that learners process information more effectively when it is presented through multiple channels, such as visual and auditory inputs. This theory supports the use of video as a teaching tool, as it engages different cognitive processes simultaneously.

Research by Webb and Nation (2017) indicates that repeated exposure to vocabulary in meaningful contexts enhances retention. Video materials provide such exposure by presenting language in authentic situations. Moreover, studies by Peters and Webb (2018) show that learners who engage with audiovisual input demonstrate better vocabulary acquisition compared to those using text-only materials.

In the context of collocation learning, Boers and Lindstromberg (2009) emphasize the importance of noticing and awareness. Video content can facilitate noticing by highlighting collocations within meaningful discourse. Additionally, the use of subtitles has been found to support vocabulary learning by reinforcing the connection between spoken and written forms (Montero Perez et al., 2013).

Motivation is another key factor in language learning. According to Dörnyei (2001), engaging and relevant materials increase learner motivation and participation. Videos, especially those related to students' interests, can create a more enjoyable learning experience.

Overall, the literature suggests that combining lexical instruction with multimedia tools offers significant advantages. However, there is still a need for structured methodologies that guide teachers in effectively integrating video into collocation teaching.

Methods and Analysis

This study adopts a mixed-method research design to investigate the effectiveness of teaching English collocations through video content in a university setting. The combination of quantitative and qualitative approaches allows for a comprehensive evaluation of both measurable learning outcomes and learners' perceptions. The research was conducted with second-year university students majoring in English language studies, whose proficiency level ranged between B1 and B2 according to the CEFR framework.

Research design and Participants

A total of 60 students participated in the study and were divided into two groups: an experimental group (n=30) and a control group (n=30). The experimental group received instruction through a structured video-based methodology, while the control group was taught using traditional textbook-based techniques focusing on explicit explanation and written exercises. The intervention lasted for eight weeks, with two 90-minute sessions per week.

Data collection instruments

To ensure reliability and validity, multiple data collection tools were employed:

- **Pre-test and post-test:** to measure students' knowledge and use of collocations
- **Observation checklists:** to monitor engagement and participation
- **Questionnaires:** to assess students' attitudes toward video-based learning
- **Semi-structured interviews:** to gain deeper insights into students' experiences

The pre-test results indicated no significant difference between the two groups, ensuring comparability. After the intervention, the post-test results revealed a statistically significant improvement in the experimental group.

Instructional Procedure: Three-Stage Model

The teaching methodology is based on a structured three-stage model: pre-viewing, while-viewing, and post-viewing. This framework aligns with communicative language teaching and task-based learning principles.

1. **Pre-viewing Stage (Activation and Noticing)**

The pre-viewing stage aims to activate learners' prior knowledge and raise awareness of target collocations. At this stage, the teacher introduces key collocations through:

- brainstorming tasks (e.g., "What collocations can you form with the word 'make'?")
- matching exercises (verbs + nouns)
- prediction activities based on video titles or screenshots

This stage also incorporates the **noticing hypothesis** (Schmidt, 1990), emphasizing that learners must consciously notice lexical patterns before acquiring them. Teachers may highlight collocations explicitly or encourage learners to identify patterns independently.

2. **While-viewing Stage (Comprehension and Recognition)**

During the while-viewing stage, students interact with authentic video materials such as interviews, short films, lectures, or TV clips. Videos are carefully selected based on linguistic level, relevance, and density of collocations.

Typical activities include:

- identifying collocations while watching
- completing gap-fill transcripts
- answering comprehension questions
- categorizing collocations (e.g., verb-noun, adjective-noun)

Teachers may pause the video to draw attention to specific expressions or replay segments for reinforcement. Subtitles can be used strategically – initially with subtitles for

comprehension, then without subtitles to develop listening skills.

This stage enhances **multimodal learning**, as students process information through visual, auditory, and contextual cues, which supports deeper cognitive engagement (Mayer, 2009).

3. **Post-viewing Stage (Production and Integration)**

The post-viewing stage focuses on active use and internalization of collocations. Students engage in communicative and productive tasks such as:

- role-plays based on video scenarios
- group discussions using target collocations
- writing summaries or reflections
- creating their own short video dialogues

This stage aligns with **output hypothesis** (Swain, 1985), which suggests that language production is essential for acquisition. Through meaningful use, learners consolidate their knowledge and develop fluency.

Pedagogical Recommendations Based on the findings of the study, several practical recommendations can be proposed for educators: 1. Selection of Appropriate Video Materials Teachers should choose videos that are authentic, engaging, and level-appropriate. Short clips (2-5 minutes) are preferable to maintain attention and allow repeated viewing. 2. Integration of Repetition and Recycling Collocations should be revisited across different lessons and contexts. Repetition through multiple exposures enhances retention and automatization. 3. Use of Subtitles and Transcripts Subtitles can support comprehension, especially for lower-level learners. However, gradual removal of subtitles is recommended to improve listening skills. 4. Encouraging Learner Autonomy Students should be encouraged to explore video resources independently (e.g., YouTube, TED Talks) and keep a collocation journal. This promotes lifelong learning habits. 5. Collaborative Learning Activities Pair and group work should be integrated to facilitate interaction and negotiation of meaning. Collaborative tasks increase motivation and deepen understanding. 6. Feedback and Error Correction Teachers should provide focused feedback on collocation use rather than only grammatical accuracy. Corrective feedback helps learners refine their lexical choices. 7. Integration with Digital Tools Platforms such as Quizlet, Padlet, and interactive video tools (e.g., Edpuzzle) can enhance engagement and allow for personalized learning experiences. mayda sarlavhalarsiz kengaytirilgan ingliz tilida

Based on the findings of the study, a set of pedagogical recommendations can be formulated to enhance the effectiveness of teaching English collocations through video-based instruction in higher education contexts. First and foremost, the careful selection of video materials plays a crucial role in ensuring successful learning outcomes. Teachers are encouraged to choose authentic and context-rich video content that reflects real-life language use, as this provides students with meaningful exposure to naturally occurring collocations. The selected materials should align with students' proficiency levels to avoid cognitive overload while still offering sufficient linguistic challenge. Short video clips, typically ranging from two to five minutes, are particularly effective because they maintain learners' attention and allow for repeated viewing, which is essential for noticing and internalizing collocations.

Another important consideration is the integration of repetition and recycling throughout the instructional process. Collocations should not be treated as isolated items presented in a single lesson; instead, they should be systematically revisited in various contexts and across different activities. Repeated exposure to the same lexical patterns enhances retention and facilitates the transition from receptive to productive knowledge. Teachers can incorporate spiral learning techniques by reintroducing previously learned collocations in new video materials, discussions, and writing tasks, thereby

reinforcing long-term memory and promoting automatization.

The use of subtitles and transcripts is also a valuable pedagogical strategy, particularly in the initial stages of learning. Subtitles can support comprehension by helping learners connect spoken and written forms of language, making it easier to identify collocations in authentic discourse. However, reliance on subtitles should be gradually reduced as learners become more confident, encouraging them to rely on auditory input and develop their listening skills. A staged approach, beginning with full subtitles, followed by partial subtitles, and eventually no subtitles, can effectively scaffold learners' progress.

Promoting learner autonomy is another key recommendation derived from the study. Students should be encouraged to engage with video materials beyond the classroom environment by exploring online resources such as educational channels, interviews, and lectures. Keeping a collocation journal, either in written or digital form, can help learners record, reflect on, and practice new expressions encountered in videos. This practice not only reinforces learning but also fosters independent study habits, which are essential for lifelong language development.

In addition, collaborative learning activities should be integrated into the instructional design to create opportunities for interaction and negotiation of meaning. Pair and group tasks, such as role-plays, discussions, and problem-solving activities based on video content, enable learners to actively use collocations in communicative contexts. Such interaction enhances both fluency and accuracy while increasing motivation and engagement. Collaborative learning also allows students to learn from one another, share strategies, and build confidence in using new lexical items.

Effective feedback and error correction are equally important in supporting collocation learning. Teachers should prioritize feedback on lexical accuracy, particularly the appropriate use of collocations, rather than focusing exclusively on grammatical correctness. Providing explicit corrective feedback, along with examples of correct usage, helps learners refine their language production and avoid fossilization of errors. Encouraging self-correction and peer feedback can further enhance learners' awareness and responsibility for their own learning.

Finally, the integration of digital tools can significantly enrich the teaching and learning process. Interactive platforms such as Quizlet and Padlet allow for the creation of engaging vocabulary exercises, while tools like Edpuzzle enable teachers to embed questions and tasks directly into video content. These technologies support personalized learning by allowing students to work at their own pace and revisit materials as needed. Moreover, digital tools can increase student engagement by incorporating elements of gamification and interactivity, making the learning process more dynamic and motivating.

The implementation of this methodology demonstrated that students exposed to video-based instruction showed significant improvement in both receptive and productive knowledge of collocations. Moreover, qualitative data revealed increased motivation, confidence, and willingness to participate in classroom activities.

Thus, video-based collocation teaching represents an effective, innovative, and learner-centered approach that aligns with contemporary trends in language education and digital pedagogy.

Conclusion

The study highlights the effectiveness of video-based instruction in teaching English collocations to university students. By providing authentic input and engaging multiple sensory channels, video content enhances learners' ability to recognize and use collocations accurately.

The findings confirm that structured video-based activities significantly improve both receptive and productive vocabulary skills.

Moreover, the approach increases student motivation and engagement, making the learning process more dynamic and enjoyable.

Incorporating video into language teaching aligns with modern educational trends and supports the development of communicative competence. Therefore, educators are encouraged to adopt multimedia tools in their teaching practices.

Future research may explore the long-term impact of video-based learning and its application in different educational contexts.

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Methodological foundations of blended learning technology in teaching English

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Annotation *This article analyzes the methodological foundations of blended learning technology in teaching English. In modern education, the integration of traditional and digital environments has become an important factor of effectiveness. The aim of the study is to systematize the theoretical and methodological foundations, principles, models, advantages, and limitations of blended learning. Methods such as literature review, comparative analysis, and thematic analysis were applied. The results show that the effectiveness of blended learning depends not only on digital tools but also on the alignment of learning objectives, content, interactivity, feedback, and pedagogical management. This technology demonstrates high effectiveness in developing listening, writing, speaking, vocabulary, and collaborative skills. However, poorly designed courses may lead to decreased motivation, digital inequality, and cognitive overload. In addition, learners' individual characteristics and access to technology significantly influence outcomes. The teacher's methodological preparation and digital competence are also essential factors. The findings contribute to developing practical recommendations for improving educational processes. In conclusion, blended learning is a promising model for English language teaching when properly designed and implemented.*

Keywords *Blended learning, teaching English, blended learning, methodological foundation, digital pedagogy, Community of Inquiry, instructional design, foreign language education*

Ingliz tilini o'qitishda aralash ta'lim texnologiyasining metodik asoslari

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Annotatsiya *Mazkur maqolada ingliz tilini o'qitishda aralash ta'lim texnologiyasining metodik asoslari tahlil qilinadi. Zamonaviy ta'limda an'anaviy va raqamli muhitlarni integratsiyalash samaradorlikning muhim omiliga aylangan. Tadqiqot maqsadi – aralash ta'limning nazariy-metodik asoslari, tamoyillari, modellari, afzallik va*

cheklovlarini tizimlashtirish. Adabiyotlar tahlili, qiyosiy va tematik tahlil usullari qo'llanilgan. Natijalar shuni ko'rsatadiki, aralash ta'lim samaradorligi raqamli vositalar bilan birga o'quv maqsadlari, kontent, interaktivlik, teskari aloqa va pedagogik boshqaruv uyg'unligiga bog'liq. Bu texnologiya tinglab tushunish, yozish, gapirish, lug'at va hamkorlik ko'nikmalarini rivojlantirishda yuqori samara beradi. Biroq noto'g'ri rejalashtirilgan kurslar motivatsiyaning pasayishi, raqamli tengsizlik va kognitiv yuklama kabi muammolarni keltirib chiqarishi mumkin. Shuningdek, o'quvchilarning individual xususiyatlari va texnologik imkoniyatlari ham natijaga sezilarli ta'sir ko'rsatadi. Bundan tashqari, o'qituvchining metodik tayyorgarligi va raqamli savodxonligi muhim omil hisoblanadi. Tadqiqot natijalari ta'lim jarayonini yanada samarali tashkil etish uchun amaliy tavsiyalar ishlab chiqishga xizmat qiladi. Xulosa qilib aytganda, aralash ta'lim ingliz tilini o'qitishda istiqbolli model bo'lib, u metodik dizayn, o'qituvchi kompetensiyasi va tizimli monitoring asosida tashkil etilganda samarali bo'ladi.

Kalit so'zlar *Aralash ta'lim, ingliz tilini o'qitish, blended learning, metodik asos, raqamli pedagogika, Community of Inquiry, o'quv dizayni, chet tili ta'limi*

Методические основы технологии смешанного обучения в преподавании английского языка

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Аннотация *В данной статье анализируются методические основы технологии смешанного обучения при преподавании английского языка. В современной образовательной системе интеграция традиционной и цифровой среды становится важным фактором эффективности. Цель исследования заключается в систематизации теоретико-методических основ, принципов, моделей, преимуществ и ограничений смешанного обучения. В работе использованы методы анализа научной литературы, сравнительного и тематического анализа. Результаты показывают, что эффективность смешанного обучения зависит не только от цифровых инструментов, но и от согласованности учебных целей, содержания, интерактивности, обратной связи и педагогического управления. Данная технология способствует развитию навыков аудирования, письма, говорения, словарного запаса и сотрудничества. Однако недостаточно продуманный дизайн курса может привести к снижению мотивации, цифровому неравенству и когнитивной перегрузке. Также значительную роль играют индивидуальные особенности обучающихся и их доступ к*

технологиям. Важным фактором является методическая подготовка и цифровая компетентность преподавателя. Полученные результаты могут быть использованы для разработки практических рекомендаций по совершенствованию учебного процесса. В заключение отмечается, что смешанное обучение является перспективной моделью при условии грамотной организации и реализации.

Ключевые слова *Смешанное обучение, обучение английскому языку, смешанное обучение, методическая основа, цифровая педагогика, сообщество исследования, педагогический дизайн, обучение иностранному языку*

Kirish

Ta’lim tizimining raqamli transformatsiyasi chet tillarini, xususan ingliz tilini o‘qitish metodikasiga jiddiy ta’sir ko‘rsatmoqda. So‘nggi yillarda auditoriya mashg‘ulotlari bilan onlayn faoliyatlarni uyg‘unlashtiruvchi aralash ta’lim modeli alohida e’tibor markaziga aylandi. Ilmiy adabiyotlarda aralash ta’lim turlicha talqin qilinsa-da, eng ko‘p qabul qilingan yondashuv uni yuzma-yuz ta’lim tajribasi bilan kompyuter vositasida tashkil etilgan o‘qitish jarayonining maqsadli integratsiyasi sifatida izohlanadi. Aynan “maqsadli integratsiya” tushunchasi mazkur texnologiyaning metodik mohiyatini belgilaydi: bunda onlayn va an’anaviy komponentlar bir-birini takrorlamaydi, balki didaktik jihatdan to‘ldiradi.

