



VOLUME 4, APRIL 2026

ISSN: 3060-4958



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

– GASTON BACHELARD



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The Lingua Spectrum Journal
Volume 4
(2026 yil aprel)

TOSHKENT-2026

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ЛИНГВИСТИКА

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Discursive representation of the time concept in AI systems: A comparative analysis of temporal framing in Uzbek-language AI-generated content

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- Annotation** *This paper investigates how different artificial intelligence systems – namely ChatGPT (GPT-4o), Gemini 1.5 Pro, Qwen, and the Uzbek-language platform Salom-ai.uz – encode temporal concepts when generating Uzbek-language texts. Drawing on a purpose-built elicitation corpus of 24 AI-generated responses to six prompt categories targeting evidentiality, aspect contrast, cyclic time, habitual present, epistemic modality, and conceptual metaphor, this study conducts a systematic discourse analysis using an original seven-category error taxonomy. The findings reveal a hierarchy of temporal fidelity across systems, with Gemini demonstrating the strongest preservation of Uzbek evidential markers, while ChatGPT and Salom-ai.uz exhibit systematic TIME IS MONEY metaphor calquing from English. A paradoxical finding – that the Uzbek-targeted system Salom-ai.uz performed worst on evidentiality retention – points to the insufficiency of the target-language labelling without morphologically informed training. The study contributes an original error taxonomy and the concept of 'evidential erasure' to the emerging field of computational linguistics applied to low-resource agglutinative languages.*
- Keywords** *Temporal framing, evidentiality, AI-generated text, Uzbek linguistics, discourse analysis, aspect, conceptual metaphor, large language models*

Sun'iy intellekt tizimlarida vaqt kontseptining diskursiv ifodalanishi: o'zbek tilidagi sun'iy intellekt kontent freymingining qiyosiy tahlili

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- Annotatsiya** *Ushbu maqolada turli sun'iy intellekt tizimlari – ChatGPT (GPT-4o), Gemini 1.5 Pro, Qwen va o'zbek tiliga ixtisoslashgan Salom-ai.uz platformasi – o'zbek tilida matn generatsiya qilishda vaqt kontseptini qanday ifodalashi tadqiq etiladi. Evidentsiallik, aspekt kontrasti, davriy aylanma (siklik) vaqt, odatiy hozirgi zamon, epistemik modallik va konseptual metaforaga yo'naltirilgan olti toifali promptga olingan 24 ta AI javobi asosida tuzilgan maqsadli elitsatsiya korpusidan foydalanib, yetti kategoriyali original xato taksonomiyasi yordamida tizimli diskurs tahlili amalga oshiriladi. Topilmalar tizimlar bo'yicha temporal muvofiqlik ierarxiyasini ko'rsatadi: Gemini o'zbek evidentsial markerlarini eng yaxshi saqlaydi, ChatGPT va Salom-ai.uz esa ingliz tilidan VAQT – PUL metaforasini tizimli kalkalash tendentsiyasini*

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namoyon etadi. Paradoksal holda, o'zbek tiliga mo'ljallangan Salom-ai.uz tizimining evidensiallikni saqlash ko'rsatkichi eng past chiqdi – bu holat morfologik jihatdan asoslangan o'qitishsiz faqat nishon-til yorlig'ining yetarli emasligini ko'rsatadi.

Kalit so'zlar *Temporal freyming, evidensiallik, AI tomonidan yaratilgan matn, o'zbek tilshunosligi, diskurs tahlili, aspekt, konseptual metafora, katta til modellari*

Дискурсивное представление концепта времени в системах ИИ: сравнительный анализ темпорального фреймирования в узбеко-язычном контенте, генерируемом ИИ

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Аннотация *В данной статье исследуется, каким образом различные системы искусственного интеллекта – ChatGPT (GPT-4o), Gemini 1.5 Pro, Qwen и узбекоязычная платформа Salom-ai.uz – кодируют темпоральные концепты при генерации текстов на узбекском языке. На основе специально созданного корпуса из 24 ответов ИИ на шесть категорий промптов, направленных на выявление эвиденциальности, видовых противопоставлений, циклического времени, привычного настоящего, эпистемической модальности и концептуальных метафор, проводится систематический дискурсивный анализ с применением оригинальной семикатегорийной таксономии ошибок. Результаты демонстрируют иерархию темпоральной точности: Gemini наилучшим образом сохраняет узбекские эвиденциальные маркеры, тогда как ChatGPT и Salom-ai.uz демонстрируют систематическое калькирование метафоры ВРЕМЯ – ДЕНЬГИ с английского. Парадоксальный результат – наихудшие показатели сохранения эвиденциальности у Salom-ai.uz – свидетельствует о недостаточности языковой маркировки без морфологически ориентированного обучения.*

Ключевые слова *Темпоральный фрейминг, эвиденциальность, текст, генерируемый ИИ, узбекская лингвистика, дискурсивный анализ, вид, концептуальная метафора, большие языковые модели*

Kirish

Sun'iy intellekt (AI) texnologiyalarining, xususan katta til modellarining (Large Language Models – LLM) jadal rivojlanishi tilshunoslik fanining yangi tadqiqot ob'ektini vujudga keltirdi: ushbu tizimlar tabiat tili bilan qanday o'zaro ta'sirga kirishadi va grammatik-

semantik kategoriyalarni qanday ifodalaydi? Ushbu savol ayniqsa agglutinatив, aspekt-dominant va evidensiallik tizimi rivojlangan tillarga nisbatan dolzarb hisoblanadi. O'zbek tili – turkiy til oilasining yirik vakili sifatida temporal tizimi ingliz tilidagi grammatik zamon majburiyatiga tubdan zid tarzda qurilganligi

bilan bu muammoni tadqiq etishga noyob empirik maydon taqdim etadi,

O'zbek tilida temporal ma'no asosan aspekt va evidensiallik vositalari orqali ifodalanadi. U. Klein (1994) ta'kidlaganidek, til tizimlarida temporal ma'no uchta asosiy kategoriya – so'zlashuv vaqti (Utterance Time), mavzu vaqti (Topic Time) va referens vaqt (Reference Time) – o'zaro munosabati orqali yuzaga keladi. O'zbek tilida ushbu kategoriyalar ingliz tilidagi kabi grammatik zamon qo'shimchalari orqali emas, balki aspekt affikslari (-yotgan, -gan, -moqda) va evidensial markerlar (-gan ekan, ekan, emish, -ar ekan) orqali ifodalanadi. *Bundan tashqari, B. Komri (1976) aspekt klassifikatsiyasiga ko'ra, o'zbek tilida perfektiv va imperfektiv aspekt o'rtasidagi farq zamon kategoriyasidan ustun turadi.*

Ushbu tadqiqot quyidagi asosiy muammoga murojaat qiladi: turli AI tizimlari – xususan ingliz tili ustun bo'lgan ChatGPT va Gemini, Osiyo-orientatsiyali Qwen hamda o'zbek tiliga mo'ljallangan Salom-ai.uz – o'zbek tilida matn generatsiya qilishda temporal-grammatik kategoriyalarni, evidensiallikni va madaniy vaqt metaforalarini qanchalik to'g'ri saqlaydi?

Tadqiqotning ilmiy yangiligi uch jihatda namoyon bo'ladi: birinchidan, o'zbek tilidagi AI kontent uchun maxsus ishlab chiqilgan yetti kategoriyali xato taksonomiyasi taqdim etiladi; ikkinchidan, "evidensial o'chirish" (evidential erasure) fenomeni birinchi marta tizimli empirik dalillar bilan tasvirlanadi; uchinchidan, past resursli agglutinatív til kontekstida AI temporal freymingini o'rganuvchi qiyosiy metodologiya ishlab chiqiladi.

Mavzuga oid adabiyotlarning tahlili

Vaqt kategoriyasini qiyosiy tilshunoslik nuqtai nazaridan o'rganish borasida keng nazariy asos mavjud. B. Komri (1985) zamon (tense) va aspektni tipologik jihatdan tahlil qilib, tillar zamon kategoriyasini grammatikalashtirishda katta xilma-xillik ko'rsatishini isbotladi. Uning terminologiyasiga ko'ra, ingliz tili tense-prominent (zamon-ustunli) til sifatida grammatik zamonni

majburiy ravishda ifodalaydi, o'zbek tili esa aspect-prominent (aspekt-ustunli) til sifatida voqeaning ichki temporal tuzilishini ustuvor qiladi.

H. Reixenbach (1947) ishlab chiqqan uch vaqtli model (S – so'zlash vaqti, R – referens vaqt, E – voqea vaqti) zamonaviy tilshunoslik va NLP tadqiqotlarida muhim analitik asbob bo'lib qolmoqda. Ushbu model turli tillardagi temporal ma'no tuzilmalarini qiyosiy tahlil qilishda, shu jumladan AI tizimlaridagi temporal izchillikni baholashda qo'llanilishi mumkin.

Evidensiallik kategoriyasini o'rganish sohasida Johanson (2002) turkiy tillardagi kontaktual o'zgarishlarni tahlil qilib, o'zbek tilidagi evidensial qo'shimchalar tizimining funksional boyligi va ularning tarjima jarayonida yo'qotilish tendentsiyasini ko'rsatdi. Johansonning tadqiqoti o'zbek tilida evidensiallikning grammatik jihatdan majburiy emasligi, lekin pragmatik jihatdan muhim ekanligi xulosasiga keladi.

Konseptual metafora nazariyasi sohasida J. Lakoff va M. Jonson (1980) asosiy metafora turlarini aniqladi. Ularning tadqiqoti bo'yicha ingliz tilida TIME IS MONEY metaforasi ustuvor bo'lib, "vaqtni sarflash", "vaqtni tejash", "vaqtni yo'qotish" iboralarida namoyon bo'ladi. Ushbu metafora ingliz tili ta'sirida boshqa tillarga o'tkazilishi – kalkalash hodisasi – sotsiolingvistik tadqiqotlarda kuzatilgan bo'lsa-da, AI vositachiligida bu jarayonning tizimli xususiyati hozirgacha yetarli darajada o'rganilmagan.

D. Slobin (1996) "thinking for speaking" (so'zlash uchun fikrlash) kontseptsiyasida har bir til nutq ishlab chiqarish jarayonida ma'lum semantik kategoriyalarni majburiy ravishda kodlashini ko'rsatdi. Ushbu kontseptsiya AI tizimlariga qo'llanilganda muhim nazariy muammo tug'diradi: o'quv ma'lumotlarisi asosan ingliz tilidan iborat bo'lgan LLM o'zbek tili uchun "thinking for speaking" jarayonini qanday amalga oshiradi? AI tilshunosligiga doir adabiyotlarda katta til modellarining semantik tushunish qobiliyatiga ega emasligi, balki statistik namunaviy shakl-moslashtiruv orqali

ishlaydigan tizimlar ekanligini asosli tanqid qilishdi. Ushbu nuqtai nazar AI-generatsiya qilingan matnlardagi grammatik xatolarni, jumladan temporal xatolarni, tizimli hodisa sifatida o'rganishning zarurligini ko'rsatadi. Shu bilan birga, resursga nisbatan boy bo'lmagan turkiy tillar, jumladan o'zbek tilida AI temporal kodlashini maxsus o'rganuvchi tadqiqotlar hali yetarli emas. Mavjud NLP adabiyotining asosiy qismi hind-evropa tillari, ayniqsa ingliz va roman tillari misoliga asoslanadi. Ushbu bo'shliq quyidagi tadqiqotning dolzarbligini belgilaydi.

Tadqiqot metodologiyasi

Tadqiqotda elitsatsion diskurs tahlili metodidan foydalanildi, unga ko'ra maxsus ishlab chiqilgan promtlar to'plami turli AI tizimlarga bir xil sharoitda taqdim etildi va olingan javoblar tizimli ravishda annotatsiya qilindi.

Taqqoslanadigan tizimlar

Quyidagi to'rt tizim tadqiqot ob'ekti sifatida tanlandi: (1) *ChatGPT (GPT-4o)* – ingliz tili dominant bo'lgan LLM; (2) *Gemini 1.5 Pro* – Google tomonidan ishlab chiqilgan ko'p tilli LLM; (3) *Qwen* – Alibaba kompaniyasining Osiyo-orientatsiyali LLM tizimi; (4) *Salom-ai.uz* – o'zbek tiliga ixtisoslashtirilgan mahalliy AI platforma. Tizimlarning bunday tanlovi o'qitish ma'lumotlari tarkibi va til ixtisosligidagi turlicha yondashuv aspektlarini qamrab olishga imkon berdi. Generatsiya muqobil javobni nazorat qilish maqsadida har bir so'rov uch marta takrorlandi va modal annotatsiya qo'llanildi.

So'rov kategoriyalari.

Temporal kategoriyalarning to'liq qamrovini ta'minlash uchun olti toifali so'rov tizimi ishlab chiqildi:

- *A toifasi* – Evidensiallik: bilvosita bilim asosida hikoya yozish, kitob orqali bilingan tarixiy voqeani so'zlash;
- *B toifasi* – Aspekt kontrasti: bir vaqtda va ketma-ket voqealarni o'zbek tiliga tarjima qilish;
- *C toifasi* – Davriy aylanma (siklik) vaqt: Navro'z bayrami haqida paragraf yozish;

- *D toifasi* – Odatiy hozirgi zamon: "Dehqon bahorda yer haydaydi" jumlasini kengaytirish;
- *E toifasi* – Epistemik modallik: O'zbekistonning kelgusi 10 yillik o'zgarishlari haqida yozish;
- *F toifasi* – Konseptual metafora: vaqt haqida hikmatli so'z/paremiya yozish.

Annotatsiya sxemasi

Har bir javob quyidagi olti o'lcham bo'yicha annotatsiya qilindi: *TM (temporal marker turi)*, *EV (evidensiallik: present/absent/distorted)*, *AS (aspekt aniqligi: correct/collapsed/haddan tashqari aniqlashtirish)*, *MT (metafora turi)*, *CF (madaniy muvofiqlik: high/medium/low)*, *ET (xato turi)*. Xato taksonomiyasi yetti kategoriyani o'z ichiga oladi: *E1 – zamon kollaps (tense collapse)*, *E2 – evidensial o'chirish (evidential erasure)*, *E3 – perfect chalkashligi*, *E4 – temporal haddan tashqari aniqlashtirish*, *E5 – metafora kalqasi*, *E6 – linearizatsiya*, *E7 – epistemik tekislashtirish*. Yetti kategoriyali ushbu taksonomiya mualliflar tomonidan birinchi marta ushbu tadqiqot uchun ishlab chiqilgan bo'lib, o'zbek tilidagi AI temporal xatolarini tasniflashga mo'ljallangan.

Ikki annotator tomonidan mustaqil ravishda amalga oshirilgan annotatsiya uchun Cohen kappa koeffitsienti hisoblab chiqildi. EV o'lchami bo'yicha $\kappa = 0.81$, AS o'lchami bo'yicha $\kappa = 0.78$ bo'lib, bu inter-rater kelishuvi yuqori darajada ishonchli ($\kappa \geq 0.75$) ekanligini ko'rsatadi.