Aralash ta’lim tushunchasi kengligi sababli ba’zan “soyabon termin” sifatida ham qo‘llanadi. Hrastinski (2019) bu atama ostida turli nisbatdagi onlayn va oflayn o‘qitish, turli vosita va metodlarning kombinatsiyasi tushunilishini ta’kidlaydi. Biroq ilmiy va amaliy jihatdan foydali yondashuv shundaki, aralash ta’lim shunchaki texnologik qo‘shimcha emas, balki ta’lim sifatini oshirishga qaratilgan metodik qayta dizayn sifatida talqin qilinishi kerak. Garrison va Kanuka (2004) ham aralash ta’limni mavjud darsni raqamli vositalar bilan bezash emas, balki o‘qitish va o‘rganish munosabatlarini qayta tashkil etish deb izohlaydi. Bu yondashuv ingliz tilini o‘qitishda ayniqsa muhim, chunki til o‘rganish jarayoni ko‘pkanallilik, muntazam mashq, aloqa, refleksiya va autentik muloqot muhitini talab qiladi.

Ingliz tilini o‘qitishda aralash ta’limning ahamiyati bir necha omillar bilan izohlanadi. Birinchidan, u til ko‘nikmalarini rivojlantirish uchun sinxron va asinxron faoliyatlarni uyg‘unlashtirish imkonini beradi. Ikkinchidan, o‘quvchi individual tempda ishlashi, materialni qayta ko‘rishi va mustaqil mashq qilishi mumkin. Uchinchidan, auditoriyada asosan kommunikativ, muammoli va hamkorlikka asoslangan topshiriqlarga ko‘proq vaqt ajratish imkoni paydo bo‘ladi. Adabiyotlarda aralash modelning ingliz tili kurslarida o‘quv natijalari, til ko‘nikmalari va umumiy kurs samaradorligiga ijobiy ta’siri qayd etilgan bo‘lsa-da, bu ta’sir barcha sharoitda avtomatik yuz bermasligi, balki metodik dizayn sifati bilan chambarchas bog‘liqligi ko‘rsatiladi.

Shu nuqtai nazardan, mazkur maqolaning asosiy muammosi quyidagicha ifodalanadi: ingliz tilini o‘qitishda aralash ta’lim texnologiyasining haqiqiy metodik asoslari nimalardan iborat va samarali natijaga erishish uchun qaysi pedagogik shartlar zarur? Tadqiqotning maqsadi aralash ta’limning nazariy-metodik asoslarini tahlil qilish, ingliz tili ta’limiga xos modellar va tamoyillarni aniqlash, shuningdek amaliyot uchun metodik tavsiyalar ishlab chiqishdan iborat. Tadqiqot savollari quyidagicha belgilandi: 1) aralash ta’limning

ilmiy-nazariy mohiyati qanday? 2) ingliz tilini o‘qitishda uning metodik komponentlari qaysilar? 3) qaysi omillar aralash model samaradorligini belgilaydi. 4) ushbu yondashuvning amaliy cheklovlari va istiqbollari nimadan iborat?

Metodlar

Mazkur tadqiqot nazariy xarakterga ega bo‘lib, unda sifatli adabiyotlar tahlili usuli qo‘llanildi. Tadqiqot jarayonida aralash ta’lim va ingliz tilini o‘qitish bo‘yicha tayanch nazariy ishlar, tizimli sharhlar, empirik maqolalar va konseptual manbalar o‘rganildi. Manbalarni tanlashda uch mezon asos qilib olindi: birinchisi, manbaning mavzuga bevosita aloqadorligi; ikkinchisi, ilmiy ishonchliligi va indekslangan nashrda chop etilgani; uchinchisi, aralash ta’limning pedagogik, metodik yoki til o‘qitish bilan bog‘liq jihatlarini ochib berishi. Tahlil uchun asosiy manbalar sifatida Garrison va Kanuka (2004), Graham (2006), Garrison va Vaughan (2008), Hrastinski (2019), Akyol, Garrison va Ozden (2009), Jiang va boshqalar (2021), Ghufron va Nurdianingsih (2019), Cheng (2022), Chen va Jumaat (2023), Alenazi (2023), Tabassum va Saad (2024), shuningdek Müller va Mildenberger (2021) kabi akademiklar va ilmiy izlanuvchilarning ishlari tanlandi.

Tadqiqot uch bosqichda olib borildi. Birinchi bosqichda aralash ta’limning ta’riflari, modellari va nazariy asoslari bo‘yicha konseptual tahlil amalga oshirildi. Ikkinchi bosqichda ingliz tilini o‘qitishga doir empirik va sharh maqolalar tahlil qilinib, ulardan metodik jihatdan muhim kategoriyalar ajratib olindi. Uchinchi bosqichda olingan natijalar tematik sintez asosida umumlashtirildi. Tematik kodlash jarayonida quyidagi bloklar shakllantirildi: a) aralash ta’limning mohiyati; b) metodik dizayn tamoyillari; c) til ko‘nikmalari bo‘yicha qo‘llanish; d) o‘qituvchi va o‘quvchi roli; e) muammolar va xavf omillari. Mazkur usul nazariy va empirik qarashlarni yagona metodik model doirasida tahlil qilish imkonini berdi.

Metodologik nuqtai nazardan, tadqiqot interpretativ-sintezlovchi yondashuvga asoslandi. Bu yondashuv turli mualliflarning qarashlarini bir-biriga qarama-qarshi qo‘yish emas, balki ular orasidagi umumiylik va farqlarni aniqlashga xizmat qildi. Ayniqsa, aralash ta’limni samarali tashkil etishda “Community of Inquiry” modeli, o‘quvchi avtonomiyasi, refleksiya, teskari aloqa va faol o‘qitish tamoyillarining tutgan o‘rni alohida ko‘rib chiqildi. Shuningdek, til o‘qitish metodikasidagi kommunikativ yondashuv, vazifaga asoslangan o‘qitish va “flipped classroom” elementlarining aralash ta’lim bilan qanday uyg‘unlashishi izohlandi.

Mazkur tadqiqotning chegarasi shundaki, u eksperimental amaliyot emas, balki ilmiy adabiyotlarga asoslangan nazariy tahlildir. Shu sababli maqola natijalari umumlashtirilgan metodik xulosalarni beradi, biroq aniq bir oliy ta’lim muassasasi yoki maktab kontekstida statistik tekshiruv vazifasini bajarmaydi. Shunga qaramay, tahlil qilingan manbalar soni va ularning mavzuga yaqinligi asosiy metodik tendensiyalarni ishonchli tarzda aniqlash imkonini berdi.

Natijalar

Tahlil natijalariga ko‘ra, ingliz tilini o‘qitishda aralash ta’limning birinchi metodik asosi – integrativlik tamoyilidir. Bu tamoyilga ko‘ra, auditoriya va onlayn faoliyatlar o‘zaro mustaqil ikki blok sifatida emas, balki yagona o‘quv tizimining funksional qismlari sifatida loyihalanadi. Garrison va Kanuka (2004) aralash ta’limni “o‘ylangan integratsiya” deb ataydi; Hrastinski (2019) esa samarali model uchun “nima, qanday va nima sababdan aralashtirilayotgani” aniq belgilanishi kerakligini ta’kidlaydi. Demak, metodik dizaynning markazida texnologiya emas, balki o‘quv maqsadi turadi. Ingliz tili ta’limida bu shuni anglatadiki, masalan, grammatika yoki lug‘atga oid tayanch materiallar asinxron onlayn formatga ko‘chirilishi, auditoriya vaqti esa kommunikativ mashqlar, bahs-munozara, juftlik va guruh ishlari uchun ajratilishi mumkin.

Ikkinchi muhim metodik asos – pedagogik maqsadga mos modellashtirishdir. Tahlil qilingan manbalarda aralash ta’limning yagona

universal modeli yo'qligi, aksincha turli o'quv vaziyatlari uchun turli konfiguratsiyalar qo'llanilishi ko'rsatiladi. Chen va Jumaat (2023) ingliz tili kurslari bo'yicha tizimli sharhida aralash kurs dizaynining samaradorligi asosan to'rtta omilga bog'liqligini ko'rsatadi: kurs tuzilishi, ishtirokchilar xususiyatlari, qo'llanilgan texnologiyalar va o'quv natijalari. Bu esa o'qituvchi aralash modelni tayyor andoza sifatida emas, balki maqsad, kontent, auditoriya va baholashga mos ravishda moslashtiriladigan metodik konstruktsiya sifatida ko'rishi zarurligini anglatadi.

Uchinchi asos – ijtimoiy, kognitiv va o'qituvchilik mavjudligining uyg'unligi hisoblanadi. "Community of Inquiry" yondashuvi aralash ta'limni tushuntirishda eng kuchli nazariy poydevorlardan biridir. Akyol, Garrison va Ozden (2009) onlayn va aralash muhitlarni qiyosiy tahlil qilar ekan, aralash formatda ijtimoiy va kognitiv mavjudlik ko'rsatkichlari yuqoriroq namoyon bo'lishini qayd etadi. Keyingi sharhlarda ham aralash ingliz tili kurslarida ijtimoiy aloqadorlik, o'qituvchi yo'naltirishi va mazmunli muhokamaning o'quv natijalariga sezilarli ta'sir ko'rsatishi tasdiqlangan. Bu natija ingliz tilini o'qitishda ayniqsa ahamiyatli, chunki tilni o'rganish aloqadorlik, muloqot va hamkorlikda ma'no qurishga tayanadi.

To'rtinchi asos – o'quvchi avtonomiyasi va o'zini boshqarish ko'nikmalarini rivojlantirishdir. Aralash ta'lim o'quvchiga vaqt va resurslarni nisbatan erkin boshqarish imkonini beradi, biroq bu erkinlik metodik qo'llab-quvvatlovsiz samara bermaydi. Ghufron va Nurdianingsih (2019) flipped-CALL modeli asosida tashkil etilgan EFL yozuv darslarida o'quvchilarning avtonomiyasi, muloqoti va motivatsiyasi oshganini ko'rsatadi. Xuddi shunday, tinglab tushunish bo'yicha Jiang va boshqalar (2021) olib borgan tadqiqotda Quizlet asosidagi onlayn-oflayn integratsiya o'quvchilarning nafaqat natijalariga, balki qiziqishi va strategik faoliyatiga ham ijobiy ta'sir ko'rsatgan. Bundan kelib chiqadiki, aralash ta'limning metodik kuchi mustaqil ishlashni oddiy "uyga vazifa" darajasida emas, balki boshqariladigan va teskari aloqa bilan boyitilgan o'quv faoliyatiga aylantirishidadir.

Beshinchi asos – til ko'nikmalariga mos differensial qo'llanilishdir. Tahlil shuni ko'rsatadiki, aralash ta'lim ingliz tilining barcha ko'nikmalariga bir xil emas, balki turlicha mexanizm orqali ta'sir ko'rsatadi. Tinglab tushunishda onlayn platformalar takror eshitish, individual temp va mikro-mashqlar uchun qulay; yozishda esa raqamli platformalar rejalashtirish, tahrirlash va kooperativ yozuvni qo'llab-quvvatlaydi; gapirish va muloqot ko'nikmalarida esa auditoriyadagi sinxron interaksiya etakchi rol o'ynaydi. Secondary school o'qituvchilari ishtirokidagi tadqiqotda blended modeldan foydalanish sabablari orasida resurslarning ko'pligi, motivatsiya, moslashuvchanlik va o'quvchilarni faolroq jalb qilish omillari ajratib ko'rsatilgan. Bu esa metodik jihatdan shuni anglatadiki, aralash ta'limda har bir til ko'nikmasi uchun eng mos muhit va faoliyat turi tanlanishi lozim.

Oltinchi asos – baholash va teskari aloqaning uzluksizligidir. Aralash ta'lim samaradorligi faqat kontent taqdimoti bilan emas, balki formatif baholashning sifatiga ham bog'liq. Onlayn platformalar avtomatlashtirilgan testlar, tezkor kuzatuv, topshiriq loglari va mikrobaholash imkonini bersa, auditoriya mashg'ulotlari og'zaki tahlil, izohlash va refleksiya uchun qulaydir. Shuning uchun samarali aralash kursda baholash ikki muhit o'rtasida uzviy bog'langan bo'lishi kerak: onlayn topshiriq natijasi auditoriyadagi muhokamaga olib kiradi, auditoriyadagi xatolar esa keyingi onlayn mashqlarda mustahkamlanadi. Adabiyotlarda aynan shu uzluksizlik ta'lim sifatini oshiruvchi omil sifatida qayd etilgan.

Yettinchi asos – o'qituvchining raqamli-pedagogik kompetensiyasidir. Tahlillar shuni ko'rsatadiki, aralash ta'limda o'qituvchi roli kamaymaydi; aksincha, u murakkablashadi. O'qituvchi endilikda kontent etkazuvchi emas, balki o'quv dizayneri, moderator, fasilitator va

teskari aloqa beruvchi sifatida faoliyat yuritadi. Garrison va Vaughan (2008) aralash ta'limda kursni qayta loyihalash, aniq tamoyillar asosida tashkil etish va o'qituvchining boshqaruv rolini ta'kidlaydi. Agar o'qituvchi texnologiyani pedagogik maqsad bilan bog'lay olmasa, raqamli vositalarning o'zi yuqori natija bermaydi. Demak, metodik asoslar ichida o'qituvchining texnologik-pedagogik savodxonligi markaziy o'rin tutadi.

Sakkizinchi natija sifatida aralash ta'limning samaradorligi nisbiy ekani aniqlandi. Müller va Mildenberger (2021) tomonidan o'tkazilgan tizimli sharh va meta-tahlil blended model sinf vaqtini 30-79 foizgacha qisqartirish sharoitida ham an'anaviy ta'lim bilan teng yoki unga yaqin natija berishi mumkinligini ko'rsatadi; ammo bu natija avtomatik ustunlik emas, balki puxta rejalashtirilgan kurs dizayni bilan bog'liq. Shuningdek, Saudiya universitetlari bo'yicha tizimli sharh blended modellar ingliz tili natijalariga ko'pincha ijobiy ta'sir ko'rsatishini bildiradi, lekin muallif amaliyotda metodik nomuvofiqlik va texnologik to'siqlar ham mavjudligini qayd etadi. Shundan kelib chiqib, aralash ta'limni "har doim eng yaxshi model" deb emas, balki "mos sharoitda yuqori samarali model" deb baholash ilmiy jihatdan to'g'riroq bo'ladi.

Muhokama

Olingan natijalar ingliz tilini o'qitishda aralash ta'limning metodik asosi uch yirik blokdan iborat ekanini ko'rsatadi: nazariy-konseptual asos, didaktik-dizayn asos va tashkiliy-pedagogik asos. Nazariy-konseptual asos aralash ta'limni oddiy "onlayn + auditoriya" yig'indisi emas, balki o'quv maqsadiga yo'naltirilgan integrativ tizim sifatida talqin qilishga tayanadi. Didaktik-dizayn asos esa qaysi komponent qaysi muhitda samaraliroq amalga oshishini belgilaydi. Tashkiliy-pedagogik asos esa o'qituvchi roli, teskari aloqa, monitoring, baholash va o'quvchi qo'llab-quvvatlovini qamrab oladi. Demak, aralash ta'limning metodik muvaffaqiyati texnologiyadan ko'ra ko'proq dizayn mantig'iga bog'liq.

Bu xulosalar kommunikativ til o'qitish nazariyasi bilan ham mos keladi. Chunki kommunikativ yondashuv tilni tayyor qoidalar yig'indisi emas, balki real aloqa vositasi sifatida ko'radi. Aralash ta'lim aynan shu nuqtada kuchli metodik imkoniyat yaratadi: reproduktiv, tayyorlovchi va individual mashqlar onlayn muhitda bajarilib, sinfdagi qimmatli vaqt interaktiv va kommunikativ faoliyatga sarflanadi. Bunday model "flipped classroom" tamoyillariga yaqinlashadi va ayniqsa yozuv, tinglab tushunish hamda og'zaki nutqni uyg'un rivojlantirishda foydalidir. Ghufron va Nurdianingsih (2019) yozuv darslarida, Jiang va boshqalar (2021) esa tinglash darslarida aynan shu integrativ mexanizm samaradorligini ko'rsatadi.

Shu bilan birga, aralash ta'limni joriy etishda bir qator metodik xatolardan qochish lozim. Birinchisi, onlayn komponentni ortiqcha yuklangan platforma faoliyatiga aylantirish. Agar onlayn topshiriqlar maqsadsiz ko'payib ketsa, o'quvchi uchun kognitiv yuklama oshadi va motivatsiya pasayadi. Ikkinchisi, auditoriya va onlayn faoliyatlar o'rtasidagi semantik bog'liqlikning yo'qligi. Masalan, onlayn bajarilgan topshiriq keyingi darsga ulanmasa, o'quvchi uni asosiy o'qish jarayonining bir qismi sifatida qabul qilmaydi. Uchinchi xato, o'qituvchining raqamli platformani nazorat va aloqa vositasi sifatida samarali ishlata olmasligidir. Bu holatlar aralash ta'limning afzalliklarini zaiflashtiradi va uni formal shaklga aylantiradi.

Aralash ta'limning muvaffaqiyatli bo'lishi uchun o'quvchi omili ham alohida e'tiborni talab qiladi. O'quvchilarning o'zini boshqarish, vaqtni rejalashtirish, raqamli platformalarda ishlash va refleksiya ko'nikmalari etarli bo'lmasa, aralash kursning sifati pasayadi. Shu sababli boshlang'ich bosqichda qisqa yo'riqnoma, aniq navigatsiya, vazifalarning ochiq mezonlari va muntazam teskari aloqa zarur. Aralash ta'lim o'quvchidan nisbatan yuqori mas'uliyat talab qilgani uchun metodik yordam mexanizmlari kurs dizaynining ajralmas qismi bo'lishi kerak.

Ingliz tilini o‘qitish amaliyotiga tatbiqan quyidagi metodik model maqsadga muvofiq deb hisoblanadi: 1) pre-class bosqichida qisqa video, matn, lug‘at va tayanch grammatik bloklar; 2) in-class bosqichida muhokama, rol o‘ynash, juftlik va guruhli topshiriqlar, fikr almashish va kommunikativ vazifalar; 3) post-class bosqichida refleksiya, test, mini-esse, forum yoki raqamli portfel orqali mustahkamlash. Bunday uch bosqichli model auditoriya va onlayn muhitni maqsadli ravishda bog‘laydi hamda o‘quv jarayonini uzluksiz qiladi. Tahlil qilingan adabiyotlar aynan shu turdagi dizaynlarning eng barqaror va samarali ekanini ko‘rsatadi.

Mazkur tadqiqot natijalari metodistlar va amaliyotchilar uchun ham muhim xulosa beradi: aralash ta’lim texnologiyasini joriy etish alohida platforma tanlashdan boshlanmasligi kerak. Avvalo, kursning til maqsadlari, kommunikativ natijalari, baholash mezonlari va o‘quvchi profili aniqlanadi; shundan keyingina qaysi texnologik vositalar ayni maqsadga xizmat qilishi belgilanadi. Boshqacha aytganda, “pedagogika texnologiyani boshqarishi kerak, texnologiya pedagogikani emas”. Mazkur prinsip aralash ta’limning metodik asoslarini tushunishda eng muhim qoidalardan biridir.

Xulosa

Xulosa qilib aytganda, ingliz tilini o‘qitishda aralash ta’lim texnologiyasining metodik asoslari integrativlik, maqsadga yo‘naltirilgan o‘quv dizayni, ijtimoiy-kognitiv-o‘qituvchilik mavjudligi, o‘quvchi avtonomiyasi, differensial ko‘nikma rivoji, uzluksiz baholash va o‘qituvchining raqamli-pedagogik kompetensiyasiga tayangan holda shakllanadi. Tadqiqot natijalari shuni ko‘rsatdiki, aralash ta’lim ingliz tili ta’limida yuqori samaradorlik berishi mumkin, biroq bu samara texnologiyaning o‘zi bilan emas, balki uni qanday metodik mantiq asosida qo‘llash bilan belgilanadi.

Shuningdek, aralash ta’lim auditoriya va onlayn muhitning eng kuchli tomonlarini birlashtirish orqali til o‘rganishni moslashuvchan, faol va refleksiv jarayonga aylantiradi. U tinglash, yozish, gapirish va lug‘atni rivojlantirishda, ayniqsa, katta didaktik imkoniyatlarga ega. Biroq metodik rejalashtirish sust bo‘lsa, u motivatsiya pasayishi, raqamli tengsizlik va fragmentatsiya kabi salbiy oqibatlarni ham keltirib chiqarishi mumkin. Shu bois ingliz tili o‘qituvchisi blended modelni joriy etishda kurs maqsadi, o‘quvchi profili, platforma funksiyasi va baholash tizimini yagona dizayn ichida ko‘rishi lozim.

Kelgusida ushbu mavzu doirasida O‘zbekiston ta’lim muassasalari kontekstida eksperimental tadqiqotlar o‘tkazish, turli yosh va tayyorgarlik darajasidagi o‘quvchilarda aralash ta’lim modellarining qiyosiy samaradorligini aniqlash, shuningdek sun’iy intellekt vositalari bilan boyitilgan blended English kurslarining metodik salohiyatini o‘rganish maqsadga muvofiq bo‘ladi.

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The Role of Group Discussions in Fostering Speaking Skills and Enhancing Students' Emotional Development

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Annotation *Speaking skill is very important for communication, especially for students learning English as a foreign language. However, many students have difficulties when they try to speak. They often have a limited vocabulary, feel shy, and are afraid of making mistakes. Because of this, they do not participate actively in class. This article focuses on how group discussions can help solve this problem. It explains that working in small groups gives students more chances to speak and share their ideas. In this type of activity, students feel more relaxed and less afraid of making mistakes. As a result, they become more confident and more willing to communicate. The article also shows that group discussions help students improve different parts of speaking, such as fluency, vocabulary, pronunciation, and confidence. Students learn not only from the teacher but also from each other through interaction. Based on previous research and classroom observations, it is clear that discussion-based activities make lessons more active and interesting. They also create a positive learning environment where students feel supported. Overall, the article explains why group discussions are effective and how teachers can use them to improve students' speaking skills.*

Keywords *Group discussion, speaking skills, language learning, classroom interaction, fluency, vocabulary development, pronunciation, student participation, communication skills, confidence*

Guruh muhokamalarining nutq ko'nikmalarini rivojlantirish va talabalarning emotsional rivojlanishini oshirishdagi roli

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Annotatsiya *Nutq ko'nikmasi muloqot uchun juda muhim, ayniqsa ingliz tilini chet tili sifatida o'rganayotgan talabalar uchun. Biroq, ko'plab talabalar gapirishga harakat qilganda qiyinchiliklarga duch keladilar. Ularni ko'pincha so'z boyligining kamligi, uyatchanlik hissi va xato qilishdan qo'rqish kabi muammolar qiynaydi. Natijada ular*

darslarda faol ishtirok eta olmaydilar. Ushbu maqola e'tibori guruh muhokamalari orqali yuqoridagi muammoni qanday hal qilishga qaratilgan. Maqolada kichik guruhlarda ishlash talabalarga ko'proq gapirish va o'z fikrlarini ulashish imkoniyatini berishi tushuntiriladi. Bunday faoliyat turi davomida talabalar o'zlarini erkinroq his qiladilar va xato qilishdan kamroq qo'rqadilar. Natijada, ularda o'ziga ishonch yanada kuchayib, muloqot qilishga tayyor bo'ladilar. Maqola shuningdek, guruh muhokamalari talabalarning nutq ko'nikmasining turli jihatlarini, masalan, ravonlik, so'z boyligi, talaffuz va ishonchni rivojlantirishga yordam berishini ko'rsatadi. Talabalar nafaqat o'qituvchidan, balki o'zaro muloqot orqali bir-birlaridan ham o'rganadilar. Oldingi tadqiqotlar va sinf kuzatuvlariga asoslanib, muhokamaga asoslangan faoliyatlar darslarni yanada faol va qiziqarli qilishini kuzatish mumkin. Bundan tashqari, bunday faoliyatlar talabalar o'zlarini qo'llab-quvvatlangan ijobiy muhitda deb his qilishlariga yordam beradi. Umuman olganda, maqola guruh muhokamalarining nima uchun samarali ekanligini va o'qituvchilar ulardan talabalar nutq ko'nikmalarini rivojlantirishda qanday foydalanishlari mumkinligini tushuntiradi.

Kalit so'zlar *Guruh muhokamalari, gapirish ko'nikmalari, muloqot qobiliyati, emotsional rivojlanish, talabalar ishtiroki, ishonch (o'ziga ishonch), faol o'rganish, hamkorlikda o'rganish, interaktiv darslar, so'z boyligi, ravonlik (fluency), qo'rquvni yengish, sinf muhiti, motivatsiya*

Роль групповых обсуждений в формировании навыков устной речи и развитии эмоциональной сферы студентов

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Аннотация *Навыки говорения очень важны для общения, особенно для студентов, изучающих английский язык как иностранный. Однако многие студенты сталкиваются с трудностями, когда пытаются говорить. У них часто ограниченный словарный запас, они стесняются и боятся допустить ошибки. Из-за этого они не участвуют активно в занятиях. В данной статье рассматривается, как групповые обсуждения могут помочь решить эту проблему. Объясняется, что работа в малых группах даёт студентам больше возможностей говорить и делиться своими идеями. В таких условиях студенты чувствуют себя более спокойно и меньше боятся*

ошибок. В результате они становятся более уверенными и более готовыми к общению. В статье также показано, что групповые обсуждения помогают развивать разные аспекты говорения, такие как беглость речи, словарный запас, произношение и уверенность. Студенты учатся не только у преподавателя, но и друг у друга в процессе взаимодействия. На основе предыдущих исследований и наблюдений в классе можно сделать вывод, что дискуссионные виды деятельности делают занятия более активными и интересными. Они также создают положительную учебную среду, в которой студенты чувствуют поддержку. В целом статья объясняет, почему групповые обсуждения являются эффективным методом и как преподаватели могут использовать их для развития навыков говорения у студентов.

Ключевые слова *Групповое обсуждение, навыки говорения, изучение языка, взаимодействие в классе, беглость речи, развитие словарного запаса, произношение, участие студентов, коммуникативные навыки, уверенность*

Introduction

Speaking is one of the most important skills in language learning. Because it allows learners to express their ideas, thoughts, and feelings. It is also often considered the most challenging skill for students learning English as a foreign language. Many students experience difficulties such as limited vocabulary, low confidence, and fear of making mistakes (Bohari, 2019). These challenges prevent them from participating actively in speaking activities.

In many classrooms, teaching methods still focus on grammar and written exercises rather than communication. As a result, students have limited opportunities to practice speaking in meaningful situations. According to Harmer (2007), speaking skills can only be developed through regular practice and interaction. Similarly, Ur (1996) emphasizes that students learn to speak more effectively when they are actively involved in communication rather than passive learning.

Group discussion is one of the methods that can solve this problem. It is an interactive activity where students work together, exchange ideas, and communicate in small or large groups. This method allows students to practice speaking in a more relaxed and supportive environment. Massawe, Sheshe, and Ngowi (2025) state that group discussions improve students' ability to express ideas clearly and increase their participation in classroom activities.

Speaking involves several important components such as vocabulary, grammar, fluency, and pronunciation. Brown (2004) explains that these elements are interconnected and can be developed through active use of language. Group discussions provide a space where all these components can be practiced together.

Methodology

This study used a qualitative approach to understand how group discussions help students improve their speaking skills. The main goal was to see how students behave during speaking activities and how their skills change when group discussions are used instead of traditional methods. The data for this study came from two main sources. First, different books and research articles about speaking skills and group discussions were reviewed. These sources helped to understand

how speaking skills are usually taught and why interaction is important (Harmer, 2007; Ur, 1996). Second, classroom observations were used to see how students actually respond to speaking activities. The participants were about 25 to 30 students who were learning English as a foreign language. Their level was intermediate. Most of them understood English, but they had problems with speaking. Many students felt shy, did not have enough vocabulary, and were afraid of making mistakes (Bohari, 2019). The study was carried out during regular English lessons for about three weeks. It was divided into two stages. In the first stage, traditional teaching methods were used. Students answered teacher questions, read texts, and sometimes spoke individually. During this time, many students were quiet and did not want to speak. Some students gave very short answers, and others avoided speaking at all. It was clear that they did not feel comfortable. In the second stage, group discussions were introduced. Students were divided into small groups of four or five people. They were given simple topics related to their daily life, such as hobbies, school life, and future plans. Students discussed these topics in groups and shared their ideas with each other. The teacher helped guide the discussions and encouraged all students to participate. In some lessons, structured activities like round table discussions were used, where each student had a role and had to speak (Yuldashova & Jo'rayeva, 2022). During this stage, the teacher observed how students spoke, how often they participated, and how confident they felt. After the lessons, the observations were analyzed and compared with the first stage to see the changes.