Tahlil va Natijalar

A toifasi: Evidensiallik

Ushbu toifada to'rt tizim orasida eng keskin tafovut kuzatildi. ChatGPT evidensial formalarni izchil qo'lladi: "aytishlaricha", "ekan", "emish", "odamlarning gapiga qaraganda" shakllari narrativda saqlanib qoldi. Gemini eng yuqori natijani ko'rsatdi: nafaqat grammatik evidensiallik, balki narrativ ovoz ham to'liq saqlandi. "Bo'lgan ekan", "qilganmish", "emish", shuningdek "Men o'zim bu voqealarning birontasiga guvoh bo'lmaganman" kabi eksplitsit epistemik pozitsiya ifodalari tizimdagi

evidensiallikka nisbatan metasistemik ongsifat namoyon bo'ladi.

Qwen ham yaxshi natijani ko'rsatdi: "eshitishimcha", "aytilishicha", manbani ko'rsatish uchun "Ko'cha bekchisi Amakidan eshitdim" kabi source layering (manba qatlamlash) usuli qo'llanildi va keyinchalik "mahalla oqsoqoli ham bu gapni tasdiqladi" orqali tasdiqlash mexanizmi ham kiritildi. Salom-ai.uz esa E2 xatosini – evidensial o'chirishni – aniq namoyish etdi. Promptda "siz bevosita ko'rmagansiz" deb ko'rsatilgan bo'lsa-da, javob "Bir kuni u bilan Suzaning uyida o'tirayotganimda, u...aytdi" tarzida, ya'ni to'g'ridan-to'g'ri guvoh nuqtai nazaridan yozildi. Bu E2 xatosining eng yorqin namunasi.

A2 alt-toifasida – kitob orqali bilingan voqea – Qwen eng intellektual jihatdan halol javob berdi: "Boburnoma" – real tarixiy manba sifatida ko'rsatildi va "Qo'limda Boburnomaning eski bir nusxasi bor; o'sha kitobda yozilishicha" iborasi orqali evidensial zanjir to'liq saqlanib qoldi. Gemini va Salom-ai.uz esa fabricated (fabrikatsiya qilingan) manbalarni – mos ravishda Ipak yo'lidagi sehrli ko'za va "Qora daryo" afsonasini – evidensial formalar bilan birga qo'lladilar. Bu holat evidensial freyming va fabrikatsiya o'rtasidagi metodologik muammoni ko'rsatadi: evidensial formalar (ekan, emish) real bo'lmagan mazmunga nisbatan ham qo'llanganda ularning funksional qiymati pasayadi.

B toifasi: Aspekt kontrasti

"I was reading when she called" va "I finished reading when she called" jumalari o'zbek tiliga tarjima qilish vazifasida to'rt tizim orasida aniq namunaviy shakl farqi kuzatildi. ChatGPT va Gemini ikkala jumlani to'g'ri tarjima qildi: birinchi jumlani "o'qiyotgan edim" (imperpektiv aspekt, davom etayotgan holat), ikkinchi jumlani "o'qishni tugatgan edim" (resultativ aspekt) tarzida berdi. Gemini qo'shimcha ravishda "Bu ikki jumla o'rtasidagi farq harakatning davomiyligi yoki tugallanganligiga bog'liq" degan meta-izoh ham keltirdi.

Biroq Qwen va Salom-ai.uz ikkinchi jumlada bir xil E1 xatosini – aspekt kollapsini – takrorladilar: ikkala tizim ham "o'qishni tugatdim" (simple past) shaklini qo'lladi, shu orqali resultativ aspektni oddiy o'tgan zamonga tekisladi. Bu ikkita mustaqil tizimda kuzatilgan parallel namunaviy shakl o'zbek past perfect ekvivalentiga o'quv ma'lumotlarida yetarli ta'sirlanmaslikni ko'rsatuvchi tizimli xato sifatida talqin etilishi mumkin.

C toifasi: Davriy aylanma (siklik) vaqt

Navro'z haqidagi paragrafda tizimlar temporal freymingda sezilarli farq ko'rsatdi. ChatGPT habitual present shakllarini izchil saqladi: "har yili 21-mart atrofida keng tantana qilinadi", "odamlar...uchrashadi". Gemini eng boy temporal-lingvistik javobni taqdim etdi. "Qadim-qadimdan katta tantana bilan nishonlanar ekan" iborasida -ar ekan shakli habitual va evidensial funksiyani bir vaqtda bajarmoqda – bu Gemini tizimining evidensial formalarni prompted bo'lmagan kontekstlarda ham faollashtiradigan tendentsiyasini tasdiqlaydi.

Salom-ai.uz javobida "inqilobkorlikni ham ramziy qiladi" iborasi madaniy nomuvofiqlik misolidir: inqilobkorlik tushunchasi Navro'z bilan o'zbek madaniyatida assotsiatsiya qilinmaydi. Bu leksik darajada vaqt-madaniyat boglanishining zaifligi – madaniy muvofiqlik'ning past bo'lishini ko'rsatuvchi ko'rsatkich hisoblanadi.

D va E toifalari

Odatiy hozirgi zamon toifasida (D) barcha tizimlar asosan to'g'ri natijani ko'rsatdi – bu kategoriyada tizimlar o'rtasida katta farq kuzatilmadi. Epistemik modallik toifasida (E) ChatGPT "bo'lishi mumkin", "kutiladi", "bog'liq bo'ladi" kabi hedging shakllarini izchil qo'llab, "Bu prognozlar aniq emas" eksplitsit epistemik chegaraini ham kiritdi. Qwen rasmiy "O'zbekiston-2030 strategiyasi"ga havola qilib, raqamli prognozlarni keltirdi – bu epistemik pozitsiyani manba orqali mustahkamlashning qoniqarli usuli. Gemini esa qarama-qarshi xarakter ko'rsatdi: bir tomondan kuchli hedging ("Men o'zim kelajakni ko'ra olmasam-da"),

boshqa tomondan "mutlaqo yangi qiyofaga ega bo'ladi", "barcha davlat xizmatlari sun'iy intellekt yordamida boshqarilar emish" kabi E7 xatosi – epistemik tekislash – namoyon bo'ldi.

F toifasi: Konseptual metafora

Ushbu toifa eng keskin tizimlararo tafovutlarni ko'rsatdi. ChatGPT javobidagi sakkiz ta hikmatli gapning oltitasida "sarflash", "tejash", "qimmat boylik", "boshqarish" iboralari ishlatildi – bu J. Lakoff va M. Jonson (1980) terminologiyasidagi TIME IS MONEY metaforasining to'liq ustuvorligini anglatadi (E5 xatosi – metafora kalqasi). "Vaqtning to'g'ri boshqarsa, kelajagini ham boshqara oladi" iborasi inglizcha *time management* diskursining to'g'ridan-to'g'ri o'zbek tiliga importi hisoblanadi.

Qwen eng yuqori madaniy muvofiqlik ko'rsatkichini namoyon etdi. "O'tgan kun – o'tgan don, kelajak – hali don ekilmagan yer" iborasi asl o'zbek dehqonchilik metaforasini aks ettiradi. Bundan tashqari, Qwen Alisher Navoiy asaridan o'ziga xos iqtibos keltirdi: "O'tdi umr, ey dil, ne qilding, o'ylab ko'r, Bo'sh o'tgan kunlaringga pulding, o'ylab ko'r." Bu klassik adabiy manbaga murojaat vaqt metaforasining o'zbek madaniyatiga xos ifodasini eng yaxshi namoyish etgan misol hisoblanadi.

Salom-ai.uz F toifasida ham TIME IS MONEY freymingi ustuvor bo'ldi: "Sizning eng qimmatbaho resursingiz – bu vaqt" iborasi inglizcha "Your most valuable resource is time" iborasining to'g'ridan-to'g'ri kalqasi sifatida tasniflanadi.

Toifa	ChatGPT	Gemini	Qwen	Salom-ai.uz
A – Evidensiallik	Yuqori	Juda yuqori	Yuqori	Past (E2)
B – Aspekt	To'g'ri	To'g'ri+	Qisman (E1)	Qisman (E1)
C – Davriy aylanma (siklik) vaqt	Yaxshi	Juda yaxshi	Yaxshi	O'rtacha
D – Habitual	Yaxshi	Yaxshi+	Yaxshi	Qoniqarli
E – Epistemik	Yaxshi	O'rtacha (E7)	Yaxshi	Qoniqarli
F – Metafora	E5 dominant	O'rtacha	Eng yuqori CF	E5 dominant

1-jadval. Tizimlar bo'yicha asosiy ko'rsatkichlar yig'masi

Xulosa va Takliflar

Ushbu tadqiqot to'rt xil AI tizimining o'zbek tilidagi temporal freyming xususiyatlarini olti toifali elitsatsion korpus asosida tahlil qilib, bir qator muhim xulosalarga keldi.

Birinchi xulosa – evidensial ierarxiya: Gemini > ChatGPT ≈ Qwen >> Salom-ai.uz. Paradoksal holda, o'zbek tiliga ixtisoslashtirilgan mahalliy tizim evidensiallikni eng kam saqladi. Bu holat nishon-til yorlig'ining yetarli emasligini va morfologik jihatdan asoslangan training'ning zaruratini ko'rsatadi.

Ikkinchi xulosa – aspekt kollaps parallel namunaviy shakl sifatida: Qwen va Salom-ai.uz B toifasida bir xil E1 xatosini – 'tugatdim' vs 'tugatgan edim' – takrorladilar. Bu ikki mustaqil

tizimda kuzatilgan struktural xato o'zbek past perfect ekvivalentiga o'quv ma'lumotlarida past ta'sirlanishning tizimli natijasidir.

Uchinchi xulosa – metafora kalqasi: ChatGPT va Salom-ai.uz F toifasida TIME IS MONEY metaforasini ustuvor tarzda ishlatdilar. Qwen yagona tizim bo'lib, genuinely o'zbek madaniy-temporal metaforaga murojaat qildi. Bu H2 gipotezani tasdiqlaydi: ingliz tili dominant o'quv ma'lumotlari vaqt metaforalarini ham standartlashtiradi.

To'rtinchi xulosa – Gemini'ning evidensial teksturasi: Gemini evidensial formalarni prompted bo'lmagan kontekstlarda ham (C, D toifalari) qo'lladi. Bu ko'p tilli o'quv ma'lumotlari'ning evidential-rich tillardan ta'sirlanishi sifatida talqin etilishi mumkin.

Taklif va istiqbollar: (1) O'zbek tilidagi AI tizimlarini ishlab chiquvchilarga evidensial va aspekt kategoriyalarini maxsus nishonlangan o'quv ma'lumotlarisi orqali mustahkamlash tavsiya etiladi; (2) ushbu tadqiqotda taqdim etilgan yetti kategoriyali xato taksonomiyasi

boshqa turkiy tillar – qozoq, qirg'iz, turkman – uchun ham qo'llanilishi mumkin; (3) kelajak tadqiqotlari avlodlar bo'yicha taqqoslashni – AI temporal aniqligining model versiyalari boyicha yaxshilanishini – o'rganishi tavsiya etiladi.

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Somatic Phraseological Units in the Azerbaijani Language

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- Annotation** *The lexical composition of our language, characterized by its antiquity and richness, includes dialectal vocabulary, which is considered even more archaic. It is well known that somatic phraseological units are stable expressions associated with the names of body parts. At present, within linguistic research devoted to the study of our language, there is no separate study specifically addressing stable word combinations formed on the basis of somatisms. A number of issues in this field still remain unresolved. Somatisms in the Azerbaijani language, as discussed in the article, are linguistic units that play the most active role in the formation of phraseological units. Particularly in dialects and vernaculars, somatisms are extensively involved in the creation of numerous phraseological expressions. Linguistic units possessing the characteristics of phraseological combinations constitute a distinct layer within the dialectal lexical system of the language. A componential analysis of these combinations demonstrates the active participation of somatic expressions, numerals, and verbs such as "to be", "to do", "to look" and others in their formation. The names of body parts such as "head", "tongue", "throat", "eye", and "finger" play a central role in the formation of these units. The article provides clarification of these issues.*
- Keywords** *Lexical composition, somatisms, body parts, shared vocabulary with the literary language, specialized lexicon*

Ozərbaycan tilində somatik frazeologik birliklər

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- Annotatsiya** *Ozərbaycan tilinin leksik tərkibi o'zining qadimiyligi və boyliyi bilan ayrılab turadi, uning tərkibiga dialektal leksika ham kiradi və u yanada arxaik xüsusiyyətə ega dəb hisoblanadi. Məzkur təzimdə somatik frazeologik birliklər – tənə a'zolari namları əsasında şakllangan bərqərar iboralar mühim o'rin egəlləydi. Həziri kunda əzərbaycan tilşünaslığında somatizmlər əsasında tuzilgan frazeologik birlikləri məxsus o'rganışğa bəğ'ışlanmış ələhida tədqiqotlar yətarli dərəcədə məvjud əmas. Şu səbəbli, uşbu yə'nəlişdə qətor məsalələr hənuzgəçə o'z yəçimini kütmoqda. Əzərbaycan tilində somatizmlər frazeologik birliklərin şakllanışında əng fəol iştirək etuvchi lingvistik birliklər hisoblanadi. Əyniqsə, dialekt və jənlə so'zlaşuv nütqində somatik birliklər kə'pləb frazeologik iboraları yaratışdə kəng qə'llanadi. Bunday xüsusiyyətlərə əgə bə'lgən frazeologik birliklər tilin dialektal leksik təzimidə ələhida qətləmnə təşkil etədi. Məzkur birikmələrin kəmpənt təhlili ularin şakllanışında somatik birliklər, sənlər həmdə "bə'lmoq", "qilmoq",*

"qaramoq" kabi fe'llarning faol ishtirokini ko'rsatadi. "Bosh", "til", "tomoq", "ko'z", "barmoq" kabi tana a'zolari nomlari ushbu frazeologik birliklarning shakllanishida markaziy rol o'ynaydi. Maqolada ushbu masalalar izohlanadi.

Kalit so'zlar *Tilning lug'at tarkibi, somatizmlar, tana a'zolari, adabiy til bilan umumiy leksika, maxsus leksika*

Соматические фразеологические сочетания

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Аннотация *Лексический состав нашего языка, характеризующийся своей древностью и богатством, включает диалектную лексику, которая считается еще более архаичной. Хорошо известно, что соматические фразеологические единицы представляют собой устойчивые выражения, связанные с названиями частей тела. В то же время в современной лингвистике, посвященной изучению нашего языка, отсутствуют специальные исследования, направленные на рассмотрение устойчивых словосочетаний, сформированных на основе соматизмов. В связи с этим ряд вопросов в данной области остаётся нерешённым. Как отмечается в статье, соматизмы в азербайджанском языке являются языковыми единицами, играющими наиболее активную роль в образовании фразеологических единиц. В частности, в диалектах и разговорной речи соматизмы широко используются при формировании многочисленных фразеологических выражений. Языковые единицы, обладающие признаками фразеологических сочетаний, образуют особый слой в диалектной лексической системе языка. Компонентный анализ этих сочетаний показывает активное участие соматических элементов, числительных и глаголов, таких как «быть», «делать», «смотреть» и других, в их формировании. Названия частей тела, такие как «голова», «язык», «горло», «глаз» и «палец», играют центральную роль в образовании данных единиц. В статье предпринимается попытка прояснить указанные вопросы.*

Ключевые слова *Лексический состав, соматизмы, части тела, общая с литературным языком лексика, специализированная лексика*

Как известно, лексика диалектов языка отличается глубокой древностью. По условиям употребления она подразделяется на две группы:

1. Общая с литературным языком лексика;

2. Специфическая лексика.

Часть специфической лексики составляют фразеологические сочетания – соматические фразеологизмы. Соматизмы, являющиеся языковыми единицами, играющими наиболее активную роль в

формировании устойчивых словосочетаний, связаны с наименованиями частей тела человека и животных. В лингвистической литературе отсутствуют специальные исследования, посвящённые устойчивым сочетаниям, сформированным на основе соматизмов. Сведения о соматических сочетаниях приводятся лишь фрагментарно – в работах, посвящённых фразеологии в целом, где они рассматриваются как одна из групп компонентов. Так, в русской лингвистике в трудах А.М. Чепасова, Н.Ф. Алефиренко, В.А. Лебединского, Л.П. Гашева, Е.Р. Ратушной, а среди азербайджанских исследователей – А.М. Гурбанова и других, при рассмотрении фразеологических единиц упоминаются и соматические устойчивые сочетания как их разновидность, однако специальных исследований, посвящённых исключительно данной проблеме, не создано.

Как отмечалось выше, соматизмы связаны с названиями частей тела. Рассмотрим особенности употребления некоторых из них.

Boğaz (горло) – как известно, это орган, соединяющий голову и тело. В диалектах данный соматизм обозначает как сам орган, так и употребляется в значении «быть должником». Кроме того, в составе устойчивых выражений: «*boğaz otarmaq*» – «есть, насыщаться»; «*boğaza gətirmək*» – «надоесть, довести до изнеможения».

Boyun (шея) – задняя часть горла как часть тела. В диалектах образует устойчивые сочетания, например: «*boynuna ip salmaq*» – «женить, подчинить, заставить повиноваться».

Dırnaq (ноготь) – в некоторых диалектах встречается выражение «*dırnağın atın arasına girmək*», означающее «сеять раздор, сталкивать между собой близких родственников или друзей».

Dil (язык) – данный соматизм чрезвычайно активен в диалектах как языковая единица. Следует отметить, что слово «язык» часто выступает первым

компонентом сложных слов, причём их семантика непосредственно связана с речевой деятельностью. Например: «*dil çıxartmaq*» – «заговорить, просить, умолять»;

«*dilini işə salmaq*» – «просить, упрашивать»;

«*dilinin balasına düşmək*» – «пострадать из-за сказанного слова»;

«*dilində söz bitmək*» – «множественно повторять одно и то же».

Diş (зуб) – в исследуемых диалектах данный соматизм не отличается высокой продуктивностью в образовании устойчивых сочетаний. Тем не менее зафиксированы такие выражения, как: «*dişi bağırsağını kəsmək*» – «не мочь сказать ни слова от злости»; «*dişini qıcamaq*» – «упорствовать, упрямиться».

Dodaq (губа) – относится к сравнительно малоактивным соматизмам. Например:

«*dodağı qaçmaq*» – «улыбаться»;

«*dodağını sallamaq*» – «обижаться»;

«*dodağını büzmək*» – «обижаться»;

«*dodağını büzüsdürmək*» – «испытывать неприязнь, не нравиться».

Bağır (ciyər) (печень / внутренности) – один из интересных соматизмов западной группы диалектов азербайджанского языка. Например: «*bağrı yarılmaq*» – «сильно страдать, бояться»; «переживать тяжёлую боль». В диалектах также встречаются выражения: «*qara bağır*», «*bağrı çatlamaq*», «*bağrı qan olmaq*». В словаре Махмуда Кашгари слово *bağır* зафиксировано в значении «печень», а в древнетюркском словаре – в значении «сердце». В памятнике «Асрарнаме» и других древнетюркских письменных источниках оно употребляется в значениях «грудь», «лёгкие», «печень». В эпосе «Книга Деде Коркута» встречается выражение «*bağrı yanmaq*» («сердце горит, душа страдает»). Это слово широко используется и в произведениях классической литературы.

Исходя из всех значений, представленных как в классических

письменных памятниках, так и в диалектах, можно заключить, что слово *bağır* восходит к древнетюркскому корню *bağ / bəğ / ba*, связанному со значением «внутренность, внутренний мир». Исторически это слово употребляется в различных значениях: «печень» – в диалектах Гянджи, Кюрдамира, Каха, Мингечевира, Шеки, Шамкира, Шуши, Газаха; «сердце, душа» – в диалектах Агдама, Джалилабада, Физули, Кюрдамира, Губы, Шеки, Гянджи, Нефтчалы и др.

Соматические фразеологические сочетания относятся к числу древнейших единиц лексического фонда азербайджанского языка. Значительную часть фразеологических единиц в диалектах

составляют именно соматические фразеологизмы, что подтверждается анализом компонентов устойчивых сочетаний западной группы диалектов. Эти языковые единицы обладают широкими возможностями образования устойчивых сочетаний и характеризуются высокой частотностью употребления. Фразеологические сочетания представляют собой закреплённые языковые единицы, сохраняющие в себе национальный менталитет, хозяйственную жизнь и культуру народа – носителя языка. Они не поддаются дословному переводу на другой язык и могут передаваться лишь посредством подбора эквивалентов.

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Stylistic features of dialectisms in Turkish folk songs

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- Annotation** *This article analyzes the stylistic features of dialectisms found in the language of Turkish folk songs. It highlights that dialectisms, as an integral part of the national language, perform important functional roles in literary texts. Using examples from Turkish folk songs, phonetic, grammatical, and lexical dialectisms are examined and analyzed.*
- Keywords** *Dialectism, folk songs, dialect, phonetic dialectism, grammatical dialectism, lexical dialectism, stylistics*

Turk xalq qo'shiqlarida uchraydigan dialektizmlarning uslubiy o'zgachaliklari

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- Annotatsiya** *Mazkur maqolada turk xalq qo'shiqlari tilida uchraydigan dialektizmlarning uslubiy o'ziga xosliklari tahlil qilinadi. Dialektizmlar umumxalq tilining ajralmas qismi sifatida badiiy matnda muhim funksional vazifalarni bajarishi yoritiladi. Turk xalq qo'shiqlari misolida fonetik, grammatik va leksik dialektizmlar tahlil qilinadi.*
- Kalit so'zlar** *Dialektizm, xalq qo'shiqlari, sheva, fonetik dialektizm, grammatik dialektizm, leksik dialektizm, uslubiyat*

Стилистические особенности диалектизмов в турецких народных песнях

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- Аннотация** *В данной статье анализируются стилистические особенности диалектизмов, встречающихся в языке турецких народных песен. Показано, что диалектизмы как неотъемлемая часть общенационального языка выполняют важные функциональные задачи в художественном тексте. На примере турецких народных песен рассматриваются и анализируются фонетические, грамматические и лексические диалектизмы.*
- Ключевые слова** *Диалектизм, народные песни, диалект, фонетический диалектизм, грамматический диалектизм, лексический диалектизм, стилистика*

Kirish

Dialektizmlar – umumxalq tilining ajralmas bir qismi bo'lib, asosan, jonli so'zlashuv nutqiga xos leksemalar va iboralar, grammatik shakllar hisoblansa-da, ularningbadiiy adabiyotda o'ziga xos o'rni bor (Normurodov, 2000).

Tilshunoslikka oid ko'pgina tadqiqotlarda dialektizmlarni umumxalq tili doirasidagi birliklar sifatida qaralib kelinganva adabiy til me'yoriga mos kelmasligi tufayli adabiy nutqda chegaralangan holatlarda qo'llanilishihaqida fikrlar yuritilgan (Fayzullayev, 1979).

Binobarin, dialektizmlardan foydalanish orqali san'atkorlar personajlar nutqini individuallashtiradi, mahalliy koloritga xos nutq yuzaga keltiradi hamda qarhramonlar holatini chizib berish uchun ham ularni qo'llashga e'tiborni qaratadi. Shu bilan birga, dialektal so'z va iboradan foydalanishda chegara bo'lishi, nutqda suiiste'mol qilishga yo'l qo'yib bo'lmasligi haqida qayg'urishlari lozim.

Badiiy asar tilida uchraydigan dialektizmlarni o'rganish orqali har bir san'atkorning umumxalq tili boyligidan qanday, qay holatda, nima maqsadda foydalanganini uning talanti va mahhoratiga qarab belgilaymiz. Chunki dialektizmlar badiiy adabiyot tilida turli xil vazifalarni bajarishi mumkin.

Turk xalq qo'shiqlari tabiati jihatidan xalqqa tegishli ijod namunasi bo'lganligi uchun ham unda ham leksik, ham grammatik dialektlarni ko'plab uchratishimiz mumkin. Bir so'z bilan aytganda, xalq qo'shiqlari dialektlarnio'zida mujassam etgan badiiy matnning yorqin ifodasidir.

Adabiyotlar tahlili

Turkiyada turk tili dialekti va shevalari mavzulari doirasida ko'pgina tadqiqot ishlari olib borilgan. Turkiyada dialektga bag'ishlangan dastlabki tadqiqot ishi I. Kunosga tegishli bo'lib, u Onado'lidagi sheva

guruhlarini bir-biridan farqlaydi va quyidagi guruhlarga bo'ladi:

1. Izmir bilan Bursa oralig'idagi Zeybekcha;
2. Kastamonu shevasi;
3. Qoradengizning sharqiy qirg'oqlari tomonidagi Lazja;
4. Harputcha;
5. Janubiy-sharqiy Onado'lida Mersin bilan Koniya o'rtasidagi Karamanlija;
6. Qizilirmoq havzasidagi Anqara shevasi;
7. Onado'lida tarqalib istiqomat qilgan yoruk va turkmanlar (Kowalski, 1931).

Lekin Kunosning ushbu shevalarni guruhlantirish tadqiqoti hech qanday ilmiy manbaga tayanmagan. Yana boshqa bir shevalarni sinflarga ajratish ishi A. Jafaro'g'li tomonida amalga oshirilgan. U 1946-yil yozgan maqolasida, shaxsan o'zi to'plagan manbalarga tayanib Onado'lida ushbu sheva guruhlarining borligiga ishora qiladi:

1. Sharqiy viloyatlar sheva (Kars, Elazig', Van va uning atrofi, Malatya) hududi;
2. Erzurum, Trabzon, Qisman Riza sheva hududi;
3. Sivas, qisman Tokat viloyati sheva hududi;
4. Amasya, Chorum, Anqara, qisman Yozgat shevalari hududi;
5. O'rta Anado'li (Qaysari bilan birlikta) sheva hududi;
6. Gaziantep (shuningdek, shimoliy chegaralardagi shevalar) sheva hududi;
7. G'arbiy viloyatlar sheva hududlari (Eskishahar, Balikeser, Manisa, Izmir, qisman Afyon, Aydin va Antalyagacha);
8. Koniya sheva hududi;
9. Kastamonu sheva guruhi

A. Jafaro'g'li keyingi maqolasida ushbu guruhlantirishni yana ham muhtasar bir shaklda, 6 ta guruhga bo'ladi (Caferoğlu):

1. Janubiy-g'arbiy hududlari shevalari (Bandirmadan Antalya atroflarigacha);
2. O'rta Onado'li shevasi (Afyondan Elazig' va Erzurumga qadar);

3. Sharqiy hududlar shevasi (Elazig' va Erzurum chegaralarigacha);
4. Shimoliy-sharqiy hududlar shevasi (Samsundan Rizega qadar);
5. Janubiy-sharqiy hududlar shevasi (Gaziantep, Adana, Antalya va uning atroflari);
6. Kastamonu.

Ushbu mavzu doirasida eng so'nggi qilingan tadqiqot ishlaridan biri bu L. Karahanning "Anadolu Ağızlarının Sınıflandırılması" ("Onado'li shevalarining klassifikatsiyasi") nomli ilmiy ishidir (Karahana, 2014). L. Karahana ushbu tadqiqot ishida Onado'li shevalarining fonetik, morfologik va sintaktik xususiyatlaridan kelib chiqib ularni 3ta katta guruhga bo'ladi:

- **Sharqiy hudud shevalari:** *Ag'ri, Artvin markaziy qismi bilan birgalikda Shavshat, Ardanuch va Yusufeli, Bingo'l, Bitlis, Diyorbakir, Elazig', Erzinjan, Erzurum, Kumushxona, Hakkari, Kars, Mardin, Mush, Siirt, Tunjeli, Urfa, (Birejik va Halfatidan tashqari), Van;*
- **Shimoliy-sharqiy hudud shevalari:** *Hopa, Borchka, Arhavi (Artvin), Rize va Trabzon;*
- **G'arbiy hudud shevalari:** *Adana, Adiyaman, Afyon, Amasya, Anqara, Antalya, Aydin, Balikeser, Bartin, Bilecik, Bolu, Burdur, Bursa, Chanakkale, Gaziantep, Giresun, Hatay, Isparta, Ichel, Izmir, Izmit, Kahramanmaraş, Kastamonu, Kayseri, Kirshahar, Koniya, Kutahya, Malatya, Manisa, Mug'la, Nevshahar, Nig'de, Ordu, Sakarya, Samsun, Sinop, Sivas, Tokat, Ushak, Yozgat, Zonguldak.*

Ushbu tadqiqot ishida L. Karahana har bir guruh shevalarining fonetik, morfologik va sintaktik xususiyatlarini, ularning o'xshash farqli jihatlari yoritib bergan.

Mazkur tadqiqot ishimizni yozishda biz L. Karahanning mazkur tadqiqot ishini asos qilib olamiz va undagi shevalar klassifikatsiyasiga tayanamiz.

Ma'lumki, "dialektizmlar – bayon etish uslubi sifatida badiiy adabiyot tilida foydalaniladigan dialektik so'zlar"dir (Akhmanova, 1966). Ular badiiy asar tilining boy, jozibador va ta'sirchan bo'lishida muhim o'rin egallovchi vositalardan biri sifatida ma'lum bir ijodkor asarlarida voqelanadi. Milliy tilning turli dialekt va shevalariga tegishli bo'lgan original so'zlar faqat dialektolog va tilshunos olimlar ilmiy tadqiqot ishlarining mavzui bo'lib qolmay, balki muhim badiiy-tasviriy vosita sifatida so'z san'atkorlari – yozuvchilar, shoirlar va boshqalarning ham diqqatini o'ziga jalb etadi. Dialektal so'zlarning o'ziga xos emotsional-ekspressiv va estetik vosita sifatida badiiy teksda ma'lum darajada qo'llanishi qonuniy hodisadir. Shunga ko'ra, bunday dialektal so'zlarning semantik-stilistik xususiyatlarini badiiy asarlar tili materiali asosida o'rganish alohida ahamiyat kasb etadi (Doniyorov, 1990).

Dialektizmlar bo'yicha tadqiqot ishi olib borgan B. Fayzullaevning fikricha, ayrim sabablarga ko'ra va ma'lum maqsadni ko'zlab adabiy til tarkibida qo'llaniladigan, unda ma'lum bir vazifani bajaradigan alohida biror dialekt va mahalliy shevalarning fonetik, morfologik, leksik va sintaktik xususiyatlarini o'zida aks ettiradigan so'z va so'z birkimlari dialektizmlardir (Fayzullayev, 1977). Tilshunos olim bu boradagi fikrini davom ettirib, yana bir ishida dialektizmlarning ham xalq tilining ma'lum bir shoxobchasi ekanligini, undan bahramand bo'lmagan badiiy asar keng o'quvchilar ommasi tomonidan yaxshi kutib olinmasligi, chunki tilning xalqchilligi asarning xalq bilan yaqin aloqasini belgilashini yozadi. "O'zbek tilining izohli lug'ati"da dialektizmning umumiy adabiy tilga dialektlardan kirgan so'z ekanligi ta'kidlangan.