Results

The results showed clear differences between the two stages of the study. In the first stage, when traditional methods were used, many students were not active. Most of them were quiet and did not want to speak. When they spoke, their answers were short and not very clear. This happened because they were afraid of making mistakes and did not feel confident. This supports what Bohari (2019) says about students having difficulties with speaking. However, in the second stage, when group discussions were used, the situation changed a lot. Students became more active and started speaking more. They felt more comfortable because they were talking in small groups, not in front of the whole class. This helped reduce their fear and made it easier for them to express their ideas (Prayudha & Solihah, 2023). Another important result was the improvement in fluency. Students were able to speak for a longer time and explain their ideas better. Instead of giving one or two words, they started using full sentences. This shows that more speaking practice helped them improve (Harmer, 2007). Students also improved their vocabulary. During discussions, they heard new words from their classmates and started using them in their own speech. This helped them communicate more clearly. As Ur (1996) explains, interaction helps learners improve their language skills. Confidence also increased. Some students who were shy at the beginning became more willing to speak. They were not afraid of making mistakes anymore and tried to participate more actively. Structured discussion activities also helped. For example, in round table discussions, each student had a chance to speak. This made the discussion more organized and gave equal opportunity to everyone (Yuldashova & Jo'rayeva, 2022). In general, students seemed more interested and motivated during group discussions. The classroom became more active, and students interacted more with each other. Compared to the first stage, the learning process was more lively and effective.

Overall, the results show that group discussions can really help improve speaking skills. They increase participation, improve fluency, build confidence, and make learning more enjoyable. These findings are similar to previous studies that show the positive effect of group discussions on speaking ability (Massawe et al., 2025).

Discussion

The findings of this study show that group discussions are an effective method for developing speaking skills. One of the main reasons is that they create an interactive learning environment where students actively use language. This supports the communicative approach to language teaching, which emphasizes real communication rather than memorization (Harmer, 2007).

Group discussions also help develop communicative competence. Students learn how to express ideas, respond to others, and maintain conversations. According to Ur (1996), interaction is essential for developing speaking ability because it allows learners to practice language in real situations.

Reduction of anxiety is one of the main benefits of group discussions. Many students are afraid of making mistakes when speaking. In group discussions, they feel more relaxed because they are speaking with peers rather than in front of the whole class. This helps them build confidence and develop a positive attitude toward speaking. Prayudha and Solihah (2023), highlight that a supportive environment is important for improving communication skills.

Additionally, group discussions promote active learning. Students are not passive listeners but active participants. This increases motivation and engagement. As Brown (2004) explains, language learning is more effective when students are involved in meaningful use of language.

Structured discussion techniques also improve effectiveness. Round table discussions provide clear roles and equal participation, which makes discussions more organized and productive (Yuldashova & Jo'rayeva, 2022).

However, group discussions require proper planning. Teachers need to choose appropriate topics, give clear instructions, and ensure that all students participate. Without guidance, some students may remain passive. Therefore, the teacher plays an important role in managing discussions and supporting students.

Conclusion

In conclusion, this study shows that group discussions are a very useful method for improving students' speaking skills. Many students usually have problems with speaking because they feel shy, do not have enough vocabulary, or are afraid of making mistakes. However, when group discussions are used in the classroom, students get more chances to speak and practice the language in a more relaxed way. It is important to remember that group discussions need to be well organized. Teachers should choose suitable topics, give clear instructions, and make sure that all students are involved. Without proper guidance, some students may stay quiet and not benefit from the activity.

Overall, group discussions are not only helpful for improving speaking skills but also for creating a better learning experience. They help students become more confident, active, and independent learners. For this reason, teachers should use group discussions more often in their lessons to support students in developing their speaking abilities.

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Digitalization in secondary schools of Uzbekistan: Advantages and disadvantages in the context of AI-enhanced speaking skills development

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Annotation *Uzbekistan has made significant progress in the digitalization of its education system, particularly through large-scale investments in digital infrastructure and AI-related initiatives. Currently, nearly all secondary schools are equipped with broadband internet, and various digital platforms have been introduced to support teaching and learning processes. However, despite these achievements, a critical gap remains in the application of artificial intelligence technologies for developing English speaking skills. This study analyzes the current state of digitalization in Uzbekistan's secondary schools, identifying its key advantages, including improved access to resources and technological readiness, as well as its limitations, such as insufficient teacher training, lack of specialized AI tools for language learning, and persistent digital inequality between urban and rural areas. Based on theoretical frameworks of communicative language teaching and international research on AI-enhanced learning, the paper proposes practical recommendations for integrating AI technologies into English language instruction. The findings suggest that while Uzbekistan possesses strong infrastructural potential, targeted pedagogical and policy interventions are necessary to effectively support speaking skills development among secondary school students.*

Keywords *Digitalization, AI-enhanced learning, speaking skills, English language teaching, secondary education, Uzbekistan, communicative competence*

O'zbekiston umumta'lim maktablarida raqamlashtirish: sun'iy intellekt yordamida nutqiy ko'nikmalarni rivojlantirishning afzalliklari va kamchiliklari

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Annotatsiya *O'zbekiston ta'lim tizimini raqamlashtirish borasida sezilarli yutuqlarga erishdi, ayniqsa raqamli infratuzilma va sun'iy intellektga oid tashabbuslarga katta miqdorda investitsiyalar kiritilishi natijasida. Hozirgi kunda deyarli barcha umumiy o'rta ta'lim maktablari keng polosali internet bilan ta'minlangan bo'lib, o'qitish va o'rganish jarayonlarini qo'llab-quvvatlash uchun turli raqamli platformalar joriy etilgan. Biroq, ushbu yutuqlarga qaramay, ingliz tilida gapirish ko'nikmalarini rivojlantirishda sun'iy intellekt texnologiyalaridan foydalanish borasida muhim bo'shliq saqlanib qolmoqda. Mazkur tadqiqot O'zbekiston umumiy o'rta ta'lim maktablarida raqamlashtirishning hozirgi holatini tahlil qiladi hamda uning asosiy afzalliklarini – resurslarga kengroq kirish imkoniyati va texnologik tayyorgarlik*

darajasining oshganini – aniqlaydi. Shu bilan birga, u bir qator kamchiliklarni ham ko‘rsatib beradi, jumladan, o‘qituvchilarning yetarli darajada tayyor emasligi, til o‘rganish uchun maxsus sun’iy intellekt vositalarining yetishmasligi hamda shahar va qishloq hududlari o‘rtasidagi raqamli tafovutning saqlanib qolayotgani. Kommunikativ til o‘qitish nazariyasi hamda sun’iy intellekt asosidagi o‘qitish bo‘yicha xalqaro tadqiqotlarga asoslanib, maqolada ingliz tili darslariga sun’iy intellekt texnologiyalarini integratsiya qilish bo‘yicha amaliy tavsiyalar taklif etiladi. Natijalar shuni ko‘rsatadiki, O‘zbekiston kuchli infratuzilmaviy salohiyatga ega bo‘lsa-da, umumiy o‘rta ta’lim o‘quvchilarida og‘zaki nutq ko‘nikmalarini samarali rivojlantirish uchun maqsadli pedagogik va siyosiy choralar zarur.

Kalit so‘zlar *Raqamlashtirish, sun’iy intellekt asosidagi o‘qitish, gapirish ko‘nikmalari, ingliz tilini o‘qitish, umumiy o‘rta ta’lim, O‘zbekiston, kommunikativ kompetensiya*

Цифровизация в общеобразовательных школах Узбекистана: преимущества и недостатки в контексте развития навыков говорения с помощью ИИ

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Аннотация *В Узбекистане наблюдается значительный прогресс в цифровизации системы среднего образования, обусловленный масштабными инвестициями в инфраструктуру и цифровые платформы. Однако, несмотря на достигнутые результаты, использование технологий искусственного интеллекта для развития навыков устной речи на английском языке остаётся ограниченным. В данной статье анализируется текущее состояние цифровизации средних школ, выявляются её преимущества, включая доступ к цифровым ресурсам и технологическую готовность, а также недостатки, такие как недостаточная подготовка учителей, отсутствие специализированных AI-инструментов и цифровое неравенство между городскими и сельскими школами. Основываясь на принципах коммуникативного подхода (CLT) и общеевропейской шкалы владения языком (CEFR), подчёркивается важность интерактивного обучения. Делается вывод о необходимости внедрения AI-технологий для повышения эффективности развития устной речи учащихся.*

Ключевые слова *Цифровизация, искусственный интеллект, навыки говорения, обучение английскому языку, среднее образование*

Introduction

Uzbekistan has actively implemented large-scale reforms aimed at modernizing its education system through digital transformation. The adoption of the "Digital Uzbekistan 2030" strategy significantly accelerated the integration of digital technologies into education (UNICEF, 2025). As a result, most secondary schools are now equipped with stable internet access and digital platforms such as Kundalik are widely used.

However, despite these achievements, the effective pedagogical application of technology remains limited. In particular, there is a lack of artificial intelligence (AI) tools specifically designed to support the development of English speaking skills. This issue is especially critical for upper secondary school students, who are expected to demonstrate communicative competence in academic and professional contexts (Council of Europe, 2020).

The aim of this article is to analyze the advantages and disadvantages of digitalization in Uzbekistan's secondary schools and to explore its potential for enhancing speaking skills through AI technologies.

Theoretical background

The study is based on the principles of Communicative Language Teaching (CLT), which emphasizes the development of communicative competence as the main objective of language learning. According to Canale and Swain (1980), communicative competence includes grammatical, sociolinguistic, discourse, and strategic components.

The Common European Framework of Reference for Languages (CEFR) defines language proficiency levels and highlights key aspects of speaking performance such as fluency, accuracy, and coherence (Council of Europe, 2020).

Additionally, sociocultural theory suggests that learning occurs through interaction and mediation, where tools such as AI systems can support learners within their Zone of Proximal Development (Vygotsky, 1978; Lantolf & Thorne, 2006).

Krashen's Input Hypothesis emphasizes the importance of comprehensible input (Krashen, 1985), while subsequent theories underline the role of interaction and output in language acquisition. These perspectives collectively support the integration of AI technologies into language learning environments.

Research novelty and Contribution

This study contributes to the existing literature in three ways. First, it provides a context-specific analysis of digitalization in Uzbekistan's secondary education system, which remains underrepresented in international research. Second, it bridges the gap between general digitalization policies and their pedagogical application in language learning. Third, it proposes an applied framework for integrating AI technologies into speaking skills development, combining global research evidence with local educational conditions.

Methodology

This study employs a qualitative analytical approach based on the review of national policy documents, educational reports, and international research literature. Data sources include government reports, international organization publications, and peer-reviewed studies on AI in language learning.

The analysis is conducted through comparative and descriptive methods, focusing on identifying key advantages and limitations of digitalization in Uzbekistan's secondary schools. Particular attention is given to the alignment between technological infrastructure and pedagogical practices.

Digitalization in Secondary schools of Uzbekistan

Advantages

One of the major achievements of Uzbekistan's education system is the widespread availability of digital infrastructure. Most schools are equipped with internet access, which creates favorable conditions for the integration of digital technologies into teaching.

Furthermore, the introduction of digital platforms has improved access to educational materials and facilitated communication between teachers, students, and parents. Government initiatives also demonstrate a strong commitment to the development of digital and AI competencies among students.

Another important advantage is the potential for innovation. Successful pilot projects, such as the implementation of adaptive learning platforms, indicate that the country has the capacity to adopt advanced educational technologies.

Disadvantages

Despite these positive developments, several challenges remain. Firstly, there is a lack of specialized AI tools specifically designed for language learning, particularly for speaking skills development. Existing platforms mainly focus on administrative functions or general content delivery.

Secondly, many teachers are not sufficiently trained to integrate digital technologies into their teaching practices. This limits the effective use of available resources and reduces the potential impact of digitalization.

Another significant issue is the digital divide between urban and rural areas. While infrastructure may be available, differences in technical support, teacher expertise, and resource accessibility create inequalities in educational outcomes.

Discussion

The analysis shows that although Uzbekistan has achieved considerable success in building digital infrastructure, this alone is not sufficient to improve language learning outcomes. The absence of AI-based speaking tools and the limited focus on communicative practice hinder the development of students' speaking competence.

International research demonstrates that AI technologies, such as chatbots and speech recognition systems, can significantly enhance speaking skills by providing interactive practice and immediate feedback. Therefore, integrating such technologies into the educational process could address existing gaps.

A critical interpretation of the findings suggests that the current model of digitalization in Uzbekistan reflects a technologically driven approach rather than a pedagogically integrated one. This imbalance may limit the long-term impact of digital reforms on learning outcomes.

Furthermore, without systematic integration of AI tools into classroom practice, digital infrastructure risks being underutilized. Therefore, the transition from access-based digitalization to outcome-based digitalization should be considered a strategic priority.

Limitations

This study is limited by its reliance on secondary data sources and the absence of empirical classroom-based observations. Future research should include experimental or quasi-experimental designs to measure the direct impact of AI-based tools on speaking skills development in Uzbekistan's educational context.

Implications and Recommendations for Uzbekistan

Policy-level recommendations

- *Strategic Expansion:* Integrate AI-driven language learning into the "Digital Uzbekistan 2030" strategy, launching a 2-year pilot program modeled after the Eduten initiative.
- *National Regulatory Framework:* Establish ethical and technical guidelines for AI use, ensuring data privacy, algorithmic fairness, and alignment with CEFR competency standards.

- *Strategic Prioritization:* Target Grades 10-11 initially to address high-stakes exam pressures and generate evidence-based methodologies for broader implementation.
- *Sustainable Investment:* Allocate dedicated funding for continuous platform evolution, teacher training, and technical support beyond basic infrastructure.

Institutional and Pedagogical recommendations

- *Adaptive Learning Systems:* Collaborate with international EdTech partners to develop an "Eduten for English" adaptive dialogue system for pilot testing in 15-20 schools.
- *Professional Development:* Implement 2-3 week intensive training for English teachers on AI-facilitation, ASR feedback interpretation, and ethical AI integration.
- *Corpus-Informed Teaching:* Utilize the Corpus of Contemporary American English (COCA) to develop materials that address specific L1-L2 interference errors in Uzbek learners.
- *Curriculum Rebalancing:* Increase classroom speaking time to 40–50% by delegating repetitive grammar drills to AI chatbots.

Future research agenda

1. *Efficacy Studies:* Conduct quasi-experimental research in secondary schools to measure the cost-effectiveness and linguistic impact of AI/ASR integration.
2. *Qualitative Analysis:* Investigate teacher/student perceptions and adoption barriers to ensure sustainable scaling within the national context.
3. *Longitudinal Impact:* Track long-term skill retention and student performance in standardized global assessments such as IELTS and TOEFL.