Dialektizm umum tilga emas, balki shu umumtilning mahalliy ko'rinishlari bo'lgan dialektlarga xos hodisadir; shunga ko'ra bular, odatda, biror dialektning vakillari nutqida ishlatilib, ko'pincha, boshqa dialektning vakillariga, shuningdek, adabiy tilga ham xos bo'lmaydi.

Tilshunoslikka oid adabiyotlarda shevaga xos birliklarning fonetik, leksik va grammatik dialektizmlar sifatida tasnif qilinganligini kuzatish mumkin. Fonetik dialektizmlar, asosan, tovushlarni o'zgartirib qo'llash, tovush orttirilishi, tovush tushishi va tovushlarni qavatlab qo'llash ko'rinishlarida namoyon bo'ladi. Leksik dialektizmlar ham, o'z navbatida, ichki guruhlariga bo'lib o'rganiladi: sof leksik dialektizmlar, etnografik dialektizmlar va semantik dialektizmlar. Muayyan sheva tarqalgan hududda yashovchi kishilarning o'zlariga xos bo'lgan urf-odatlarining nomlari etnografik dialektizmlardeb yuritiladi. Biror so'z adabiy tilda ham, shevada ham mavjud bo'lib, shevaga adabiy tilda bo'lmagan ma'nosi bilan qo'llana oladigan so'zlar semantik dialektizmlar deb yuritiladi. Grammatik dialektizmlarning ham morfologik va sintaktik deb ataluvchi ichki guruhlari mavjudligini qayd etish lozim. Sheva xos iboralar ham mavjud bo'lib, badiiy matn qahramonlarining ma'lum bir hududga mansubligini va voqea-hodisalar bo'lib o'tayotgan o'rinni ta'kidlashga xizmat qiladi.

Dialektizmga berilgan ta'riflar, bu borada bildirilgan fikrlardan ko'rinib turganidek, ularga munosabat har xil. Ayrim manbalarda faqat mahalliy shevalarda ishlatiladigan so'zlar dialektizmlar qatoriga kiritiladi. Ba'zilarida esa badiiy adabiyotda uchraydigan va muayyan sheva vakillari tomonidagina qo'llaniladigan so'zlar dialektizmlar deyiladi. Yana boshqalarida esa dialektizmlarning faqat leksikaga taalluqli ekanligi ta'kidlanadi. Manbalar orasida U. Tursunov, J. Muxtorov va Sh. Rahmatullaevlar tomonidan bu borada bildirilgan fikrlar, ayniqsa, ajralib turadi. Sababi ular dialektizmlarning fonetik, grammatik, leksik va frazeologik kabi turlari mavjudligi ta'kidlaydilar. Bular hammasi o'zbek tilshunosligida dialektizmlarning hanuz yetarlicha tadqiq qilinmaganligidan dalolat beradi.

Rus tilshunosligida dialektizmlarga ancha keng ta'rif berilganligi va ularning xilma-xilligi ta'kidlanganligi xarakterlidir. Turli dialektlardan

olingan bo'lib, ba'zan badiiy asarda uslubiy, mahalliy koloritni berish, personajlarning nutqiy tavsifini aks ettirish maqsadida ishlatiladigan so'zlarga dialektizmlar deyiladi. Ular fonetik, grammatik, leksik-fonetik, semantik, leksik, frazeologik, etnografik, so'z hosil qiluvchi dialektizmlarga ajratiladi. Fonetikdialektizmlar shevning tovush tizimiga xos xususiyatlarda, grammatik dialektizmlar u yoki bu dialektidagi turlanish, so'z turkumlari shakllarini hosil qilish, bir turkumdan boshqasiga o'tishdagi grammatik o'ziga xosliklarda; leksik-fonetik dialektizmlar so'zlarning adabiy tildagidan boshqacha talaffuz qilinishida; semantik dialektizmlar umumxalq so'zining adabiy tildagidan o'zga ma'noda kelishida; so'z hosil qiluvchi dialektizmlar bir o'zakli adabiy sinonimlarga nisbatan boshqacha so'z hosil qiluvchi strukturada; leksik dialektizmlar adabiy tildagi predmetlarning mahalliy nomlarida; frazeologik dialektizmlar faqat shevalardagina uchraydigan iboralarida; etnografik dialektizmlar esa mahalliy premetlarning shevadagi nomlarida namoyon bo'ladi.

Rus tiliga oid yana bir manbada dialektizm so'zining grekchadan olingan bo'lib, shevani anglatishi, adabiy tilda ishlatiladigan hududiy dialektlar uchun xarakterli bo'lgan til xususiyatlarini aks ettiruvchi so'zlar ekanligi ta'kidlanib, ular, o'z navbatida, fonetik, grammatik, so'z hosil qiluvchilarga ajratilgan holda, leksik dialektizmlarga etnografizmlar, adabiy tilda sinonimlari mavjud bo'lgan asl dialektizmlar va adabiy tildagidan boshqa ma'nodagi semantik dialektizmlarga bo'linadi.

Ushbu maqolada turk xalq qo'shiqlaridagi dialektlarni fonetik, morfologik va leksik jihatdan o'ziga xosliklari tahlil ostiga olinadi.

Fonetik dialektizmlar

Fonetik dialektizmlar, asosan, tovushlarni o'zgartirib qo'llash, tovush orttirilishi, tovush tushishi va tovushlarni qavatlab qo'llash ko'rinishlarida namoyon bo'ladi. Turk xalq

qo'shiqlarida fonetik dialektizmlarning bir qancha turini kuzatish mumkin.

- I. **b** tovushi **m** tarzida talaffuz etilgan holatlar:

Ahu kimi gözlerin
Şirin şirin sözlerin
Sen **menimsen** **men** senin
Niye lazım sözlerin (s. 104)
Eyvah Dimme Dimme
Nazlı yar Dimme
Men özüm sarhoş
Sen şarap verme (s. 196)

Bu holat, asosan, Sharqiy hududlar dialekti tarkibiga kiruvchi Kars viloyatining xalq qo'shiqlarida ko'zga tashlandi. **b** tovushining **m** tarzida talaffuz etilishi, asosan, 1-shaxs-son birlik kishilik olmoshida kuzatildi (*ben-men*).

- II. **k** tovushi o'rnida **g** tovushi kelgan holatlar:

Keklik idim vurdular
Ganadımı **g**ırdılar
Daha ben ne idim ki
Anamdan ayırdılar (s. 151)
Merdimenden endim endim yıkıldım
Mevlam izin verdi gine dikildim
Her çiçekten aldım aldım takındım
Gırmızı gül sende **g**aldı tamahdım (of of) (s. 81)

Yuqorida xalq qo'shiqlari G'arbiy hudud dialektiga mansub bo'lib, bu hududlarda k tovushi g tarzida talaffuz qilinadi: kanadımı kırdılar - **g**anadımı **g**ırdılar; kırmızı - **g**ırmızı; kaldı - **g**aldı v.h.

Grammatik dialektizmlar

- I. *Hozirgi zamon qo'shimchasi -yor ning -yo shaklida kelishi:*

Turk tilida hozirgi zamon yasovchi **-yor** qo'shimchasining har bir dialektal hududga xos o'z shakllari mavjud bo'lib, bizning kuzatuvimiz ostidagi asosiy manbada turk xalq qo'shiqlarida Turkiyaning g'arbiy hudud dialektiga xos **-yo** shakliga ko'p bora duch kelindi:

Köprüden geçemiyom
Az doldur içemiyom diloy loy
Halden bilmez diloy loy
Söz anlamaz ne fayda (s. 135)

Mazkur to'rtlikg'arbiy hudud dialektlari tarkibi kiruvchi Kirsheher hududiga mansub xalq qo'shig'i bo'lib, unda hozirgi zamon yasovchi **-yor** qo'shimchasi **-yo** shaklida kelgan. Ya'ni bu o'rinda **-yor** qo'shimchasi tarkibidagi **r** tovushi tushib qolgan va undan keyin 1-shaxs birlik shaxs-son **-m** qo'shimchasi qo'shilgan.

Bu kabi holatlarni Malatya, Chukurova, Zonguldak, Tokat kabi hududlarga xos xalq qo'shiqlarida ham uchratishimiz mumkin:

Atam dedim atamiyom
Satam dedim satamiyom
Gece gündüz yatamiyom
Güzel bu nasıl sevdaimış (s. 25)
Ağam Adanalı paşam Adanalı
Evde duramiyom sana dadanalı
Sebebim sen oldun şişman delikanlı
(s. 125)

(Aman ey aman of) Gidiyom gid

emiyom
Az doldur içemiyom
(Yandım aman yanasın aman öldüm a man)
Sen benden geçtin ama
Ben senden geçemiyom (Vay Vay)
(s. 233)

Gidiyom gidemiyom

Sevdim terkedemiyom
Sevdiğim pek gönüllü
Gönlünü edemiyom (s. 69)

- II. *Kelasi zamon-acak/-ecek qo'shimchasining -aca/-ece shaklida kelishi:*

Kabağın kökeniyim
Sapının bükeniyim
Ben güzeli **alacam**
Çirkine tövbeliyim (s. 139)

G'arbiy hudud shevasi xos bo'lgan xalq qo'shiqlarida kelasi zamon -acak/-ecek qo'shimchasining -aca/-ece shaklida kelishholatlari kuzatildi (**alacam-alacağım**).

- III. *Noaniq o'tgan zamon qo'shimchasining bir xil ko'rinishda kelishi:*

Turkiyaning shimoliy-sharqiy hudud dialektiga xos xalq qo'shiqlarida noaniq o'tgan zamon qo'shimchasi **-miş, -mı, -mü, -muş**

ning faqat bir xil **-miş** shakli qo'llanilganligi kuzatildi:

Dost hasreti zor **imiş**
Her dem ahuzar **imiş**
Dert adamı yer **imiş**
Yine gönlüm hoş değil (s. 101)

IV. *Jo'nalish kelishigi o'rnida tushum kelishigi*
'qo'shimchasining kelishi:

Davuluma vurdim turay
Dolandim geldim **buray**
İki (de) gözüm (de) tahir Efendi'm
Bugün bırakmam bu sırayı (s. 153)

Jo'nalish kelishigi qo'shimchasi o'rnida tushum kelishigining kelishi holati, asosan, o'rin-joyga ishora qiluvchi olmoshlarda kuzatildi. Yuqorida keltirib o'tilgan namunada ham buni yaqqol ko'rishimiz mumkin: **buray** aslida **buraya** ma'nosidadir. Gelmek (kelmoq) fe'li o'zidan keyin yo jo'nalish yoki chiqish kelishigi qo'shimchasi olgan ismni talab etadi. G'arbiy hudud shevalariga xos bo'lgan xalq qo'shiqlarida esa, joy nomlarini bildiruvchi yoki ularga ishora qiluvchi so'zlardan keyin jo'nalish kelishigi o'rnida tushum kelishishigi qo'shimchasi qo'llanilishi holatlari aniqlandi.

Leksik dialektizmlar

Ma'lum hududda yashovchi kishilar nutqiga xos bo'lgan, adabiy til leksikasiga kirmaydigan so'zlar dialektal leksikani tashkil etadi. Turk xalq qo'shiqlarida bunga ko'plab namunalarni uchratishimiz mumkin.

Melek misin yeşil **dallar** giyersin
Cellat misin tatlı cana kıyarsın
Çocuk musun el sözüne uyarsın (s. 79)

Ushbu qo'shiq Kutahya hududiga oid xalq qo'shig'i hisoblanib, bu hududda **dal** so'zikiyim ma'nosini anglatib keladi. Ya'nikim, qo'shiq qahramoni *malakmisan yashil kiyim kiyarsan* deb o'z yoriga murojaat qilmoqda. Bundan tashqari Kutahya shevasida **merak etmek** (xavotir olmoq) ma'nosini ifodalash uchun **kayurmak** so'zidan foydalanishadi. Buni quyidagi xalq qo'shig'i misolida ko'rishimiz mumkin:

Kayurma sevdiğim gün böyle kalmaz
Yanar yüreğimin ateşi sönmez (s. 79)

Sharqiy hudud dialekti tarkibiga kiruvchi Gumushhane hududiga mansub xalq qo'shiqlarida **pencere** (deraza) ma'nosini **toplu** so'zi orqali berish holatlari kuzatildi:

Karşıdan gel göreyim

Topludan gül vereyim

Sınanmamış güzelsin

Nasıl gönül vereyim (s. 197)

Hiç ulu kavakta (anam) meyve biter mi

Oğulsuz evlerde (anam) **tütün** tüter mi

Çağırın anamı (anam) gele yanıma

(s. 205)

G'arbiy hudud shevalarida **ocak** (*o'choq*)so'zi o'rnida **tütün** so'zi qo'llaniladi.

Davulumun ipi kaytan

Sırtımda kalmadı **mintan**

Ver efendim bahşışımı

Bayrama alayım **mintan** (s. 93)

Turkiyaning shimoliy-sharqiy va g'arbiy hudud shevalarida kiyim so'zi o'rnida **mintan** dialektidan foydalaniladi. Bu dialektga qo'shiq matnlari tarkibida ko'p bora duch kelindi.

Tadqiqot natijasida quyidagi xulosalarga kelindi: turk xalq qo'shiqlarida dialektizmlar qo'shiq tili va uslubining o'ziga xos xususiyatlarini mujassam etgan muhim leksik birlik sifatida namoyon bo'ladi. Dialektizmlarning fonetik, grammatik va leksik turlari xalq qo'shiqlari tarkibida keng o'rin egallagan.

Har bir qo'shiq tarkibida uchraydigan dialekt birliklar hududiy jihatdan tahlil qilindi. Natijada turk xalq qo'shiqlarining har bir hududga xos dialektlari aniqlanib, ularning o'ziga xos xususiyatlari ilmiy jihatdan yoritildi.

Kuzatishlar shuni ko'rsatdiki, turk xalq qo'shiqlarida g'arbiy hudud dialektiga xos bo'lgan fonetik, grammatik va leksik birliklar sharqiy hamda shimoliy-sharqiy hudud dialektlariga nisbatan salmoqli o'rin egallaydi.

Tahlilga tortilgan 175 ta xalq qo'shig'i materiallari asosida to'plangan dialekt birliklar 100% deb olinadigan bo'lsa, shundan:

- g'arbiy hudud dialektlari – 60%,
- sharqiy hudud dialektlari – 25%,

- shimoliy-sharqiy hudud dialektlari – 15% ni tashkil etadi.

Mazkur natijalar turk xalq qo'shiqlari tilida g'arbiy hudud dialektlarining ustuvor mavqega ega ekanligini ko'rsatadi.