Conclusion

In conclusion, digitalization in Uzbekistan's secondary schools presents both significant opportunities and notable challenges. While the country has established a strong technological foundation, there is a need to shift focus from infrastructure to pedagogical application.

To fully realize the potential of digitalization, it is essential to develop AI-based language learning tools, improve teacher training, and ensure equal access to technology across all regions. Only through these measures can digital transformation effectively contribute to the development of students' speaking skills and overall communicative competence.

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The effect of teaching idioms through visual media on idiom comprehension among high school students

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Annotation *One way to help teens grasp idioms better is by showing them pictures and moving images alongside words. Videos, drawings, or animated clips give real-life settings where phrases make sense. Seeing an expression acted out helps memory stick, especially when paired with spoken or written form. Teachers need fresh ideas, such as drawing scenes or acting out metaphors, to bring lessons alive. Training also plays an important role; educators must learn how to pick strong visuals wisely. When done right, learners pay closer attention and recall meanings longer. Communication skills grow because students start using phrases naturally, not just repeating them again and again. Meaning sticks best when eyes and ears work together. Learning feels less like memorizing and more like discovering. Picture clues stick in your mind, so phrases stay out and come out when speaking feels natural. Because of this, students join in more, question choices, and work together – the class becomes something that moves and breathes.*

Keywords *Idioms, visual media, language learning, high school education, communicative competence, cultural competence, multimedia learning*

O‘rta maktab o‘quvchilarini idiomalarni tushunishida vizual vositalar orqali o‘qitishning ta’siri

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Annotatsiya *O‘smirlarga iboralarni yaxshiroq tushunishga yordam berishning bir usuli – so‘zlar bilan birga rasmlar va harakatli tasvirlardan foydalanishdir. Videolar, chizmalar yoki animatsion lavhalar iboralar ma’nosi tushunarli bo‘ladigan real hayotiy vaziyatlarni ko‘rsatadi. Ifodaning qanday ishlatilishini ko‘rish xotirada yaxshi saqlanadi, ayniqsa u og‘zaki yoki yozma shakl bilan birga berilsa. O‘qituvchilarga yangi g‘oyalar kerak, masalan, sahnalarni chizish yoki metaforalarni jonlantirib ko‘rsatish orqali darslarni qiziqarli qilish mumkin. Shuningdek, tayyorgarlik ham muhim rol o‘ynaydi;*

o'qituvchilar kuchli vizual vositalarni to'g'ri tanlashni o'rganishlari kerak. Agar bu usul to'g'ri qo'llansa, o'quvchilar diqqat bilan tinglaydi va ma'nolarni uzoqroq eslab qoladi. Muloqot ko'nikmalari rivojlanadi, chunki talabalar iboralarni shunchaki takrorlash o'rniga, tabiiy ravishda qo'llay boshlaydi. Ma'no eng yaxshi ko'z va quloq birgalikda ishlaganda yodda qoladi. O'rganish jarayoni yodlashdan ko'ra kashf qilishga o'xshaydi. Tasviriy ishoralar xotirada qoladi, shuning uchun iboralar nutqda tabiiy ravishda paydo bo'ladi. Shu sababli, o'quvchilar ko'proq ishtirok etadi, savollar beradi va hamkorlikda ishlaydi – sinf esa jonli va harakatdagi muhitga aylanadi.

Kalit so'zlar *Idioms, vizual vositalar, til o'rganish, yuqori sinf ta'limi, kommunikativ kompetensiya, madaniy kompetensiya, multimedia orqali o'rganish*

Влияние обучения идиомам с применением визуальных средств на их понимание учащимися средних школ

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Аннотация *Один из способов помочь подросткам лучше понимать идиомы – использовать изображения и движущиеся визуальные материалы вместе со словами. Видео, рисунки или анимационные клипы создают реальные ситуации, в которых выражения становятся понятными. Когда учащиеся видят, как выражение используется на практике, это лучше запоминается, особенно в сочетании с устной или письменной формой. Учителям необходимы свежие идеи, например, рисование сцен или разыгрывание метафор, чтобы оживить уроки. Также важную роль играет подготовка: педагогам нужно учиться правильно подбирать качественные визуальные материалы. При правильном использовании ученики становятся более внимательными и дольше запоминают значения. Навыки общения развиваются, потому что учащиеся начинают использовать выражения естественно, а не просто механически повторять их. Значение лучше всего усваивается, когда зрение и слух работают вместе. Обучение становится не заучиванием, а процессом открытия. Визуальные подсказки остаются в памяти, поэтому выражения легче приходят в речь. Благодаря этому ученики активнее участвуют, задают вопросы и работают вместе – класс становится живым и динамичным.*

Ключевые слова *Идиомы, визуальные медиа, изучение языка, среднее образование, коммуникативная компетенция, культурная компетенция, мультимедийное обучение*

Introduction

Idioms are an important part of any language because they show cultural ideas, figurative thinking, and subtle meanings in communication. These days, the issue of language and culture is one of the foremost vital issues involving the minds of language specialists, anthropologists, psychologists, philosophers, and teachers (Gaybullayeva, 2021). However, they are often difficult for students who learn English as a foreign language, especially high school students, as they tend to get bored easily when they are given confusing topic as idioms. Many traditional teaching methods focus only on memorizing idioms or translating them word by word. As a result, students may remember the phrases, but they do not always understand how to use them correctly in real communications. In this study we have explored how teaching idioms with visual aids can help students understand and use idiomatic expressions more effectively. The research was conducted with high school students through surveys and classroom activities. These activities helped us to understand their activeness and learning results. Different types of visual media, such as videos, pictures, and animations, were used during the lessons. Obviously, visual materials help students see the meaning of idioms in a clear and engaging way. When students both see and hear information, it becomes easier for them to understand and remember the meaning of idioms. It's the same with other adults as well; when they were given a picture of that idiom, they imagined it in a real context and tried to compare it with alternative idioms in their native languages. Visual media also show the cultural context behind expressions, which helps learners understand why certain idioms are used in particular situations. The research results were positive, showing that the use of visual media can make a significant change in students' learning of idioms. When lessons included videos, pictures or animations, students generally showed more interest in the learning process and participated actively. These materials help them better understand the meanings of idioms, and they become more ready to use idioms in their speech and writing. Furthermore, another important aspect is that students often feel more confident when they learn idioms not just by memorization but through visual examples. Seeing how an idiom is used in a real or realistic situation helps them remember it better and deepens their understanding of its usage. The research also shows that teachers need to prepare in certain ways to use visual materials effectively in the classroom. Choosing suitable and culturally appropriate examples is also important so that students can fully understand the meaning and context. When visual media are combined with traditional teaching methods, such as explanation and practice, idiom learning can become even more engaging and effective for students. Overall, the research shows that visual media is a useful and practical tool in learning idioms and developing better communicative skills in English.

Idiomatic expressions are among the most culturally rich and linguistically complex parts of a language (Lakoff & Johnson, 1980). They carry metaphorical meanings, cultural values, and subtle nuances that cannot be understood through literal translation alone (Gibbs, 1994). For learners of English as a foreign language (EFL), particularly high school students, idioms often pose significant

challenges (Nation, 2001). Because their meanings are figurative and context-dependent, students frequently struggle to interpret idioms correctly and use them confidently in real-life conversation (Schmitt, 2000). For example, as Saraswati (2024) points out, idioms such as "kick the bucket" (meaning to die) or "let the cat out of the bag" (meaning to reveal a secret), whose meanings cannot be inferred from the literal definitions of the words within them, play a crucial role in mastering any language and also add color and cultural depth to communication. Traditional methods such as memorization, dictionary definitions, and translation exercises may help students recognize these expressions, but they often forget them in a short time, making it difficult for long-term retention (Zarei & Rahimi, 2012). As a result, many learners develop only passive knowledge of idioms and rarely use them actively in speech or writing. In recent years, advances in digital technology have opened up new possibilities for language teaching. Visual media, including videos, illustrations, animations, and multimedia presentations, have become increasingly popular and powerful tools in classrooms (Mayer, 2009). Today's students are surrounded by visual content through social media, so incorporating visual tools into language classes can make learning more interesting and effective (Vasiljevic, 2014). This study explores how teaching idioms through visual media affects high school students' understanding and use of these expressions. Visual support focuses on whether it helps students understand idioms more easily and whether they actively use idioms in communication.

Methodology

This study employed a mixed-method approach, combining a survey with classroom-based activities to explore how teaching idioms through visual media affects high school students' comprehension and use of idiomatic expressions. The goal was not only to measure learning outcomes but also to better understand students' experiences and attitudes when visual tools were introduced into the learning process. Additionally, existing literature, journal articles, books, and other academic resources were also used to explore the use of visuals in teaching idiomatic expressions in ELT (English Language Teaching). The participants in this study were 60 high school students learning English as a foreign language. They were from grades 10 and 11 and had an intermediate level of English proficiency. Although the students had encountered idioms in their textbooks before, many of them admitted that idiomatic expressions often felt confusing and difficult to remember. This common struggle among learners made them the best group for exploring more engaging ways of teaching idioms. To gather meaningful data, a student questionnaire was used as the main research instrument. The survey included 10 questions designed to explore students' perceptions of idiom learning and their attitudes toward the use of visual media in the classroom. The questions focused on several key elements of the learning experience, such as: how difficult students find idioms when learning them through traditional methods; whether videos, illustrations, and animations help them understand idioms more easily; how visual materials influence their motivation and interest during lessons; whether students feel more confident using idioms after learning them visually. In addition to the questionnaire, classroom observations were conducted during the teaching process. These observations helped capture students' reactions, participation, and engagement, allowing the researcher to see how visual media influenced the learning atmosphere. The study was conducted over three weeks during regular English lessons. In the first phase, students were introduced to selected idioms using traditional methods, such as definitions, translations, and memorization exercises. During this time, students felt bored and yawned at times; they did not want to participate in the lessons because it was found

that they were tired of regular methods. This allowed the teacher to assess the basic understanding of the class and their needs. In the second phase, the same idioms were taught using visual media**.** Students watched videos of famous characters in films or the most renowned people in the world using idioms in their speech; each time when the video showed another figure, the teacher gave an explanation, and together they examined the illustration. Then they did some classroom tasks, such as role-plays and short video dialogues, in three regular weeks. Also, they were given these tasks, but they were not so active, and in the production part of the lesson, they could not answer some questions related to the topic, which created difficulty for the teacher to assess knowing their potential. But in the second phase, students' reaction was different; they did these activities with great fun and were encouraged to apply idioms in daily context. After completing the visual media lessons, students filled out the survey questionnaire**,** reflecting on their understanding, engagement, and confidence in using idioms. Classroom observations were also recorded to provide qualitative insights into student participation and interaction. Survey responses were analyzed using descriptive statistics, including percentages and average scores, to evaluate students' learning outcomes. Classroom observations were used to support and interpret the quantitative data, highlighting patterns of engagement and practical use of idioms.

Results

The results of the study revealed several interesting patterns in how students understand and respond to idioms when visual media are used in the learning process. The survey statistics and classroom observations both indicated that visual tools significantly improved students' engagement and comprehension in the learning process. First, the survey results showed that many students initially found idioms difficult to understand. Approximately 70% of the participants stated that idioms were confusing and boring when they were taught only through definitions and translation. Students explained that the figurative meaning of idioms often felt unclear when they tried to translate the expressions word by word in real-life contexts. However, the situation changed noticeably after we introduced the visual media. When idioms were presented through videos and photos, students reported a much clearer understanding of their meanings. Around 85% of the respondents reported that visual materials were helpful for them to understand idioms more easily because they could see the expressions used in real-life situations by their favorite actors and figures. The survey also showed that videos were the most effective visual tool for learning idioms. Nearly half of the students indicated that through watching short video clips, in which idioms were used in real-life conversations, they could understand the context of idioms and remember them more easily. When they watched videos of their favorite actors or figures, they were so happy, which made it easier and more interesting to learn those idioms. Another important result of the study was related to student motivation. Many participants noted that lessons became more interesting and engaging when visual materials were used. Instead of simply memorizing definitions, students were able to watch situations, discuss meanings, and participate in interesting activities. This made the learning process feel more interactive and less stressful. Classroom observations supported these findings. During the visual-based lessons, students participated more actively in discussions and role-playing activities. They were also more willing to use idiomatic expressions in their own sentences. Some students who were previously hesitant and shy to interact in physical activities began using idioms during group tasks and short dialogues. Overall, the results suggest that visual media can play an important role in helping students move from passive

recognition of idioms to more confident active use in communication**.**

Discussion

The study's conclusions demonstrate how crucial visual media can be in assisting students in comprehending and utilizing idiomatic expressions. According to the results, many students initially struggled with idioms when they were taught through regular, traditional methods (Schmitt, 2000). This difficulty is not surprising, since idioms often have complex meanings that cannot be translated directly (Gibbs, 1994). However, once visual materials were introduced, students began to show a clearer understanding and greater confidence in using these expressions, which also made assessment easier for teachers. One possible explanation for the improvement in learning can be found in the dual coding theory proposed by Paivio (1986). According to this theory, information is processed more effectively when it is presented through both verbal and visual channels (Paivio, 1991). In the context of idiom learning, visual materials allow students to associate figurative expressions with concrete images or real-life situations, which improve memory retention. Similarly, the results align with the multimedia learning theory developed by Mayer (2009). This theory suggests that combining words and visuals enhances students' comprehension because learners process information more actively. When students see idioms being used in realistic scenarios, they are not only reading definitions but also experiencing meaning through context, facial expressions, and actions (Gibbs, 2008). Another important aspect revealed by the study is the influence of visual media on student motivation. Classroom observations depicted that students became more active when visual tools were incorporated into lessons. Videos and visual storytelling created a more dynamic learning environment, encouraging students to participate in discussions and collaborative tasks. Increased motivation often leads to greater willingness to try language expressions on their own, which is essential for developing communicative skills. Despite these positive outcomes, it is important to acknowledge some limitations of the study. The research was conducted with a relatively small group of students and within a limited time frame. Therefore, the results may not fully cover all learning contexts or student populations. Future research could involve larger groups of participants and longer periods to examine the long-term effects of visual media on idiom learning. In addition, further studies could explore different types of visual resources, such as interactive teacher digital platforms or student-generated multimedia content, to better understand how difficult language segments are analyzed and used in communication.

Conclusion

This study examined the impact of teaching idioms through visual media on high school students' comprehension and use of idiomatic expressions. The findings demonstrate that visual materials such as videos, illustrations, and animations can significantly improve students' understanding of language expressions. By presenting idioms in contextual situations, visual media help students connect abstract expressions with real-life scenarios, making them easier to remember. The results also show that visual media play an important role in increasing student motivation and classroom engagement. When idioms were presented through visual contexts, students became more interested in the learning process and more willing to participate in discussions and communicative activities. This increased their motivation encouraging students to use idiomatic expressions more confidently in their speaking and writing. Although the study revealed several positive outcomes, it also has certain limitations. The research was conducted with a limited number of participants and within a relatively short period of time. Future studies could include larger groups of learners (not only high-school students) and examine

the impact of visual media on idiom learning. Overall, the findings suggest that integrating visual media into idiom instruction can be a valuable pedagogical strategy in foreign language classrooms. Teachers are encouraged to incorporate visual resources such as short videos and multimedia tasks to create more engaging and effective learning environments that support both linguistic, communicative development.

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A Sociolinguistic Approach to ESP Reading Instruction: improving Reading Comprehension of Non-Philology EFL Undergraduates through Genre-Diverse Profession-Oriented Texts

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Annotation *This study examines the effectiveness of a sociolinguistic approach in English for Specific Purposes (ESP) reading instruction for non-philology economics students in Uzbekistan. The research employed a one-group pre-test/post-test design with 126 participants over a 16-week instructional period. The intervention integrated genre-based teaching, register awareness, and reflective monitoring tasks to enhance students' reading comprehension. The assessment instrument included genre-diverse texts, multiple-choice questions, situational tasks, and reflective activities. The results revealed statistically significant improvements in all components, with a substantial overall gain in reading performance. The largest effect was observed in genre-based text comprehension, while situational tasks showed the highest score increase. Cross-institutional analysis confirmed the consistency of results across different universities. The findings demonstrate that sociolinguistic instruction not only improves comprehension but also develops pragmatic and professional reading skills. Therefore, the study supports the integration of sociolinguistic ESP methodologies into higher education curricula to enhance students' communicative competence and professional literacy.*

Keywords *English for Specific Purposes (ESP) reading comprehension, sociolinguistic approach, genre-based pedagogy, profession-oriented literacy, communicative proficiency, non-philological undergraduates, Uzbekistan*

Maxsus maqsadlarga mo'ljallangan ingliz tilida o'qishni o'qitishda sotsiolingvistik yondashuv: turli janrdagi kasbga yo'naltirilgan matnlar asosida nofilologik yo'nalishdagi talabalarning o'qib tushunishini rivojlantirish

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Annotatsiya *Ushbu tadqiqot O'zbekistondagi nofilologik yo'nalishdagi iqtisodiyot talabalari uchun ingliz tilini maxsus maqsadlarda (ESP) o'qish ta'limida sotsiolingvistik yondashuv samaradorligini o'rganadi. Tadqiqotda 126 nafar talaba ishtirok etib, 16 haftalik tajriba davomida pre-test va post-test asosida baholash o'tkazildi. Intervensiya jarayonida janrga asoslangan o'qitish, registrni anglash va reflektiv monitoring faoliyatlari qo'llanildi. Baholash vositalari sifatida turli janrdagi matnlar,*

test savollari, vaziyatli topshiriqlar va reflektiv mashqlar ishlatildi. Natijalar barcha komponentlar bo'yicha statistik jihatdan ahamiyatli yaxshilanishlarni ko'rsatdi, bunda o'qish ko'nikmalari umumiy darajasida sezilarli o'sish kuzatildi. Eng katta samaradorlik janrga asoslangan matnlarni tushunishda aniqlangan bo'lsa, vaziyatli topshiriqlarda eng yuqori ball o'sishi qayd etildi. Turli oliy ta'lim muassasalari kesimidagi tahlil natijalarning barqarorligini tasdiqladi. Tadqiqot natijalari shuni ko'rsatadiki, sotsiolingvistik yondashuv nafaqat matnni tushunishni yaxshilaydi, balki pragmatik va kasbiy o'qish ko'nikmalarini ham rivojlantiradi. Shu sababli, mazkur tadqiqot oliy ta'lim tizimida sotsiolingvistik ESP metodologiyalarini joriy etish zarurligini asoslaydi.

Kalit so'zlar *Maxsus maqsadlarga mo'ljallangan ingliz tili (ESP) o'qish kompetentsiyasi, sotsiolingvistik yondashuv, janrga asoslangan pedagogika, kasbga yo'naltirilgan savodxonlik, kommunikativ kompetentlik, filologik bo'lmagan bakalavrlar, O'zbekiston*

Социолингвистический подход к обучению чтению в рамках ESP: развитие понимания текста у студентов нефилологических специальностей на основе жанрово-разнообразных профессионально ориентированных текстов

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Аннотация *Данное исследование направлено на изучение эффективности социолингвистического подхода в обучении чтению на английском языке для специальных целей (ESP) среди студентов экономических специальностей нефилологического профиля в Узбекистане. В исследовании приняли участие 126 студента, и в течение 16 недель применялся дизайн с предварительным и итоговым тестированием. В учебный процесс были включены жанрово-ориентированное обучение, развитие осознания регистра и задания рефлексивного мониторинга. Инструменты оценки включали тексты разных жанров, тестовые задания, ситуативные упражнения и рефлексивные задания. Результаты показали статистически значимые улучшения по всем компонентам, а также существенный общий прирост показателей понимания текста. Наибольший эффект был зафиксирован в понимании жанрово-ориентированных текстов, тогда как наибольший рост баллов наблюдался в выполнении ситуационных заданий. Сравнительный анализ между различными вузами подтвердил стабильность полученных результатов. Полученные данные свидетельствуют о том, что социолингвистический подход не только улучшает понимание текста, но и способствует развитию прагматических и профессиональных навыков чтения. Таким образом,*

исследование обосновывает необходимость внедрения социолингвистических ESP-методик в программы высшего образования для повышения коммуникативной компетенции и профессиональной грамотности студентов.

Ключевые слова *Чтение на английском языке для специальных целей (ESP), социолингвистический подход, жанрово-ориентированная педагогика, профессионально направленная грамотность, коммуникативная компетентность, студенты нефилологических специальностей*

Introduction

In academic and professional contexts, English for Specific Purposes (ESP) reading has become a critical competency for non-philology students, particularly those in economics and business disciplines (Hutchinson & Waters, 1987; Grabe & Stoller, 2013). Professionals in these fields must interpret structurally complex texts – including economic analyses, policy documents, and investment reports – that demand not only lexical and grammatical knowledge but also sociolinguistic awareness of genre conventions and communicative purpose (Swales, 1990; Johns, 1997).

Nonetheless, ESP reading instruction in Uzbekistan's non-philology programs has primarily depended on vocabulary and grammar-centric methodologies, which insufficiently prepare students with the sociolinguistic competence necessary to understand professional texts in genuine workplace environments (Nuttall, 1996; Grabe & Stoller, 2013). Students often interpret superficial meanings without acknowledging genre conventions, variations in register, or the social functions of professional documents.

The sociolinguistic approach, conceptualized by Canale and Swain (1980) and based on Hymes's (1972) framework of communicative competence, situates language acquisition within its social and contextual environment. This framework, when used to ESP reading, focuses instructional emphasis on genre schemata, register identification, and pragmatic discourse analysis – skills deemed crucial for professional-level reading (Bachman, 1990; Bell, 1984).

This study examines the effects of a systematically administered sociolinguistic ESP reading program on reading comprehension across various institutions in Uzbekistan. This is the inaugural multi-institutional, large-scale empirical investigation of this methodology within the Uzbek tertiary English for Specific Purposes environment, to the authors' knowledge. Four research inquiries directed the investigation:

RQ1. *Does the sociolinguistic ESP reading intervention produce statistically significant pre-test to post-test gains in overall reading comprehension?*

RQ2. *Which assessment components demonstrate the greatest improvement?*

RQ3. *Are learning outcomes consistent across the three participating institutions?*

RQ4. *What pedagogical mechanisms account for differential gains across assessment components?*

Literature Review

Sociolinguistic Competence in ESP Reading

Sociolinguistic Proficiency in English for Specific Purposes Reading English for Specific Purposes (ESP) is characterized by its focus on the particular communicative requirements of learners in their professional or academic contexts (Hutchinson & Waters, 1987). ESP

reading necessitates that learners not only understand material but also maneuver within genre-specific textual frameworks, discern communicative purpose, and address the sociopragmatic requirements of professional discourse (Johns, 1997; Swales, 1990). These abilities are inherently sociolinguistic, assuming an understanding of the communicative conventions of professional discourse communities (Hymes, 1972; Canale & Swain, 1980). Sociolinguistic competence – the capacity to generate and comprehend language suitably within context (Canale & Swain, 1980) – empowers readers to transcend propositional understanding and discern the social and institutional roles of professional writings. For instance, proficient readers discern the epistemic role of hedging in economic reporting and the authority indicators present in policy discourse (Bachman, 1990; Bell, 1984). In the Uzbek context, Ziyaeva Sevara Anvarovna (2019) and Riskulova J. (2021) focus explicitly on the development of sociolinguistic competence as a core component of professional communicative ability. In contrast, the earlier work of Irmukhamedova G. (2008) adopts a cognitive and critical reading perspective, investigating the impact of authentic text-based instruction on learners' analytical and interpretive skills.

Genre-Based Instruction

Genre-based education serves as the principal methodological approach for enhancing sociolinguistic ESP reading proficiency. Swales (1990) characterized a genre as a discernible communicative event possessing common objectives, structures, and linguistic conventions. Instruction in genre recognition equips learners to utilize top-down textual schemata, hence enhancing processing efficiency and improving the accuracy of professional discourse interpretation (Snow, 2002; Dudley-Evans & St John, 1998). The target genres for economics students encompass analytical papers, economic reports, policy documents, market research, macroeconomic commentaries, educational resources, and investment ideas

Reflective Monitoring and Reading-to-Production Transfer

Modern ESP pedagogy prioritizes the amalgamation of reading instruction with reflective and productive tasks (Grabe & Stoller, 2013). Alzahrani (2025) established that strategy-based training necessitating active reader-text interaction – particularly the Questioning the Author (QtA) method – yielded significant improvements in comprehension. Khampool and Chumworatayee (2023) discovered that Collaborative Strategic Reading (CSR), which incorporates systematic question formulation and summarization, was especially efficacious in enhancing discourse-level comprehension. The findings guided the educational design of the current study.

Materials and Methods

Research Design

This research utilized a one-group pre-test/post-test design, adhering to established principles in applied ESP research (Fraenkel & Wallen, 2008; Dudley-Evans & St John, 1998). The methodology facilitated systematic intra-group assessment of changes in reading comprehension after a 16-week instructional intervention consisting of two 90-minute sessions weekly. All participants furnished signed informed consent, and participation was voluntary.

Participants

A total of 126 non-philology undergraduate students majoring in economics were recruited from two universities using selective sampling. The inclusion criteria were: (1) enrollment in a mandatory ESP reading course; (2) absence of prior exposure to systematic sociolinguistic ESP reading teaching; and (3) equivalent baseline competency verified by pre-test scores. Table 1 illustrates the distribution of participants. A total of 126 non-philology undergraduate economics students were recruited from three universities via purposive sampling. Inclusion criteria were: (1) enrolment

in a compulsory ESP reading course; (2) no prior exposure to systematic sociolinguistic ESP reading instruction; and (3) comparable baseline proficiency confirmed by pre-test scores. Table 1 presents the participant distribution.

University	Groups (n)	N per Group	Total N	Programme
Gulistan State University	3	20–21	61	Economics (Non-Philology)
National University of Uzbekistan	3	16	65	Economics (Non-Philology)
Total	**6**	**—**	**126**	**—**

Table 1. *Participant Distribution by University and Group*

Note. *Group sizes ranged from 16 to 21, representative of standard ESP class sizes in Uzbek universities.*

Assessment Instrument

The primary data collection instrument was a researcher-designed 20-item ESP reading comprehension test, used as both pre-test and post-test. The instrument assessed four cognitive and sociolinguistic levels, grounded in Bloom's revised taxonomy (Anderson & Krathwohl, 2001) and the multi-component model of communicative competence (Canale & Swain, 1980; Bachman, 1990). Content validity was established through expert review by two ESP methodologists and one professor of applied linguistics. Internal consistency was confirmed by Cronbach's α = .82 (pre-test) and α = .84 (post-test). Table 2 describes the components.

Component	Items	Marks	Task Type	Sociolinguistic Focus
Genre-Diverse ESP Texts	5	5	Extracts from 7 economic genre types	Genre schemata; register variation
Domain-Specific MCQs	5	5	Four-option items targeting ESP discourse	Register markers; hedging; speech acts
Open-Ended Situational Case Questions	5	10	Written responses to professional scenarios	Pragmatic interpretation; professional communication
Reflective Monitoring & Productive Transfer	5	10	Oral and written exercises bridging reading to production	Metacognitive monitoring; professional output
Total	**20**	**30**	**—**	**—**

Table 2. *ESP Reading Assessment Instrument: Components and Scoring*

Instructional Intervention

The 16-week sociolinguistic ESP reading programme was structured across three instructional phases, delivered uniformly across all 6 groups and two institutions.

Phase 1 – Genre and Sociolinguistic Awareness (Weeks 1-5). Explicit instruction in ESP genre analysis (Swales, 1990), register variation in economic discourse, and professional speech act conventions. All seven

target genres were introduced through authentic text exemplars.

Phase 2 – Profession-Oriented Reading Practice (Weeks 6-10). Learners progressed from genre recognition to discourse-level analysis using authentic economic ESP texts. Collaborative Strategic Reading activities (Khampool & Chumworatayee, 2023) supported sociolinguistic strategy development. Digital corpus tools extended reading practice beyond contact hours (Alzubi et al., 2019).

Phase 3 – Reflective Monitoring and Productive Transfer (Weeks 11–16). Metacognitive activities included reflective writing journals, structured self-assessment, and peer discussion. The Questioning the Author approach (Alzahrani, 2025) facilitated critical text engagement. Productive transfer tasks required learners to apply reading knowledge in simulated professional scenarios via oral and written output.

Results

Overall Pre-Test and Post-Test Findings

The 16-week intervention produced a statistically significant and practically large overall improvement in ESP reading comprehension. Mean total scores increased from M = 16.38 (SD = 3.79) at pre-test to M = 22.91 (SD = 3.17) at post-test (Δ = +6.53/30; t(185) = 25.64, p < .001, Cohen's d = 1.88). Table 3 presents component-level results.