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Subtext and Implicative-Pragmatic Meaning in Abdullah Qahhor's "Anor" and Anton Chekhov's "Ward No. 6"

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Annotation *This article studies how implicit meaning is built in Abdulla Qahhor's "Anor" and Anton Chekhov's "Ward No. 6." The paper treats subtext, implicature, and presupposition not as optional stylistic decoration but as working mechanisms of literary semantics. The review section shows that literary pragmatics has explained indirect meaning through Gricean inference, speech acts, relevance, and reader participation, yet the connection between those concepts and the deep semantic organization of fiction still needs tighter practical description, especially in work linked to Uzbek material. Methodologically, the article uses close reading and comparative pragmatic analysis of selected passages. The results show that "Anor" produces hidden meaning through culturally loaded dialogue, symbolic pressure around the pomegranate, and silence after conflict, whereas "Ward No. 6" relies on philosophical dialogue, institutional irony, and the prison-like semantics of the ward. Both texts make the reader infer ethical judgment from what the narration withholds.*

Keywords *Literary pragmatics, implicature, subtext, presupposition, implicit meaning, Abdulla Qahhor, Anton Chekhov, comparative analysis*

Abdulla Qahhorning Anor hikoyasi va Anton Chexovning Palata № 6 asarida tagma'no va implikativ- pragmatik mazmun

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Magistratura talabasi,
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Annotatsiya *Ushbu maqolada Abdulla Qahhorning "Anor" hikoyasi va Anton Chexovning "Palata № 6" asarida yashirin ma'no qanday qurilishi tahlil qilinadi. Tagma'no, implikatura va presuppozitsiya bu yerda ikkilamchi bezak emas, balki badiiy semantikaning ishlovchi mexanizmlari sifatida talqin qilinadi. Adabiyotlar sharhi shuni ko'rsatadiki, badiiy pragmatika bilvosita ma'noni Grays modeli, nutq aktlari, relevatlik va o'quvchi ishtiroki orqali izohlab kelgan, biroq bu tushunchalarning badiiy matnning chuqur semantik tashkiloti bilan bog'lanishi, ayniqsa o'zbek materiali bilan ishlashda, yanada aniqroq amaliy tavsifni talab qiladi. Metodologik jihatdan maqola close reading va tanlangan parchalar asosidagi qiyosiy pragmatik tahlilga tayanadi. Natijalar "Anor"da yashirin ma'no madaniy yuklangan dialog, anor timsoli va mojaro ortidan kelgan sukut orqali qurilishini, "Palata № 6" esa falsafiy dialog, muassasa ichidagi ironiya va palataning qamoqxona semantikasi orqali ishlashini ko'rsatadi.*

Kalit so'zlar *Badiiy pragmatika, implikatura, tagma'no, presuppozitsiya, implitsit ma'no, Abdulla Qahhor, Anton Chexov, qiyosiy tahlil*

Подтекст и имплицативно-прагматический смысл в рассказе Абдуллы Каххара «Анор» и повести Антона Чехова «Палата № 6»

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- Аннотация** *В статье рассматривается, как скрытый смысл строится в произведениях Абдуллы Каххара «Анор» и Антона Чехова «Палата № 6». Подтекст, имплицатура и пресуппозиция понимаются здесь не как побочный орнамент, а как рабочие механизмы литературной семантики. Обзор литературы показывает, что литературная прагматика уже описала косвенное значение через грицевский вывод, речевые акты, релевантность и участие читателя, однако связь этих понятий с глубинной семанической организацией художественного текста всё ещё требует более точного практического описания, особенно в работах, связанных с узбекским материалом. Методологически статья опирается на close reading и сопоставительный прагматический анализ выбранных фрагментов. Анализ показывает, что «Анор» создаёт скрытый смысл через культурно нагруженный диалог, символическое давление граната и молчание после конфликта, тогда как «Палата № 6» опирается на философский диалог, институциональную иронию и тюремную семантику палаты.*
- Ключевые слова** *Литературная прагматика, имплицатура, подтекст, пресуппозиция, имплицитный смысл, Абдулла Каххар, Антон Чехов, сопоставительный анализ*

Introduction

This article argues that the most stable bridge between pragmatics and literary interpretation lies in the zone where explicit narration stops and inferred meaning begins. I use the term implicative-pragmatic meaning for that zone. It includes conversational implicature, but it is wider. It also covers presupposed knowledge, symbolic pressure, narrative silence, and those structural decisions that make the reader complete what the text does not openly declare.

The argument is tested on two texts that do not belong to the same national tradition but speak to each other with surprising force: Abdulla Qahhor's "Anor" and Anton Chekhov's "Ward No. 6." The pairing is not decorative. The

investigation already showed that both texts rely on understatement, ethical tension, and reader inference, while each of them remains culturally distinct in tone, imagery, and pressure points (Gofurova, 2025; Philipp et al., 2025). In Qahhor, poverty enters the story through household speech, shame, and the symbolic burden of one fruit. In Chekhov, the same deep layer grows out of philosophical dialogue, institutional cruelty, and an irony that becomes visible only when Ragin himself crosses the boundary between observer and victim.

A limitation should be stated early. This is a close-reading article built on two works, not a corpus study. I therefore do not claim statistical representativeness. What I do claim is

narrower and, I think, more defensible: these two texts show with unusual clarity how deep literary meaning is produced through indirectness.

Literature review

Work on literary pragmatics has already made two points difficult to ignore. The first is that literary communication can be studied with pragmatic tools without reducing literature to ordinary talk. The second is that those tools become more convincing when they are tied to textual evidence instead of broad statements about "hidden meaning." Al-Hindawi and Saffah (2019) describe literary pragmatics as a field that connects pragmatic theory with literary analysis and argue that concepts such as implicature, speech acts, politeness, and relevance remain productive once they are adapted to fiction. Locher et al. (2023) push the discussion further by treating fiction itself as a pragmatically structured domain rather than a special exception outside communication.

Grice remains central because implicature gives a disciplined language for talking about what a text suggests without directly saying it (Grice, 1975). Still, literary analysis cannot stop at maxim-flouting. Mey (1999) showed long ago that literary pragmatics becomes persuasive only when it explains how readers are made to cooperate with the text. Black (2006) developed this insight through pragmatic stylistics and demonstrated that irony, narration, and point of view often work as pragmatic cues, not merely as "style." In more recent work, Gofurova (2025) applies this line to short fiction and shows that implicature in literary texts often emerges through elliptical dialogue, evaluative displacement, and readerly inference rather than through direct thematic statement.

A second cluster of studies concerns subtext. Akhmetova and Evtushenko (2024) define subtext not as a mystical remainder but as a structured phenomenon produced through omission, hint, and indirect semantic pressure. Pasopati et al. (2024) make a related

point from the angle of criticism: subtextual analysis matters only when it links implicit meaning to a concrete textual environment. That warning is useful. It prevents the critic from turning every silence into a theory.

There is also a line of work specific to literary structure. D. Ashurova (2020) writes about the literary text as a cognitive and cultural whole, not a pile of expressive details. Kuznetsova (2020) shows that metatextual signals can steer interpretation from inside the fiction itself. Philipp et al. (2025), working on Chekhov, test whether information-theoretical modeling can detect subtextual density in a short story. I do not import their method here, but their result supports one important intuition: Chekhov's prose often appears plain only until one begins to track the unequal distribution of information.

What remains less settled is the link between these theories and the Uzbek material. Hakimov (2013) provides a local pragmatic foundation, and the dissertation material already used this line in order to relate implicature to culturally embedded speech and presupposition. Yet a tight comparative description of how subtext works in Uzbek and Russian prose at the deep semantic level is still not common. This article tries to occupy that narrower space.

Materials and Method

The material is limited to two texts: Abdulla Qahhor's "Anor" and Anton Chekhov's "Ward No. 6." I chose them for three reasons. First, both works are unusually dense in indirect meaning. Second, they allow comparison without forcing false symmetry. Third, Chapter III of the dissertation already showed that these texts yield stable results when analyzed through subtext, implicative semantics, implicit knowledge, and presupposition.

Methodologically, I combine literary-pragmatic close reading with comparative analysis. I focus on selected passages where meaning depends on what the characters, narrator, or structure withhold. The analysis is organized around four questions: What is said

directly? What is presupposed? What does the reader have to infer? What larger ethical or social meaning is built through that inferential work? This design is intentionally modest. It does not pretend to replace broader literary history. It tries to make the interpretive chain visible.

Anor: poverty, pressure, and the semantics of one fruit

In "Anor," the first thing that matters is not the fruit itself but the asymmetry around it. The wife's craving would not become tragic if the story existed in a world of ordinary access. Qahhor builds the conflict out of a small domestic wish that should have been simple and lets poverty distort it until the wish turns into shame, accusation, and finally violence. The semantic burden of the pomegranate grows scene by scene. It begins as desire, then becomes proof of inadequacy, then a measure of class difference, and finally an object covered by moral cost. That growth is not explained in theoretical language inside the story. It is inferred from the pressure placed on each repetition.

Dialogue does much of the work. The wife's complaint is not just a complaint. When she asks why she had to crave pomegranate and not something cheap or even worthless, the line carries a presupposition about the material limits of her family and another one about the cultural seriousness of pregnancy craving (Qahhor, 2013). Qahhor does not pause to explain that cultural background. He trusts it. This trust is part of the text's pragmatics. The reader who shares or reconstructs that background reads the sentence differently from the reader who treats it as mere exaggeration.

Turobjon's replies are even more revealing. He does not say, "I am ashamed that I cannot provide." He moves through irony, wounded pride, and rhetorical aggression. That indirection matters. A direct confession would reduce the scene to social statement. Qahhor wants something harsher: a moment where poverty enters speech as distortion. The

husband's language becomes unstable because the social fact behind it is humiliating. His anger, then, is not only private temperament. It is a pragmatically visible symptom of economic pressure.

The story turns darker when the neighbor's taunt and the wife's bitter reply activate the code of male honor. Here the subtext is not abstract. It is audible. The wife's line about the "lover" is literally false, yet pragmatically exact. She is not offering information. She is returning injury through implicative speech. What the sentence really communicates is harder and more painful: if the husband reads her desire as accusation, she will answer in a form that injures the very center of patriarchal self-respect. The line works because both characters know what cannot be said directly. The reader sees the blow before the physical blow arrives.

The final appearance of the pomegranates completes the semantic transformation. They enter the room not as fulfillment but as evidence. Turobjon's pallor and silence make explicit confession unnecessary. Qahhor's choice not to narrate the act by which the fruit was obtained is crucial. That omission forces the reader into ethical reconstruction. One understands enough. More description would flatten the effect. In this sense, the pomegranate becomes the point where desire, class inequality, love, and moral damage are condensed into one object. The story says little. It makes the reader do the rest.

Ward No. 6: philosophical speech and institutional irony

Chekhov begins from a different surface. "Ward No. 6" seems larger in social scope and more argumentative in texture. Yet its strongest meanings also arise through controlled withholding. The ward is described materially, almost coldly, and that coldness is not neutral. It is the narrative equivalent of institutional indifference. The stench, disorder, beating, and neglect are placed before the reader without moral overstatement. This

restraint changes the force of the scene. The reader is not told what to feel. The reader has to infer the ethical position from the mismatch between the function of a hospital and the actual life inside it (Chekhov, 2002).

Ragin's dialogue with Gromov gives the text its best-known intellectual tension. On the surface, the doctor's speech is philosophical. He speaks the language of detachment, endurance, and rational distance from pain. But the story does not ask the reader to admire that language. It tests it. Gromov's replies matter because they do not merely oppose the doctor's claims; they relocate them. He pushes the conversation from abstract truth to lived suffering. This is where the implicative-semantic level becomes visible. The doctor's words, taken alone, can sound coherent. Within the narrative situation, they implicate moral laziness.

Chekhov also relies on ironic delay. The full meaning of Ragin's earlier remarks becomes clear only after his confinement. Once he is locked inside the ward, his Stoic formulas return as self-refuting echoes. The story does not say, "Ragin was wrong." Instead, the structure arranges an encounter between proposition and experience. That encounter is enough. The ironic verdict is produced by juxtaposition, not explanation.

The ward itself functions as more than setting. It gradually acquires prison semantics. The bars, the closed routines, the violence of Nikita, the bureaucratic ease with which a person can be classified and removed from ordinary social space: all this shifts the ward from medical institution to compressed model of coercive order. Readers do not need a political slogan to see that change. The setting performs it. What begins as background becomes the novella's central argument about power and moral blindness.

A further complication appears in the question of sanity. Chekhov refuses a simple reversal where the patients are sane and the officials are mad. The text is less neat than that. What it does show is that institutional authority

is not a reliable measure of truth. The semantic instability around "sanity" is one reason the novella remains open after the plot is over. It does not close into one allegory. It leaves the reader in a harder place, where the categories themselves have become suspect.

Comparative discussion

The two texts do not generate implicit meaning in identical ways. Qahhor works through compression, household speech, and culturally dense understatement. Chekhov builds longer argumentative movement and lets irony accumulate through narrative reversal. Still, the comparison reveals three common mechanisms.

First, both texts use dialogue as a site where characters say less than the situation demands. This does not weaken meaning. It sharpens it. In "Anor," emotional truth appears through sarcasm and breakage in domestic speech. In "Ward No. 6," ethical truth emerges through a debate that becomes legible only when later experience reframes earlier words.

Second, both works depend on presupposed background. Qahhor expects a reader who can grasp the cultural and social charge of pregnancy craving, household honor, and material insufficiency. Chekhov expects a reader who understands how philosophical detachment can collapse under bodily pain and how institutions can normalize cruelty under neutral routines. In each case, the text is incomplete by design. It becomes whole only in contact with a reader who can reconstruct the missing layer.

Third, both works assign symbolic pressure to concrete objects or spaces. In one text, the pomegranate absorbs desire, lack, and moral cost. In the other, the ward absorbs confinement, passivity, and the failure of humane reason. The symbols do not float above the story. They harden inside it. That is why they carry argumentative force.

The main difference is in direction of emotional movement. Qahhor drives inward, toward a domestic crisis that opens outward into class critique. Chekhov drives outward and

inward at once: institutional critique and psychological ruin develop together. This difference matters because it shows that implicative-pragmatic reading is not one

formula applied to all texts. The same terms must bend to genre, scale, and cultural organization.

Comparative matrix of core implicative-pragmatic mechanisms

Text	Dominant trigger	Typical reader inference	Deep semantic effect
Anor	Sarcasm in domestic dialogue; culturally loaded craving; silence after conflict	The fruit is not only fruit; poverty enters speech and distorts family intimacy	Class inequality becomes emotionally legible through one household scene
Ward No. 6	Philosophical dialogue tested by later confinement; neutral narration of brutality	Abstract detachment hides moral blindness; the ward exceeds medical meaning	Institutional cruelty and ethical collapse are inferred rather than declared
Both texts	Withholding, indirectness, symbolic concentration	The reader must reconstruct judgment from incomplete signals	Deep meaning emerges as an inferential structure, not as direct message

Table 1. Comparative profile of implicative-pragmatic mechanisms in the two analyzed texts

Conclusion

This article set out to examine how subtext and implicative-pragmatic meaning work in "Anor" and "Ward No. 6." The analysis has shown that neither text depends on explicit authorial explanation to produce strong ethical meaning. Qahhor builds that meaning through culturally loaded dialogue, symbolic concentration around the pomegranate, and silence after damage. Chekhov builds it through philosophical speech tested by experience, institutional irony, and the gradual transformation of the ward into a semantic prison.

The literature review helped to frame this result, but the examples mattered more. They

showed that literary pragmatics becomes convincing when it stays close to the textual mechanism. A line wounds because of what it implies, not because the critic names it "important." A setting becomes accusatory because it reorganizes how the reader interprets everything inside it. That distinction is worth keeping.

A limitation remains. Two texts cannot represent all literary traditions or all forms of implicative meaning. Still, they do make one point difficult to dismiss: the deep content level of fiction is often constructed through restraint rather than expansion. What literature withholds is not empty space. It is where interpretation begins.

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Semantic Shifts of English Technological Terms in Uzbek Media

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- Annotation** *In recent years, rapid technological advancement has significantly increased global communication and widespread adoption of English technological terminology between different languages, including Uzbek. This article investigates the semantic shifts of English technological terms in Uzbek media discourse. The study examines several examples of active usage of English terms from online newspapers, social media sites, and technology news portals. It is indicated that when technological terms are adopted into Uzbek media language, they often go through semantic changes such as broadening, narrowing and metaphorical extension. In many cases, borrowed words adjust to the Uzbek language's lexicon and get new conceptual meanings. In other words, currently, Uzbek media – including television programs, blogs, news websites and social media – frequently use English-derived terms such as "platform", "blog", "trend", "content", "channel" which have acquired extra semantic complexities in Uzbek media usage. The study emphasizes how the media shapes new semantic interpretations of borrowed terminology and disseminates technology language. The findings provide explanations with knowledge of lexical borrowing and semantic transformation in today's Uzbek language use.*
- Keywords** *Semantic shift, English technological terms, Uzbek media, borrowed terms, technological terminology, media discourse*

O'zbek ommaviy axborot vositalarida ishlatiladigan ingliz tilidan o'zlashtirilgan texnologiyaga oid atamalarning semantik o'zgarishi

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- Annotatsiya** *So'nggi yillardagi texnologiyaning jadal rivojlanishi global aloqaning va turli tillar, jumladan o'zbek tili o'rtasida inglizcha texnologik terminlarning keng qo'llanilishini sezilarli darajada oshishiga sabab bo'ldi. Ushbu maqola o'zbek media diskursidagi inglizcha texnologik atamalarning semantik siljishini o'rganadi. Tadqiqot onlayn gazetalar, ijtimoiy tarmoqdagi saytlar va texnologiyaga oid yangiliklar portallaridagi inglizcha atamalarning faol ishlatilishiga oid bir qancha misollarni tahlil qiladi. Ta'kidlanishicha, texnologik atamalar o'zbek ommaviy axboroti tiliga o'zlashtirilganida, odatda ular ma'no kengayishi, torayishi va majoziy kengayish kabi semantik o'zgarishlarga uchraydi. Ko'p holatlarda, o'zlashtirilgan so'zlar o'zbek tili leksikasiga moslashadi va yangi nazariy ma'noga ega bo'ladi. Boshqacha qilib*

aytganda, hozirgi kunga kelib o'zbek mediasi – teledasturlar, bloglar, yangiliklar veb-saytlari va ijtimoiy tarmoqlarda ingliz tilidan kelib chiqqan atamalar, jumladan, "platforma", "blog", "trend", "kontent", "kanal" kabi atamalar tez-tez ishlatilib, o'zbek mediasida semantik murakkabliklarga ega bo'lmoqda. Tadqiqot o'zlashtirilgan terminologiyani yangi semantik talqinlarini qanday qilib shakllantirishiga va texnologiya tilini tarqalishiga urg'u beradi. Izlanish natijalari hozirgi kundagi o'zbek tili leksik o'zlashuvi va semantik o'zgarishiga borasidagi tushuntirishlarni olib boradi.

Kalit so'zlar *Semantik siljish, inglizcga texnologik atamalar, o'zbek media, o'zlashgan so'zlar, texnologik terminologiya, media diskursi*

Семантические изменения английских технологических терминов в узбекских СМИ

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Аннотация

В последние годы стремительное технологическое развитие значительно расширило глобальную коммуникацию и широкое распространение английской технологической терминологии между различными языками, включая узбекский. В данной статье исследуются семантические изменения английских технологических терминов в дискурсе узбекских СМИ. В исследовании рассматриваются несколько примеров активного использования английских терминов в онлайн-газетах, социальных сетях и новостных порталах о технологиях. Показано, что при заимствовании технологических терминов в язык узбекских СМИ они часто претерпевают семантические изменения, такие как расширение, сужение и метафорическое расширение. Во многих случаях заимствованные слова адаптируются к лексикону узбекского языка и приобретают новые концептуальные значения. Другими словами, в настоящее время узбекские СМИ – включая телепрограммы, блоги, новостные сайты и социальные сети – часто используют термины, заимствованные из английского языка, такие как «платформа», «блог», «тренд», «контент», «канал», которые приобрели дополнительную семантическую сложность в использовании в узбекских СМИ. В исследовании подчеркивается, как средства массовой информации формируют новые семантические интерпретации заимствованной терминологии и распространяют язык технологий. Полученные результаты дают объяснения, основанные на знании лексического заимствования и семантической трансформации в современном использовании узбекского языка.

Ключевые слова Семантический сдвиг, английские технологические термины, узбекские СМИ, заимствованные термины, технологическая терминология, медиадискурс

Introduction

The ongoing development of digital technologies and the growth of worldwide communication have had a profound influence on the lexical development of many languages. As a result of them, English has become the dominant lingua franca and the main source of shaping the technological terminology used in modern media discourse around the globe (Crystal, 2003). As new technological developments emerge, many English technology related words have entered the Uzbek language, especially through mass media, online platforms and social networking sites.

Since online journalism, digital communication and social media have advanced in Uzbekistan, English technological terms have adapted to everyday language. In order to describe contemporary digital phenomena, such as online platforms, digital content, social networks and communication, Uzbek media uses borrowed terminology regularly. However, when these words are borrowed and integrated into Uzbek, these meanings do not always stay the same as in English (Traugott & Dasher, 2002).

Semantic shift is regarded as the process when a word acquires a new connotation, it loses its denotative meaning, partially or entirely (Ullmann, 1957). Semantic shift is important for better understanding how language has evolved throughout the period and how it has impacted on adaptation of communication. While borrowing the technological terms into a language, they are broadened, narrowed, or metaphorically reinterpreted depending on how they are used in the received language.

Despite the fact that several studies have already analyzed borrowing words in Uzbek and other languages, semantic shifts of English technological terms in Uzbek media have not been explored yet. In order to identify crucial patterns of their adaptation within Uzbek media discourse, this article will discuss how English technological terms experience semantic shifts in Uzbek media.

Literature review

The evolution of word meanings over time due to cultural, social, and technological changes is known as semantic shift, or semantic change. Semantic shifts can be divided into broadening, narrowing, amelioration, pejoration, and metaphorical or metonymical shifts (Ullmann, 1962). Semantic shifts frequently result from changes in communicative needs, cultural transitions, and the creation of new social realities (Traugott and Dasher, 2002). Because of the development of societies and the existence of new technologies, new words are added and languages change over time.

Furthermore, one of the most important ways that new vocabulary enters a language is through borrowing. According to Haugen (1950), borrowing is the process of incorporating linguistic components from one language into another. As borrowed words adjust to the linguistic and cultural context of the recipient language, they may subsequently experience alterations in meanings. This theory proves that English borrowed technological terms can also be adapted to the Uzbek language.

Linguistic studies have also highlighted how media discourse plays a role in the dissemination of borrowed terms. Mass media, especially in the context of digital

communication, can effectively introduce new terminology into ordinary English (Fairclough, 1995). New words spread fast to a large audience through news portals, social networking sites and internet journalism before progressively becoming part of everyday speech.

The impact of foreign borrowings on the evolution of contemporary Uzbek vocabulary has drawn more attention from academics studying the Uzbek language. It is inevitable that English loanwords are particularly common in the domains of media communication, marketing and technology. As these acquired phrases are incorporated into Uzbek language, they frequently experience semantic change.

The semantic shift of English technological terms in Uzbek media discourse is still largely unexplored although several studies have examined the broad process of lexical borrowing in Uzbek. Examining how technology concepts alter meaning in media contexts is crucial for comprehending the continuous development of the Uzbek lexicon, given the increasing impact of digital media and social networks in Uzbekistan. Therefore, by examining the semantics changes of English technological phrases used in Uzbek media, this article explains how to advance current linguistic research.

Methodology

This article outlines the research methodology to analyze semantic shifts of English technological terms in Uzbek media.

Literature review

This method is carried out to understand the theoretical and linguistic perspectives in existing scholarly works about semantic change, lexical borrowing, and media language. It is also based on helping find out the most important key concepts and the differences.

Semantic mapping and Conceptual analysis

Semantic mapping is used to investigate how Uzbek usage of English technological

terms alters their meanings. Using this strategy helps find relationships between original meanings and recently learned meanings in various settings. The interpretation of these meanings within the Uzbek linguistic and cultural context is supported by conceptual analysis.

Sociolinguistic approach

The sociolinguistic approach is used to examine how language use is impacted by social factors, including media influence, digital communication, and globalization. This approach aids in explaining the widespread adoption of English technological terms and how they are used in Uzbek society's daily communication.

Media discourse analysis

The usage of English technological words in Uzbek media texts, such as blogs, social media platforms, and online news is examined through media discourse analysis. This approach focuses on how borrowed terminology is disseminated, modified, and reinterpreted through media channels (Fairclough, 1995). Furthermore, it aids in determining usage patterns and contextual meanings in everyday communication.

Analysis and Discussion

This study examines semantic shifts of specific English technological terms in Uzbek media discourse adopting the methods mentioned above. By analyzing these terms in Uzbek media significant semantic changes, such as broadening, narrowing and metaphorical extension are revealed.

According to Cambridge dictionary, the term "platform" means a form of social networking and computer programs that enables people to interact, send their videos, photos and exchange information on the internet. However, the definition of platform has broadened to encompass a variety of online places, including social media pages, Telegram channels and online discussion forums. Consequently, repeated exposure to online news stories and social media messages have normalized the term's generalized

meaning and have resulted in semantic broadening.

However, the term "blog" can be an example for semantic narrowing. In Cambridge dictionary, it refers to any websites that people share information and their daily lives on a daily basis, while in Uzbek media, it is most frequently used to refer to private content posted on social media sites, especially Instagram and Telegram. The term's functional specialization within local digital practices, where online content production is dominated by influencer activity and personal impression, is reflected in this narrowing.

Metaphorical extension can also be seen in terms including trend and content. In Uzbek media, the term "trend" refers to viral themes, popular online conversations, or trendy digital occurrences, but in English, it typically refers to a broad direction or tendency. The term "content" includes creative articles, marketing materials, influencer-generated media, and informational content. These changes demonstrate how cultural and communicative settings affect how borrowed language is adapted, which is consistent with research showing that changing social realities and technology advancements frequently lead to semantic change (Traugott and Dasher, 2002; Ullman, 1962).

The way that continuous usage normalize new meanings is one way that media discourse has an impact. The link between language and communication practices is demonstrated by media channels, which are crucial in spreading and reinforcing linguistic patterns (Fairclough, 1995). Social media sites and online news portals help this process even more in the context of Uzbek media. These findings show that technological concepts are actively

reinterpreted and assimilated into Uzbek, taking on culturally and contextually particular meanings.

Overall, the analysis demonstrates that both local adaptation processes and global impacts are reflected in semantic modifications in Uzbek media. Uzbek speakers adapt borrowed English terminology to suit communicative and conceptual demands, media outlets play a crucial role in creating and disseminating these changing meanings.

Conclusion

This article examines the semantic changes of some technological terms in Uzbek media discourse. According to the investigation, borrowed English technological terms, such as blog, trend, and content undergo semantic changes including broadening, narrowing and metaphorical expansion. More specifically, the meaning of the term "platform" has broadened to encompass a variety of online sites, while the meaning of the term "blog" has narrowed in its relationship with personal social media content. Metaphorical extension is also seen in the examples, like "trend" and "content", which represent their adaptation to digital communication methods.

The results show how the importance of media discourse in forming and normalizing these new meanings. Borrowed terminology are incorporated into Uzbek with different cultural meanings on account of their frequent use in social media and online news. To summarize, the study demonstrates the ongoing development of Uzbek lexicon in the digital era by confirming that both local communicative demands and global technological influence cause semantic shifts.

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Mapping perception across English and Uzbek: lexical construal, semantic extension, and theoretical implications

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Annotation *This article examines perception as a structured linguistic category in English and Uzbek. The aim is to identify which theoretical principles explain how perception verbs are organized, contrasted, and extended beyond literal sensory experience. The material consists of a compact contrastive set of verbs drawn from English usage and Uzbek lexicographic sources. Typological comparison, componential analysis, and contextual interpretation were used. The analysis shows that both languages distinguish central experiential and agentive patterns most clearly in vision and audition, while lower modalities distribute lexical meaning in a less symmetrical way. A second result concerns semantic extension: verbs such as see, hear, ko'rmoq, and eshitmoq regularly move toward understanding, information uptake, stance, and interpersonal management. The article argues that perception in the two languages should be studied through the interaction of bodily grounding, lexical structure, and discourse-based reinterpretation. A limitation is the small data set, so the conclusions are proposed as a theoretical model rather than a frequency map.*

Keywords *Perception, perception verbs, contrastive semantics, English, Uzbek, lexicalization*

Ingliz va o'zbek tillarida persepsiyani xaritalash: leksik konstruksiya, semantik kengayish va nazariy xulosalar

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Annotatsiya *Maqolada persepsiya ingliz va o'zbek tillarida tarkibli lingvistik kategoriya sifatida ko'riladi. Maqsad idrok fe'llari qanday tamoyillar asosida tashkil topishi, o'zaro qarama-qarshi qo'yilishi va bevosita sezgi ma'nosidan tashqariga chiqishini aniqlashdir. Material sifatida ingliz tilidagi qo'llanishlar hamda o'zbek leksikografik manbalaridan olingan ixcham qiyosiy fe'llar majmuasi tanlandi. Tadqiqotda tipologik qiyoslash, komponent tahlil va kontekstual talqin usullari qo'llandi. Tahlil shuni ko'rsatdiki, har ikki tilda tajriba va agentlikka oid asosiy farqlar eng avvalo ko'rish hamda eshitish maydonida ravshan ko'rinadi, pastroq modalliklarda esa ma'no yukining taqsimlanishi uncha simmetrik emas. Ikkinchi natija semantik kengayish bilan bog'liq: see, hear, ko'rmoq va eshitmoq tushunish, axborotni qabul qilish, munosabat bildirish va muloqot boshqaruviga ko'chadi. Maqolada persepsiya tana tajribasi, leksik tuzilish va diskursiv qayta talqin birligi orqali yoritilishi kerakligi asoslanadi.*

Kalit so'zlar *Persepsiya, idrok fe'llari, qiyosiy semantika, ingliz tili, o'zbek tili, leksiklashuv*

Картирование перцепции в английском и узбекском языках: лексическое представление, семантическое расширение и теоретические выводы

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Аннотация В статье перцепция рассматривается как структурированная лингвистическая категория в английском и узбекском языках. Цель состоит в том, чтобы определить, какие теоретические принципы объясняют организацию, противопоставление и выход глаголов восприятия за пределы буквального сенсорного значения. Материалом послужил компактный сопоставительный набор глаголов из английского употребления и узбекских лексикографических источников. Используются типологическое сопоставление, компонентный анализ и контекстная интерпретация. Показано, что обе системы наиболее отчетливо различают экспериенциальные и агентные модели в сфере зрения и слуха, тогда как нижние модальности распределяют лексическое значение менее симметрично. Второй результат связан с семантическим расширением: *see*, *hear*, *ko'rmoq* и *eshitmoq* переходят к значениям понимания, получения информации, оценки и межличностного управления. Делается вывод, что перцепцию следует описывать через взаимодействие телесной основы, лексической структуры и дискурсивной переинтерпретации. Ограничение исследования состоит в небольшом объеме материала.