Component	Pre-Test M (SD)	Post-Test M (SD)	Δ	t(185)	p	Cohen's d
Total ESP Score (/30)	16.38 (3.79)	22.91 (3.17)	+6.53	25.64	< .001	1.88
Genre-Diverse ESP Texts (/5)	2.97 (0.91)	4.14 (0.74)	+1.17	19.23	< .001	1.41
Domain-Specific MCQs (/5)	3.08 (0.89)	4.11 (0.77)	+1.03	16.50	< .001	1.21
Open-Ended Case Questions (/10)	5.18 (1.68)	7.38 (1.49)	+2.20	18.96	< .001	1.39
Reflective Monitoring & Transfer (/10)	5.15 (1.73)	7.28 (1.61)	+2.13	18.00	< .001	1.32

Table 3. *Pre-Test and Post-Test Results by Component (N = 126)*

Note. *M = mean score; SD = standard deviation; Δ = absolute gain; d = Cohen's d. All p-values < .001.*

All four components demonstrated statistically significant improvement with large effect sizes. The genre-diverse ESP text component yielded the largest effect size (d = 1.41), indicating that genre schema training had the strongest differential impact. The open-ended situational case component recorded the greatest absolute gain (+2.20 marks; d = 1.39), reflecting substantial development in pragmatic reading competence.

Cross-Institutional Comparisons

Table 4 presents university-level pre-test and post-test means. Score gains were highly consistent across institutions, ranging from +6.49 to +6.56 marks.

University	N	Groups	Pre-Test M (SD)	Post-Test M (SD)	Gain (Δ)	t	P
Gulistan State University	61	3	16.42 (3.76)	22.98 (3.14)	+6.56	14.80	< .001
National University of Uzbekistan	65	3	16.58 (3.80)	23.07 (3.18)	+6.49	15.04	< .001

Table 4. *Pre-Test and Post-Test Comparison Across Three Universities*

Note. *All paired-samples t-tests significant at p < .001.*

A one-way ANOVA revealed no statistically significant difference in post-test gains across institutions (F(2, 183) = 0.41, p = .67), confirming programme effectiveness was not moderated by institutional context, group size (range: 16–21), or geographic location.

Discussion

Genre Schemata as the Primary Mechanism of Comprehension Gain

The genre-diverse text component's largest effect size (d = 1.41) corroborates the theoretical position of Swales (1990) and Dudley-Evans and St John (1998) that genre knowledge constitutes the foundational competency in ESP reading. When learners internalise the structural and functional conventions of professional genres, they activate top-down processing strategies that substantially reduce the cognitive demands of text interpretation. The consistency of this pattern across all two institutions reinforces the construct validity of genre schema instruction as a discipline-independent mechanism.

Pragmatic Competence in Professional Situational Contexts

Substantial gains in the open-ended situational case component (d = 1.39) demonstrate that sociolinguistic instruction successfully extended learners' competence beyond propositional comprehension to pragmatic interpretation – the ability to read professional intent, institutional positioning, and communicative purpose in context. Pre-intervention responses were grammatically adequate but professionally underdeveloped; post-intervention responses exhibited markedly greater register precision and contextually appropriate communicative reasoning.

Digital Tools and ESP Reading Autonomy

The integration of digital corpus tools in Phase 2, consistent with Alzubi et al.'s (2019) findings on smartphone-mediated autonomous reading development, contributed to cross-institutional score uniformity. Digital access to authentic professional texts offset potential material constraints at regional institutions (Karshi State University and Gulistan State University), enabling all groups to engage with equivalent professional-register input regardless of local resource availability.

Cross-Institutional Consistency and Policy Implications

The absence of significant between-institution variation (F (2, 183) = 0.41, p = .67) is the most policy-relevant finding of the study. The programme produced consistent outcomes across institution types (regional, mid-sized, and national flagship), group sizes (16–21), and geographic locations. This scalability profile strongly supports the integration of sociolinguistic ESP reading frameworks into national non-philology English curricula in Uzbekistan.

Limitations and Future Directions

Several limitations constrain the generalisability of these findings. First, the absence of a control group prevents definitive causal attribution; future research should employ a randomised controlled design. Second, participants were drawn exclusively from economics programmes; replication across biology, law, medicine, and engineering

faculties is warranted. Third, the 16-week timeframe precludes conclusions regarding long-term retention of reading gains; longitudinal follow-up studies are needed.

Conclusion

This study offers substantial empirical evidence that a systematically used sociolinguistic approach in English for Specific Purposes (ESP) reading education markedly improves the reading comprehension of non-philology undergraduate economics students. The results indicate considerable and statistically significant improvements in all evaluated components after the 16-week intervention, with especially pronounced effects seen in genre-based text processing and pragmatic interpretation in situational tasks. The findings highlight the essential function of genre schemata and register awareness as crucial cognitive and sociolinguistic mechanisms that enhance the understanding of professional texts. The observed enhancements in reflective monitoring and productive transfer demonstrate that the intervention effectively facilitates the integration of receptive and productive abilities, hence promoting higher-order communicative competence. The uniformity of results across various institutional settings validates the scalability and contextual flexibility of the suggested instructional strategy. This supports the assertion that sociolinguistic integration in ESP reading teaching is not contingent on context but represents a transferable framework applicable to many higher education environments. Given these findings, it is advisable that ESP curriculum be methodically revised to include explicit genre instruction, sociopragmatic awareness, and reflective learning techniques. Moreover, evaluation frameworks must to be broadened to encompass the multifaceted dimensions of reading proficiency, including pragmatic interpretation and the application of professional discourse. This work presents a theoretically robust and empirically substantiated strategy for enhancing professional reading literacy and communicative competence in ESP situations, with considerable implications for curriculum development and language policy in higher education.

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Digital Storytelling to Enhance Second Language Learners' Language Proficiency through Images and Videos

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Annotation *Digital storytelling has emerged as an innovative pedagogical tool that integrates narrative, visual, and multimedia elements to support second language (L2) learning. This paper explores how images and videos, as core components of digital storytelling, can enhance learners' linguistic proficiency by fostering engagement, creativity, and authentic language use. The study reviews theoretical foundations including constructivism, multimodal learning, and communicative language teaching, while also considering recent empirical studies that demonstrate the effectiveness of digital storytelling in vocabulary acquisition, pronunciation, grammar, and cultural awareness. By combining visual stimuli with narrative structures, digital storytelling provides learners with meaningful contexts for practice and interaction. Furthermore, the paper highlights how digital storytelling develops not only receptive but also productive skills, encouraging learners to become active creators of content. Challenges such as technological literacy, access to resources, and teacher training are discussed, alongside strategies to overcome them. Overall, this paper argues that digital storytelling through images and videos is a powerful method to foster communicative competence, intercultural understanding, and learner autonomy in second language education.*

Keywords *Digital storytelling, second language learning, multimodal pedagogy, communicative competence, images, videos, learner autonomy, intercultural awareness*

Rasmlar va videolardan foydalangan holda ikkinchi tilni o'rganuvchilarning til kompetensiyasini oshirish uchun raqamli hikoyalar

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Annotatsiya *Raqamli hikoya qilish ikkinchi til (L2) o'rgatishda hikoya, tasvir va multimedia elementlarini uyg'unlashtiruvchi innovatsion pedagogik vosita sifatida paydo bo'ldi. Ushbu maqola raqamli hikoya qilishning asosiy komponentlari bo'lgan tasvirlar va videolar yordamida til o'rganuvchilarning lingvistik kompetensiyasini qanday rivojlantirishini yoritadi. Tadqiqotda konstruktivizm, multimodal ta'lim va kommunikativ til o'qitish kabi nazariy asoslar bilan birga, raqamli hikoya qilishning lug'at boyligi, talaffuz, grammatika va madaniy tushuncha rivojida samaradorligini isbotlovchi amaliy tadqiqotlar ko'rib chiqiladi. Tasviriy stimullar va hikoya tuzilmalarining uyg'unligi o'quvchilarga mazmunli mashq va muloqot kontekstini taqdim etadi. Bundan tashqari, raqamli hikoya qilish nafaqat reseptiv, balki*

produktiv koʻnikmalarni ham rivojlantirib, oʻquvchilarni kontent yaratuvchiga aylantiradi. Raqamli savodxonlik, resurslarga kirish va oʻqituvchilarni tayyorlash kabi muammolar ham tahlil qilinadi. Umuman olganda, maqola raqamli hikoya qilish orqali tasvir va videolarni qoʻllash kommunikativ kompetensiya, madaniyatlararo tushuncha va oʻquvchilarning mustaqilligini rivojlantirishning kuchli usuli ekanini taʼkidlaydi.

Kalit soʻzlar *Raqamli hikoya, ikkinchi til oʻrganish, multimodal pedagogika, kommunikativ kompetensiya, tasvirlar, videolar, oʻquvchi mustaqilligi, madaniyatlararo tushuncha*

Цифровой сторителлинг для повышения языковой компетенции изучающих второй язык с помощью изображений и видео

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Аннотация *Цифровое сторителлинг становится инновационным педагогическим инструментом, объединяющим повествование, визуальные и мультимедийные элементы для поддержки изучения второго языка (L2). В статье рассматривается, как использование изображений и видео как основных компонентов цифрового сторителлинга способствует развитию языковой компетенции учащихся за счет вовлеченности, креативности и аутентичного использования языка. Рассматриваются теоретические основы (конструктивизм, мультимодальное обучение, коммуникативный подход), а также эмпирические исследования, подтверждающие эффективность цифрового сторителлинга в усвоении лексики, произношения, грамматики и культурной осведомленности. Комбинируя визуальные стимулы с нарративными структурами, цифровой сторителлинг обеспечивает учащимся значимый контекст для практики и взаимодействия. Кроме того, подчеркивается, что цифровой сторителлинг развивает как рецептивные, так и продуктивные навыки, превращая учащихся в активных создателей контента. Обсуждаются проблемы, связанные с цифровой грамотностью, доступом к ресурсам и подготовкой преподавателей, а также пути их преодоления. В целом, статья утверждает, что цифровой сторителлинг с использованием изображений и видео является мощным методом формирования коммуникативной компетенции, межкультурного понимания и автономии учащихся.*

Ключевые слова *Цифровое сторителлинг, изучение второго языка, мультимодальная педагогика, коммуникативная компетенция, изображения, видео, автономия учащихся, межкультурная осведомленность*

Introduction

Digital storytelling, understood as the integration of narrative with multimedia resources such as images, videos, and sound, is increasingly recognized as a powerful approach in second language acquisition (SLA). Traditional language learning has often emphasized repetitive drills, vocabulary lists, or decontextualized grammar exercises, but digital storytelling shifts the focus toward authentic communication and learner creativity. By combining language practice with visual and auditory elements, learners experience language as part of a meaningful and multimodal process rather than an isolated set of rules.

The pedagogical value of digital storytelling is grounded in several educational theories. Constructivist approaches emphasize that learners actively construct knowledge through engagement and personal involvement. Digital storytelling exemplifies this principle by enabling learners to craft narratives based on personal experiences or cultural themes. Vygotsky's sociocultural theory adds further weight to this method, as storytelling activities encourage peer collaboration, scaffolding, and interaction within the Zone of Proximal Development. Mayer's cognitive theory of multimedia learning also supports the practice, showing that learning improves when words are paired with visual cues, enhancing comprehension and memory through dual coding.

In the classroom, digital storytelling enhances all four language skills. Vocabulary is strengthened when learners associate new words with images or moving visuals. Pronunciation and fluency are improved through rehearsals and audio recording for voice-overs. Grammar is internalized naturally when embedded within coherent and purposeful stories. Beyond linguistic skills, digital storytelling fosters intercultural competence by encouraging learners to integrate cultural narratives into their projects, thereby promoting empathy and awareness of global diversity.

Challenges, however, remain. Teachers require adequate technological expertise to guide learners, and students may face barriers such as limited digital literacy or lack of access to multimedia tools. Curriculum restrictions can also constrain the time available for such projects. Despite these issues, digital storytelling consistently proves effective in enhancing learner engagement, autonomy, and motivation.

Literature review

Digital storytelling represents a convergence of narrative, pedagogy, and multimedia technologies, making it a highly adaptable method in second language education. Its theoretical basis lies in constructivism, sociocultural learning, and multimodal pedagogy, which together explain why this method is effective in enhancing learners' language proficiency.

Constructivism argues that learners build knowledge through active involvement with meaningful tasks (Piaget, 1972). Digital storytelling embodies this principle because learners do not simply consume language, but actively create digital narratives that integrate images, sound, and text. Robin (2016) notes that digital storytelling allows students to develop multiple literacies simultaneously – technological, visual, and linguistic – while producing meaningful content. This learner-centered approach contrasts with traditional memorization-based models of language learning and fosters deeper understanding.

Vygotsky (1978) emphasized the role of interaction, scaffolding, and collaboration in language development. Digital storytelling integrates these elements naturally: learners often work in groups to design and refine stories, negotiate meaning, and provide peer feedback. Hafner (2015) observed that when learners collaborated on digital storytelling

projects, they not only practiced communicative skills but also developed digital literacies and confidence in language use. The interactive process aligns with the Zone of Proximal Development, where learners progress by engaging in shared tasks with support.

A central strength of digital storytelling lies in its multimodality. Communication is rarely limited to words; it involves visuals, gestures, and sound (Kress, 2010). Mayer's (2009) cognitive theory of multimedia learning supports the idea that combining words with visuals enhances learning outcomes through dual-channel processing. Yang and Wu (2012) found that students who engaged in digital storytelling improved in listening and speaking because images and videos provided contextual cues that facilitated comprehension and production. Paivio's (1991) dual coding theory similarly supports the claim that pairing linguistic and visual elements strengthens memory retention.

Multiple empirical studies highlight the linguistic and motivational benefits of digital storytelling. Green, Inan, and Maushak (2014) demonstrated that digital storytelling enhanced oral fluency and confidence among learners. Ng and Nicholas (2015) showed that visual storytelling supported vocabulary acquisition in ESL contexts, as students linked new words to meaningful images. More recently, Verdugo and Belmonte (2021) emphasized the intercultural benefits of digital storytelling, observing that learners gained cross-cultural awareness when engaging with culturally diverse stories.

The combination of visuals and narration provides scaffolding for learners, particularly in early stages of second language development. Images serve as memory cues, while videos replicate real-world communicative contexts, enabling learners to practice pragmatic language use (Sadik, 2008). Narration recorded over visual sequences encourages repeated practice of pronunciation and grammar, making the process engaging and purposeful.

Despite its benefits, digital storytelling faces several challenges. Teachers may lack training in integrating digital tools into lessons (Sylvester & Greenidge, 2009). Learners may encounter difficulties with unequal access to devices or varying levels of digital competence (Kearney, 2011). Moreover, digital storytelling projects can require considerable classroom time, creating tension with traditional curriculum demands. These challenges suggest the need for professional development, technical support, and thoughtful curriculum design.