Ключевые слова Перцепция, глаголы восприятия, сопоставительная семантика, английский язык, узбекский язык, лексикализация

Introduction

Perception looks deceptively simple in ordinary speech. Speakers *see*, *hear*, *feel*, *notice*, and move on. Yet the lexical choices inside this field are rarely innocent. They encode whether the experiencer is active or passive, whether the stimulus is stable or momentary, and whether the utterance still refers to bodily sensing or has already crossed into cognition, stance, or discourse management. That is why perception remains a productive site for theoretical linguistics. It brings semantic structure close to embodied experience without dissolving the role of grammar and context.

The present article focuses on English and Uzbek. The pair is analytically useful because the two languages often converge in the core opposition between experiential and agentive construal, but they do not distribute lexical work in exactly the same way. English tends to preserve short verbal oppositions such as *see/look* and *hear/listen*. Uzbek also distinguishes *ko'rmoq/qaramoq* and *eshitmoq/tinglamoq*, but in lower sensory domains it more often relies on contextual expansion, compound verbal expressions, or wider semantic ranges. The goal here is not to prove that one system is richer than the other. The

goal is narrower and more defensible: to identify which scientific and theoretical principles make the comparison intelligible.

Theoretical coordinates

Three coordinates organize the discussion. The first is typological. Viberg (1984) argued that perception verbs should not be described only by sensory modality; they also differ by situation type, especially activity, experience, and source-based perception. This move matters because a language may lexicalize a modality clearly while leaving construal differences to syntax or context. Recent large-scale evidence confirms that vision is the most likely modality to receive a dedicated lexical verb cross-linguistically, whereas lower senses do not line up neatly with any rigid hierarchy (Norcliffe & Majid, 2024).

The second coordinate is semantic extension. Perception verbs do not stay at the level of pure sensation for long. In many languages, forms meaning *see* drift toward understanding, forms meaning *hear* drift toward receiving information, and forms meaning *feel* spread into emotion, bodily state, or evaluation. San Roque et al. (2018) show that such extensions are not arbitrary ornament. They recur in interaction, where speakers use perception verbs to monitor attention, alignment, and knowledge states. Sweetser (1990) had already shown, in a broader cognitive-semantic frame, that perception provides one of the classic bridges from the external world to mental and discourse domains.

The third coordinate is descriptive adequacy for Uzbek data. Local research on *hissiy-idrok fe'llari* has emphasized that perception verbs in Uzbek form a semantically layered class rather than a loose lexical list (Tilakov, 2022). Lexicographic sources also reveal that Uzbek often distributes perceptual meaning across simple verbs, analytic constructions, and context-sensitive predicates rather than assigning every fine contrast to an isolated simplex item (O'zbek tilining izohli

lug'ati, 2021; O'zbek tili sinonimlarining izohli lug'ati, 2023). This observation becomes important once English and Uzbek are compared directly.

Material and Procedure

The material for the article is intentionally compact. I compared a working list of twenty-eight predicates: fourteen English items and fourteen Uzbek items covering vision, audition, smell, taste, touch, and internal sensation. The list includes simple verbs and recurrent verbal combinations. Examples were selected not to build a frequency atlas, which would require a larger corpus, but to expose lexical contrasts that recur across descriptive sources and ordinary usage.

Three methods were combined. First, typological comparison was used to separate modality from construal type. Second, componential analysis was used to identify minimal oppositions such as voluntary orientation versus involuntary experience, direct contact versus diffuse sensation, and sensory access versus epistemic inference. Third, contextual interpretation was used whenever a verb crossed from literal perception into extended meaning. This last step is essential. A sentence such as *I see your point* cannot be analysed adequately if the verb is treated as visual experience only.

Modality	English experience	English activity	Uzbek experience	Uzbek activity
Vision	see	look	ko'rmoq	qaramoq
Audition	hear	listen	eshitmoq	tinglamoq
Smell	smell	sniff	hidni sezmoq / hidi kelmoq	hidlamoq
Taste	taste	taste / try	ta'mini sezmoq / tatib ko'rmoq	tatib ko'rmoq
Touch	feel	touch / handle	sezmoq / tegmoq	ushlamoq / tegib ko'rmoq

Table 1. Core construal pairs in English and Uzbek perception verbs

Analysis and Discussion

Table 1 captures the broadest pattern. Vision and audition provide the cleanest experience-activity split in both languages. English **see** and **hear** normally present perception as reception, while **look** and **listen** foreground orientation and control. Uzbek behaves similarly with **ko'rmoq/qaramoq** and **eshitmoq/tinglamoq**. This parallel is not trivial. It shows that the two languages share a central theoretical distinction between sensing something and directing oneself toward it. The field is therefore structured, not accidental.

Once the analysis moves below vision and audition, the symmetry becomes looser. English retains short predicates such as **smell**, **taste**, and **feel**, although each of them is semantically broad. **Smell** may denote either the experience of an odor or the act of smelling deliberately; only context separates the readings. Uzbek can lexicalize some of the same meanings, but it often distributes them differently. A speaker may say **gulning hidi keldi** 'the flower's smell came' for involuntary olfactory experience and **gulni hidladi** for deliberate smelling. The contrast exists, but the lexical burden is carried by different constructions.

Taste behaves in a similar way. English **taste** can refer to the flavor profile of an object, as in **The soup tastes strange**, or to the act of testing flavor, as in **She tasted the soup**. Uzbek often makes this distinction more

explicit through analytic expression: **sho'rvaning ta'mi g'alati** or **sho'rva g'alati ta'm berdi** for perceived flavor, against **sho'rvani tatib ko'rdi** for deliberate tasting. The difference is not simply lexical economy. It reflects how each language packages perceptual evidence and participant control.

Touch introduces another complication because bodily contact and inner sensation overlap. English **feel** can denote tactile contact, bodily condition, intuition, or emotion. Uzbek usually separates these zones more visibly: **tegmoq** points toward contact, **sezmoq** toward felt sensation or awareness, and broader interpretations arise from context. This means that a direct dictionary equivalent is often only a first approximation. The researcher has to ask which semantic component is active in the actual clause.

The most revealing data appear when literal perception shifts into non-literal meaning. English **I see** often marks understanding, not eyesight. Uzbek does not usually extend **ko'rmoq** in exactly the same conversational slot; speakers more naturally choose **tushundim** or a clause with **angladim**. Yet Uzbek still permits broader extensions of **ko'rmoq** in other environments, especially where experience blends into witnessing, discovering, or evaluating. The semantic path exists in both languages, but its discourse distribution is not identical.

A comparable pattern can be observed with hearing. English **I hear you** may mean

that the speaker has physically heard the utterance, has received the information, or is signalling empathy and acknowledgement. Uzbek **eshitdim** can also move beyond acoustic reception, but its interpersonal use is more constrained and often depends on surrounding pragmatic cues. This matters for translation. A formally accurate equivalent may still miss the speaker's stance if the analyst ignores discourse function.

These examples support a more precise theoretical claim. Perception in English and Uzbek is grounded in bodily modality, but it is organized through construal and then reworked in discourse. In other words, sensory channel alone cannot explain the lexical system. A verb must also be located on at least three dimensions: the degree of agentive control, the type of stimulus access, and the possibility of semantic extension into cognition or interactional management.

There is also a methodological lesson. Researchers sometimes begin with word-to-word equivalence and then explain away the mismatches as cultural residue. That route is too coarse. A better procedure begins with semantic architecture. Once activity, experience, contact, inference, and discourse extension are separated, English and Uzbek stop looking chaotically different. Their contrast becomes patterned. Some meanings cluster around simplex verbs in English, whereas Uzbek more readily spreads them across several verbs or analytic units. The difference is structural, not a failure of lexical precision.

A useful test case is translation under semantic pressure. Consider English **She felt the room grow silent**. A literal Uzbek rendering with only **sezdi** works in some contexts, but in others the translator needs to decide whether the sentence profiles bodily sensation, social atmosphere, or inferred tension. The same sentence may therefore invite **sezdi**, **angladi**, or a more expanded predicate. The difficulty is not noise at the edges of meaning. It is evidence that

perception verbs sit at the border between sensation and interpretation.

The comparison also has lexicographic implications. If bilingual description lists a single Uzbek equivalent for **feel**, **see**, or **hear**, the entry becomes deceptively clean. A more adequate description should mark recurrent semantic routes: sensory reception, controlled orientation, cognitive uptake, stance marking, and interpersonal management. Such mapping would help both translators and students, because many errors arise not from grammar but from choosing an equivalent at the wrong level of abstraction.

Another point concerns discourse economy. English conversational routines often recruit perception verbs as compact response markers: **I see**, **I hear you**, **look**, **listen**. Uzbek has parallel resources, but their distribution is not fully isomorphic. Some slots are filled by perception verbs, others by verbs of understanding, particles, or clause-level formulas. This asymmetry explains why direct substitution can sound semantically correct yet pragmatically off-key. The issue belongs to linguistic theory as much as to stylistics.

Taken together, these observations suggest that the scientific study of perception should move along two tracks at once. One track describes lexical oppositions inside each language. The other follows how those oppositions loosen in discourse and are recycled for inference, evaluation, and interaction. Ignoring the first track produces vague semantic commentary; ignoring the second reduces living verbs to dictionary fossils.

A limitation should be stated clearly. The present article does not measure corpus frequency and does not claim to reconstruct the entire history of perceptual polysemy in either language. Its scope is theoretical and contrastive. Even so, the comparison is sufficient to show that the study of perception in English and Uzbek needs a model larger than basic dictionary equivalence.

Conclusion

The comparison allows three conclusions. First, perception in English and Uzbek should be analysed as an internally organized lexical-semantic category rather than as a loose set of sensory verbs. Second, the strongest contrasts do not arise from modality alone but from how each language construes agency, experience, and stimulus access. Third, semantic extension is not a marginal aftereffect. It is part of the category itself, because perception verbs regularly move into

understanding, information management, stance, and interaction.

Therefore, the scientific and theoretical foundations of perception in the two languages lie at the intersection of embodied experience, typological organization, and pragmatic reinterpretation. This framework is modest, but it is useful. It explains why some verb pairs correspond closely, why others require analytic paraphrase, and why translation based on dictionary matching alone remains unreliable.

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A pilot corpus study of stance and compression in English-language digital news headlines

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Annotation

This article examines how a small corpus can still reveal stable editorial preferences in digital news headlines. The study uses a pilot corpus of 42 English-language headlines collected from the Reuters Technology page and the Kun.uz English homepage on April 6-7, 2026. The analysis combines simple corpus counts with close qualitative reading. Four markers were coded: headline length, numerals, attribution verbs, and explicit geographical references. The results show that the two datasets are close in average length, but they package public reality differently. Reuters headlines are strongly corporate and market-centered, while Kun.uz foregrounds state institutions, public regulation, and national framing. Numerals occur more often in the Kun.uz sample, whereas Reuters relies more heavily on company names, deal vocabulary, and high-speed risk framing. Because the corpus is small and opportunistic, the findings are interpreted cautiously. Even so, the pilot design demonstrates that corpus methods help describe news style with evidence rather than intuition.

Keywords

Corpus linguistics, media texts, digital news, headlines, discourse analysis, stance, compression

Ingliz tilidagi raqamli yangilik sarlavhalarida baholash va kompressiyaning pilot korpus tadqiqi

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Annotatsiya

Ushbu maqola kichik hajmdagi korpus ham raqamli yangilik sarlavhalaridagi barqaror tahririy afzalliklarni ko'rsatib bera olishini tahlil qiladi. Tadqiqot materiali sifatida 2026-yil 6-7-aprel kunlari Reuters Technology sahifasi va Kun.uz English bosh sahifasidan to'plangan 42 ta ingliz tilidagi sarlavhadan iborat pilot korpus olindi. Tahlilda sodda korpus hisoblari va yaqin matniy o'qish birlashtirildi. To'rtta ko'rsatkich kodlandi: sarlavha uzunligi, sonli markerlar, atributiv fe'llar va aniq geografik ishoralar. Natijalar ikki to'plamning o'rtacha uzunligi bir-biriga yaqinligini, biroq ijtimoiy voqelikni paketlash usuli farqlanishini ko'rsatdi. Reuters korporativ subyektlar va bozor dinamikasini markazga qo'ysa, Kun.uz davlat institutlari, jamoat tartibga solinishi va milliy ramkani ko'proq oldinga chiqaradi. Sonli birliklar Kun.uz namunalarida ko'proq uchraydi, Reuters esa kompaniya nomlari, bitim leksikasi va tezkor risk freymlariga ko'proq tayanadi. Korpus kichik va imkon qadar yig'ilgani sababli xulosalar ehtiyotkor talqin qilinadi.

Kalit so'zlar

Korpus lingvistikasi, mediamatnlar, raqamli yangiliklar, sarlavhalar, diskurs tahlili, baholash, kompressiya

Пилотное корпусное исследование оценки и компрессии в англоязычных цифровых новостных заголовках

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- Аннотация** *В статье рассматривается, каким образом даже небольшой корпус позволяет выявить устойчивые редакционные предпочтения в цифровых новостных заголовках. Материалом послужил пилотный корпус из 42 англоязычных заголовков, собранных со страницы Reuters Technology и англоязычной главной страницы Kun.uz 6-7 апреля 2026 года. Анализ сочетает простые корпусные подсчёты и качественное близкое чтение. Были закодированы четыре показателя: длина заголовка, наличие числовых маркеров, глаголы атрибуции и явные географические ссылки. Результаты показывают, что средняя длина заголовков в двух массивах близка, однако способы упаковки социальной реальности различаются. Reuters строит заголовки вокруг корпоративных акторов и рыночной динамики, тогда как Kun.uz выдвигает на первый план государственные институты, общественное регулирование и национальное рамкирование. Числовые элементы чаще встречаются у Kun.uz, а Reuters активнее использует названия компаний, лексику сделки и ускоренное риск-ориентированное фреймирование. Из-за малого объёма корпуса выводы интерпретируются осторожно.*
- Ключевые слова** *Корпусная лингвистика, медиатексты, цифровые новости, заголовки, дискурс-анализ, оценка, компрессия*

Introduction

Corpus linguistics changed media research in one important way: it made repeated textual behaviour visible. Instead of selecting two or three convenient examples and then building a large conclusion around them, the researcher can begin with observable frequency, distribution, and recurrence. This shift has been central both to corpus-based discourse analysis and to corpus-informed translation and media studies (Baker, 1993; Biber et al., 1998). In news discourse, such a shift matters because headlines are highly compressed sites of meaning. They do not simply summarize events. They rank actors, select angles, activate values, and signal what should be treated as urgent, risky, profitable, or

nationally relevant (Bednarek, 2006; Bednarek & Caple, 2014, 2017).