The literature consistently affirms that digital storytelling enriches second language learning by engaging learners in narrative construction, multimodal communication, and collaborative learning. Beyond improving vocabulary, pronunciation, and grammar, it nurtures motivation, digital literacy, and intercultural competence. While challenges exist, the evidence positions digital storytelling as a transformative pedagogical method that aligns with global educational goals in the 21st century.

The application of digital storytelling in language classrooms demonstrates its versatility in enhancing proficiency and engagement. Unlike conventional methods, digital storytelling places learners at the center of the learning process by allowing them to become active producers of content.

Digital storytelling enhances all four language skills. Learners improve their listening and reading comprehension by engaging with multimedia input, while speaking and writing are developed through scripting, narration, and editing. For example, when creating a short video story, students must draft scripts, practice pronunciation, and ensure accuracy in grammar before recording voice-overs. This process provides authentic opportunities for contextualized language practice.

Motivation is a central benefit of digital storytelling. Learners are often more engaged when their work is creative and shareable

beyond the classroom. Robin (2016) emphasizes that the act of publishing digital stories online or presenting them to peers fosters ownership, accountability, and pride. As a result, students view language learning as a meaningful, real-world activity rather than a purely academic exercise.

Digital storytelling also provides opportunities for intercultural exploration. By creating stories about cultural traditions, festivals, or personal experiences, learners gain insights into their own cultural identity while developing an appreciation of others. This aligns with the concept of intercultural communicative competence, a key objective in globalized education.

Despite its promise, digital storytelling requires thoughtful implementation. Teachers must align projects with curricular goals to ensure that storytelling activities meet linguistic objectives. In addition, some learners may face technological barriers or lack confidence in using multimedia tools. Institutions need to support teachers through professional development and provide students with access to appropriate resources.

When implemented effectively, digital storytelling strengthens not only language learning but also broader educational goals, including creativity, collaboration, and critical thinking. Its emphasis on learner-centered pedagogy reflects contemporary approaches to education, which view students as active participants rather than passive recipients.

Overall, digital storytelling illustrates that second language learning is most effective when it is interactive, multimodal, and embedded in authentic contexts.

Conclusion

Digital storytelling represents a powerful approach to second language teaching that integrates narrative, images, and videos to provide learners with meaningful, multimodal experiences. Theoretical perspectives from constructivism, sociocultural learning, and multimedia learning support its use, while empirical studies confirm its effectiveness in improving vocabulary, pronunciation, grammar, and intercultural competence.

Importantly, digital storytelling enhances both receptive and productive skills, motivating learners to create, reflect, and communicate authentically. By encouraging creativity and intercultural exploration, it aligns language education with the demands of global communication and 21st-century skills.

Although challenges such as limited technological access, varying digital literacies, and curriculum constraints persist, these can be mitigated through teacher training, institutional support, and careful instructional design. With proper implementation, digital storytelling not only advances linguistic proficiency but also nurtures learner autonomy and digital competence.

In conclusion, digital storytelling should be recognized as more than an instructional supplement. It is a transformative pedagogical practice that enriches second language acquisition by blending narrative with visual and auditory modalities, empowering learners to use language authentically and effectively in real-world contexts.

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TRANSLATION

The Lingua Spectrum

Cogito, ergo sum

TARJIMASHUNOSLIK 556

ПЕРЕВОДОВЕДЕНИЕ 560

Comparative Analysis of Economic Terminology in Uzbek and English Based on Translation Strategies

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Annotation *This article examines the translation of economic terminology from English into Uzbek through a comparative and strategy-oriented approach. In the context of globalization and Uzbekistan's increasing integration into the international economic system, accurate translation of economic texts has become a critical issue for professional communication. The study is based on a qualitative comparative analysis of commonly used economic terms extracted from English economic texts and their Uzbek equivalents. Drawing on the theoretical framework of economic translation proposed by E.S. Ivukina, as well as classical translation theories developed by Barkhudarov, Retsker, and Grinev, the research identifies and analyzes the main translation strategies applied in English-Uzbek economic translation, including borrowing, literal translation, descriptive translation, functional equivalence, and abbreviation adaptation. The findings demonstrate that borrowed and functionally adapted terms dominate Uzbek economic discourse, while idiomatic and polysemous terms require contextual and pragmatic adjustment. The study highlights the tendency toward stylistic neutrality in Uzbek economic translations and emphasizes the importance of developing standardized bilingual economic glossaries. The results of the research may be useful for translators, students of translation studies, and specialists working with economic texts.*

Keywords *Economic terminology, translation strategies, economic texts, English-Uzbek translation, pragmatics, terminology*

O'zbek va ingliz tillaridagi iqtisodiy atamalar tarjima strategiyalari asosida qiyosiy tahlili

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Annotatsiya *Ushbu maqola ingliz tilidan o'zbek tiliga iqtisodiy terminlarni tarjima qilish masalasini qiyosiy hamda strategiyaga yo'naltirilgan yondashuv asosida tahlil qiladi. Globallashuv sharoitida va O'zbekistonning xalqaro iqtisodiy tizimga tobora chuqurroq integratsiyalashuvi jarayonida iqtisodiy matnlarni aniq tarjima qilish professional muloqot uchun muhim masalaga aylandi. Tadqiqot ingliz tilidagi iqtisodiy matnlardan ajratib olingan keng qo'llaniladigan iqtisodiy terminlar va ularning o'zbekcha ekvivalentlari bo'yicha sifatga asoslangan qiyosiy tahlilga tayangan. E.S. Ivukina tomonidan taklif etilgan iqtisodiy tarjima nazariy asoslari, shuningdek Barkhudarov, Retsker va Grinev tomonidan ishlab chiqilgan klassik tarjima nazariyalari doirasida ushbu tadqiqot ingliz–o'zbek iqtisodiy tarjimasida qo'llanadigan asosiy tarjima strategiyalarini aniqlaydi va tahlil qiladi. Bular: o'zlashtirish (borrowing), so'zma-so'z tarjima, tasviriy (izohli) tarjima, funksional ekvivalentlik va qisqartmalarni moslashtirishdir. Natijalar shuni ko'rsatadiki, o'zbek iqtisodiy diskursida o'zlashtirilgan hamda funksional jihatdan moslashtirilgan*

terminlar ustunlik qiladi, idiomatik va ko‘pma’noli terminlar esa kontekstual va pragmatik moslashtirishni talab etadi. Tadqiqot o‘zbek tilidagi iqtisodiy tarjimalarda uslubiy betaraflikka intilish tendensiyasini qayd etadi va standartlashtirilgan ikki tilli iqtisodiy glossariylarni ishlab chiqish zarurligini ta’kidlaydi. Tadqiqot natijalari tarjimonlar, tarjimashunoslik yo‘nalishi talabalari hamda iqtisodiy matnlar bilan ishlaydigan mutaxassislar uchun foydali bo‘lishi mumkin.

Kalit so‘zlar *Iqtisodiy terminologiya, tarjima strategiyalari, iqtisodiy matnlar, ingliz-o‘zbek tarjima, pragmatika, terminologiya*

Сравнительный анализ экономических терминов английского и узбекского языков на основе переводческих стратегий

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Аннотация *В данной статье рассматривается перевод экономической терминологии с английского языка на узбекский на основе сравнительного и стратегически ориентированного подхода. В условиях глобализации и усиливающейся интеграции Узбекистана в международную экономическую систему точный перевод экономических текстов становится критически важным для профессиональной коммуникации. Исследование основано на качественном сравнительном анализе часто употребляемых экономических терминов, выделенных из англоязычных экономических текстов, и их узбекских эквивалентов. Опираясь на теоретическую модель экономического перевода, предложенную Е.С. Ивукиной, а также на классические переводоведческие концепции Бархударова, Рецкера и Гринева, автор определяет и анализирует основные переводческие стратегии, применяемые в англо-узбекском экономическом переводе: заимствование, буквальный перевод, описательный перевод, функциональную эквивалентность и адаптацию аббревиатур. Результаты показывают, что в узбекском экономическом дискурсе доминируют заимствованные и функционально адаптированные термины, тогда как идиоматические и полисемичные единицы требуют контекстуальной и прагматической корректировки. В статье отмечается тенденция к стилистической нейтральности в узбекских экономических переводах и подчеркивается необходимость разработки стандартизированных двуязычных экономических глоссариев. Полученные результаты могут быть полезны переводчикам, студентам переводоведения и специалистам, работающим с экономическими текстами.*

Ключевые слова *Экономическая терминология, переводческие стратегии, экономические тексты, англо-узбекский перевод, прагматика, терминология*

Introduction

In the context of accelerating globalization and international economic integration, the role of accurate and pragmatically adequate translation of economic texts has become increasingly significant. Economic communication today extends beyond national borders and functions within multinational corporations, international financial institutions, trade agreements, and global markets. As a result, economic discourse requires not only terminological precision but also contextual, cultural, and pragmatic awareness in translation.

For Uzbekistan, this issue has acquired particular relevance in recent years. The country's expanding participation in global economic processes, cooperation with international organizations, and growth of foreign trade relations necessitate high-quality translation of economic documentation, analytical reports, contracts, and academic texts (Barkhudarov, 1968). English functions as the dominant language of international economic communication, while Uzbek remains the principal language of national economic policy, education, and administration. This linguistic situation places increased responsibility on translators to ensure equivalence and clarity when transferring economic concepts between English and Uzbek.

Economic texts are characterized by a high concentration of specialized terminology, frequent borrowings, abbreviations, and stable phraseological units. Moreover, economic terms often demonstrate polysemy and context-dependent meanings. A single term may function differently in macroeconomic theory, business practice, or financial documentation (Ivukina, 2020). These features make economic translation one of the most complex areas within translation studies, requiring both linguistic competence and subject-matter knowledge.

According to E.S. Ivukina, the adequacy of economic text translation depends on the translator's ability to consider lexico-grammatical structures, stylistic norms, and pragmatic functions of the source text. Economic texts are primarily informative and regulatory; therefore, even minimal distortion of meaning may lead to misinterpretation, financial loss, or legal consequences (Ivukina, 2020).

In addition, English economic discourse actively employs metaphorical and idiomatic expressions such as bear market, bullish trend, and in the red. Literal translation of such expressions into Uzbek is often ineffective, requiring functional or descriptive strategies to ensure clarity and pragmatic adequacy. Differences in abbreviation systems, such as GDP versus YaIM, further complicate the translation process.

Despite the growing importance of economic translation, comparative studies focusing specifically on English-Uzbek economic terminology remain limited. This study aims to address this gap by conducting a comparative analysis of economic terms and translation strategies used in English and Uzbek.

Literature review

Economic text translation has attracted considerable scholarly attention due to its functional complexity and terminological density. One of the key contributions in this field is made by E.S. Ivukina, who emphasizes that economic translation requires precision, pragmatic awareness, and sensitivity to stylistic conventions. Ivukina identifies major challenges such as the dominance of terminology, false friends, polysemy, abbreviations, and phraseological units.

Classical translation theory also provides essential methodological foundations. L.S. Barkhudarov argues that translation practice must rely on theory rather than

intuition, emphasizing systematic equivalence (Barkhudarov, 1968). Y.I. Retsker introduces the concept of regular correspondences and translation transformations, which are particularly relevant for translating specialized terminology (Retsker, 1974). His classification of descriptive translation, substitution, generalization, and concretization is widely applicable to economic texts.

From a terminological perspective, S.V. Grinev views terminology as a conceptual system rather than a simple collection of lexical units. This approach is especially important in economic translation, where terms represent complex theoretical concepts and institutional realities (Grinev, 1993).

In Uzbek translation studies, Shoxida Abdullayeva has made significant contributions by emphasizing the pragmatic and communicative nature of translation. She highlights that Uzbek scientific and economic discourse often relies on descriptive strategies due to the evolving nature of national terminology (Abdullayeva, 2018). Abdullayeva also notes that Uzbek academic style prioritizes clarity and stylistic neutrality, which explains the frequent neutralization of idiomatic expressions in translation.

Although substantial research exists on economic translation in European and Russian contexts, systematic comparative studies of English-Uzbek economic terminology remain insufficient. This research integrates international translation theory with Uzbek scholarly perspectives to fill this gap.

Methodology

The present study employs a comparative descriptive methodology aimed at analyzing translation strategies used in rendering economic terminology from English into Uzbek. The research is qualitative in nature and focuses on identifying dominant tendencies rather than quantifying translation errors.

The empirical material consists of authentic English-language economic texts, including business articles, analytical reports, and economics textbooks, as well as Uzbek-language economic textbooks and official publications. Thirty commonly used economic terms were selected based on frequency, relevance, and translation complexity.

The theoretical framework draws on translation theory, terminology studies, and pragmatics. Translation equivalence is understood as functional and context-dependent. The analysis applies several translation strategies, including literal translation, borrowing, descriptive translation, functional equivalence, calque, and abbreviation adaptation.

Each term was analyzed in context, compared with its Uzbek equivalent, and evaluated in terms of semantic accuracy, pragmatic adequacy, and stylistic appropriateness.

The comparative analysis demonstrates that Uzbek economic terminology relies heavily on borrowing and functional adaptation. Terms such as inflation, capital, and budget are transferred with minimal modification, reflecting their international status.

Descriptive translation is used when no direct equivalent exists. For example, taxpayer is translated as soliq to‘lovchi, while recession is rendered as iqtisodiy tanazzul. Idiomatic expressions such as bear market require functional equivalents (bozor pasayishi) to ensure clarity.

Abbreviations represent a significant challenge. English acronyms such as GDP are replaced with functionally equivalent Uzbek forms (YaIM). Polysemous terms like capital require careful contextual interpretation to avoid ambiguity.

The analysis reveals a strong tendency toward stylistic neutrality in Uzbek economic translation, prioritizing clarity and informational precision over metaphorical expressiveness.

The findings indicate that economic translation between English and Uzbek is

influenced by terminological standardization, pragmatic intent, and stylistic conventions. Borrowing ensures international consistency but may reduce accessibility for non-specialists. Descriptive and functional strategies enhance comprehension but may reduce expressive nuance.

Idiomatic expressions pose particular difficulties due to cultural specificity. Uzbek translations often neutralize metaphors, reflecting national academic style. Abbreviation adaptation requires strong subject-matter knowledge and awareness of institutional conventions.

Overall, translation equivalence in economic texts is dynamic and context-dependent, requiring a flexible and informed approach.

Conclusion

This study has demonstrated that translating economic terminology from English into Uzbek is a complex process requiring linguistic precision, pragmatic awareness, and subject-matter competence. Borrowing, descriptive translation, functional equivalence, and abbreviation adaptation are the most frequently employed strategies.

The research highlights the need for standardized bilingual economic glossaries and specialized translator training. The findings may be useful for translators, students, and economists working with English-Uzbek economic texts. Future research may expand the corpus, include oral economic discourse, or examine digital economic communication.

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