At the same time, large corpora are not the only valid route. A small pilot corpus cannot produce universal claims, but it can reveal stable editorial habits if the dataset is handled carefully and the limitations are named openly. This article therefore asks a modest question: what can a small corpus tell us about stance and compression in contemporary English-language digital news headlines? To answer it, I compare two publicly accessible headline sets collected on April 6-7, 2026 from the Reuters Technology page and the Kun.uz English homepage. The aim is not to rank one outlet as better or worse. The aim is to show how corpus reasoning can describe

different editorial preferences with explicit evidence.

Theoretical background

Work in corpus-assisted discourse studies has repeatedly shown that quantitative signals become most meaningful when they are interpreted together with discourse context. Baker (1993) argued early that corpus methods would reshape language-oriented disciplines because they expose recurrent linguistic patterns that are difficult to detect intuitively. Later work in CADS refined this argument by treating counts not as an end in themselves, but as a guide for close reading and ideological interpretation (Gabrielatos & Baker, 2008; Gillings et al., 2023; Taylor & Marchi, 2018).

News discourse offers a particularly productive field for this approach. Bednarek and Caple (2014) describe news values as discursively constructed rather than naturally given. In that view, newsworthiness is assembled through lexical choice, attribution, naming practices, emotional charge, and multimodal design. Bednarek (2016) adds that attribution is not a decorative appendage to the news story. It helps position voices, distribute responsibility, and calibrate evidential weight. For headline analysis, this means that a short clause like **company cautions on geopolitics** or **government to*

allocate over 1 trillion UZS* does more than transmit information. It also builds an implicit map of agency, urgency, and legitimacy.

Headline compression is equally relevant. Digital headlines often omit articles, reduce subordinate structure, and pack several semantic relations into a narrow syntactic space. Such compression supports speed and scanability, but it also sharpens framing. An actor placed in initial position receives immediate prominence; a numeral can function as a credibility cue; a reporting verb such as *says*, *warns*, or *confirms* can lower institutional risk while preserving the headline's force. These are exactly the kinds of choices that corpus methods can capture even in a small dataset.

Materials and method

The corpus for this pilot study consists of 42 English-language headlines. Twenty headlines were taken from the Reuters Technology page, and twenty-two were taken from the Kun.uz English homepage and its visible latest-news block. All items were collected from publicly accessible pages on April 6-7, 2026 (Kun.uz, 2026; Reuters, 2026). Because the dataset was gathered from live pages rather than from an archived balanced corpus, it should be treated as an opportunistic pilot sample, not as a statistically representative model of either outlet.

Outlet	Section / page	Headlines	Dominant topical zone	Collection date
Reuters	Technology	20	Corporate technology, markets, platform risk	7 April 2026
Kun.uz English	Homepage + latest news	22	Public policy, economy, technology, society	6–7 April 2026

Table 1. *Composition of the pilot corpus*

Four markers were coded manually: average headline length in words, presence of numerals, presence of attribution verbs, and presence of explicit geographical reference. These markers were selected for practical reasons. Length gives a rough indicator of compression; numerals often package value,

scale, or urgency; attribution verbs indicate evidential positioning; geographical references signal spatial framing. After the count-based stage, the headlines were read qualitatively to identify recurrent actor choices, domain preferences, and evaluative tendencies. This mixed procedure follows the logic of corpus-

assisted discourse studies in which counting narrows the field of interpretation but does not replace contextual reading (Gillings et al., 2023; Taylor & Marchi, 2018).

Results and Discussion

The first result is a useful one precisely because it is not dramatic. The two headline

sets are close in average length. Reuters headlines average 11.4 words, while the Kun.uz sample averages 11.1 words. In other words, the difference between the outlets does not lie in simple brevity. Both write for fast digital scanning. The divergence appears in what they choose to compress and foreground.

Outlet	Mean words	With numerals	With attribution verbs	With geographical reference
Reuters	11.4	3 (15.0%)	7 (35.0%)	10 (50.0%)
Kun.uz English	11.1	8 (36.4%)	7 (31.8%)	12 (54.5%)

Table 2. Selected headline markers in the pilot corpus

Numerals occur more than twice as often in the Kun.uz sample. This is not accidental. The outlet repeatedly packages public issues through measurable quantities: *over 1 trillion UZS, 7.1% in March, 30% cut in customs fees, \$500 million, first launch in 2028*. Such numerical packaging gives the headline an administrative and policy-oriented texture. It presents events as governable, countable, and institutionally anchored. Reuters also uses numerals, but less frequently in this sample. When it does so, the number usually serves a market or transaction frame, as in *\$65 billion or 80% of package volume*.

Attribution verbs appear in both datasets at roughly similar levels, yet their discourse function differs. Reuters headlines often use attribution to manage legal or market uncertainty: *Nikkei Asia reports, sources say, government says, court rules*. The wording keeps the headline moving quickly while distributing epistemic responsibility outward. Kun.uz also uses attribution, but more often in a public-information mode: *confirms cyberattack, warns of potential mudslides, reports sexual harassment, comments on Middle East crisis*. Here attribution supports service journalism and public accountability more than market risk management.

Actor choice offers the clearest contrast. Reuters headlines are strongly corporate and

firm-centered. Initial position is commonly occupied by companies, platforms, investors, or named economic actors: *OpenAI urges California, Delaware to investigate Musk's anti-competitive behavior, Samsung flags eightfold jump in quarterly profit as AI chip demand pumps prices, Broadcom signs long-term deal to develop Google's custom AI chips, and Foxconn first-quarter revenue jumps, company cautions on geopolitics*. Such openings immediately naturalize a world in which corporations are the main engines of relevance.

Kun.uz English, by contrast, repeatedly foregrounds the state, the nation, or public institutions: *President Mirziyoyev sets new mandates for officials to support youth startups and education, Government to allocate over 1 trillion UZS for Ramadan charity initiatives, Uzbekistan to develop sovereign satellite system with first launch in 2028, and Uzbekistan enforces new safety regulations for temporary public installations*. In this sample, the lexical item *Uzbekistan* appears nine times, which indicates a strong national framing strategy.

A different pattern emerges in evaluative loading. Neither outlet depends on overtly emotional adjectives in every line, but both use small lexical triggers that quietly shape stance. Reuters leans toward risk, competition, and disruption through items such as *worry, snags, subdued, probe, and turmoil*. Kun.uz uses a

more civic and administrative set of evaluative cues, for example *shadow network*, *cyberattack*, *safety concerns*, *fraud risks*, and *fabricated reports*. The point is not that one outlet is more objective than the other. Rather, each outlet routinizes a different register of seriousness.

From a corpus perspective, these differences matter because they are patterned rather than anecdotal. A single headline can mislead. A small group of headlines, when counted and then interpreted, begins to show the editorial logic beneath surface variation. Reuters in this sample organizes relevance around firms, deals, platform competition, and transnational economic tension. Kun.uz English organizes relevance more often around public administration, national institutions, measurable reform, and citizen-oriented information. The average length stays similar, but the discourse priorities diverge.

A limitation should be stated directly. The corpus is small, live, and time-bound. It captures a snapshot rather than a season, and it compares a specialized technology page with a broader national homepage. For that reason, the results should not be stretched into a general theory of digital journalism. Still, the pilot remains useful. It demonstrates a workable research design for larger studies and shows how corpus methods can make headline analysis more disciplined, more transparent,

and less dependent on impressionistic selection.

Conclusion

This article set out to test what a small corpus can reveal about digital news style. The answer is modest but clear. Even a pilot dataset can uncover stable tendencies when the method is explicit and the interpretation remains cautious. In the 42-headline corpus examined here, Reuters and Kun.uz English show similar levels of formal compression, yet they differ in how they package relevance. Reuters foregrounds firms, products, deals, and corporate risk. Kun.uz English foregrounds the state, public regulation, national institutions, and quantified policy information.

For media-text research, this matters in two ways. First, corpus work helps replace abstract impressions with evidence that can be checked, revised, and expanded. Second, headline analysis should not be treated as a minor supplement to full-text study. In digital journalism, the headline is often the first framing event and sometimes the only part many readers see. A larger follow-up study could compare archived datasets across longer time spans, separate topic categories more strictly, and extend the design to Russian- and Uzbek-language headline corpora. The present pilot does not finish that work. It opens it.

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Periphrasis: on the example of bilingual dictionaries

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Annotation *The presence of periphrases in bilingual dictionaries is in the focus of lexicographic research. It should be noted that the aspects that should be taken into account in the process of implementing the linguistic interpretation of periphrastic expressions are finding their equivalents in both languages, as well as filling the corresponding "lexical gap" in the absence of an alternative to the selected figurative expression in the second language, as well as preserving the features of emotional-expressive and stylistic coloring in the translation process. In general, the implementation of the linguistic analysis of periphrases in bilingual dictionaries creates an important basis for future research in this area.*

Keywords *Bilingual dictionaries, figurative expression, periphrastic expressions, linguistic analysis, alternative option, comparative approach*

Perifrazalar: ikki tilli lug'atlar misolida

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Annotatsiya *Perifrazalarning ikki tilli lug'atlar tarkibidan o'rin olishi leksikografik tadqiqotlar diqqat markazidadir. Qayd etish lozimki, perifrastik ifodalarning lingvistik talqinini amalga oshirish jarayonida e'tiborga olish lozim bo'lgan jihatlar ularning har ikki tildagi ekvivalentlarini topish, shuningdek, agar tanlangan tasviriy ifodaning ikkinchi tildagi muqobili mavjud bo'lmasa, uning o'rniga mutanosib "leksik bo'shliq"ni to'ldirish, shuningdek, tarjima jarayonida emotsional-ekspressiv hamda stilistik bo'yoqdorlik xususiyatlarini saqlab qolishdan iboratdir. Umuman olganda, ikki tilli lug'atlar tarkibidagi perifrazalarning lingvistik tahlilini amalga oshirish sohada amalga oshirilajak kelgusi tadqiqotlar uchun muhim zamin yaratadi.*

Kalit so'zlar *Ikki tilli lug'atlar, tasviriy ifoda, perifrastik ifodalar, lingvistik tahlil, muqobil variant, qiyosiy yondashuv*

Перифраза: на примере двуязычных словарев

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Аннотация *Наличие перифраз в двуязычных словарях находится в центре внимания лексикографических исследований. Следует отметить, что аспекты, которые необходимо учитывать в процессе реализации языковой интерпретации перифразических выражений, включают поиск их эквивалентов в обоих языках, а также заполнение соответствующего*

«лексического пробела» при отсутствии альтернативы выбранному образному выражению во втором языке, а также сохранение особенностей эмоционально-экспрессивной и стилистической окраски в процессе перевода. В целом, реализация языкового анализа перифраз в двуязычных словарях создает важную основу для будущих исследований в этой области.

Ключевые слова *Двуязычные словари, образное выражение, перифразические выражения, языковой анализ, альтернативный вариант, сравнительный подход*

Tilshunoslikda voqea-hodisalar va shaxslarni o'z nomi bilan emas, balki ularning belgi-xususiyatlarini tasvirlash orqali yangidan nomlash hodisasi tasviriy ifoda yoki perifraza deyiladi. Perifraza atamasi har qanday tilda asosiy tushunchasi bir tilning boyligi va xilmaxiligini ifodalash uchun qo'lanadi. Perifaza atamasining invariantlari parafraz va perifraz mavjudligi va ma'no jihatidan bir hil tushunchaga ega hisoblanadi. Ko'pgina to'plangan xorijiy ilmiy ishlar va maqolalarda "perifraza" atamasi boshqa sinonim atamalariga nisbatan ko'proq qo'lanilgan. Asli "Perifraziya" so'zi yunon tilidan kelib chiqqan bo'lib, yunoncha "periphrasis" so'zidan olingan bo'lib, "peri" "atrofda" yoki "haqida" va "phrasein" "ifoda qilish" yoki "aytish" degan ma'noni anglatadi. Ushbu elementlarning kombinatsiyasi "perifraza" ga biror narsani aylanma yoki aylanma tarzda ifodalash ma'nosini bildiradi. Bu atama tilshunoslikda tillarni ixchamroq ifodalanishi mumkin bo'lgan ma'noni yetkazish uchun ortiqcha so'zlarni yoki uzunroq iboralarni ishlatishni tasvirlash uchun qabul qilingan.

Professor A. Hojiyevning (1985) "Til atamalarining izohli lug'ati"da bu atama perifraza shakliga ega bo'lib, "narsa" o'z nomi bilan emas, balki o'ziga xos kontekst orqali ifodalanadigan uslubiy vosita, so'zning o'ziga xos xususiyati. Dala malikasiga (makkajo'xori), Revolyutsiya beshigi (Leningrad). Tilshunos olim Galperin (1981; 169) perifraza atamasiga shunday ta'rif beradi, ya'ni "lingvistik tabiati nuqtai nazaridan qaraganda, perifraza

obyektning nomini o'zgartirishni anglatadi va shuning uchun ularning denotatarining to'g'ridan to'g'ri nomlari o'rnini bosuvchi so'z belgilarining umumiy guruhi bilan birga ko'rib chiqilishi mumkin". Ba'zi bir so'z yoki iboralarni to'g'ridan to'g'ri aytish o'rniga, ba'zida yozuvchi yoki so'zlovchi uning ma'nosini muqobil yoki sinonimik so'zlar bilan amalga oshiradi. Misol uchun, "o'rmon shohi" (sher)ning ajoyib shousi haqida e'lon. L.V. Grehneva (2009; 207) perifraza tushunchasining ma'nosini shunday tushuntiradiki, perifraz nominativ xarakterning tavsifiy ifodasidir. Obyektni ifodalovchi perifraz birikmasi uning xarakterli belgilarini nomlaydi. Professor Ashurovaning (2016; 235) ta'kidlashicha, "perifraziya – hodisaning yangi xususiyatini ko'rsatish maqsadida mumkin bo'lgan qisqaroq gap o'rniga uzunroq va aylana so'z birikmasini qo'llashdir". Olim Q. Musayev (2003; 119) tushunchani shu tarzda targ'ib qiladi. ibora bilan obyektning bunday nomini o'zgartirish kontekstda o'quvchi tomonidan oson tushuniladi. Olimning ta'kidlashicha, perifrazlar bilan ba'zi bir so'zlar, ifoda va to'plamlar o'quvchi yoki tinglovchiga tushunarli bo'lgan boshqa so'zlar bilan almashtirilishi mumkin. Bundan tashqari, Musayevning fikricha, perifrazali so'z misollari kontekstsiz ham tushuniladi, chunki ular so'zlarning sinonimik ko'rinishlaridir.

"Perifraza" atamasi tilshunoslikda turlicha talqin qilinadi. Shunga ko'ra, bir nechta lug'atlardagi perifraza atamasining ta'rifi va talqini bilan tanishamiz "Ojegovning izohli

lug'ati" lug'atida perifrazaga boshqa ibora yoki so'zning ma'nosini tavsiflovchi ibora berilgan. D.E. Rosenthal va M.A. Telenkovlarga (1976) lug'atida bu atama "parafraza va parafraz" sifatida keltirib o'tilgan va quyidagicha izohlanadi:

1. Ifoda tavsiflovchidir. Boshqa ibora yoki so'zning ma'nosini yetkazish. Ushbu satrlarning muallifi (muallif nutqidagi "men" o'rniga)
2. E'tiroz bildiruvchi nomini almashtirishdan iborat bo'lgan trophodisalarining xarakterli xususiyatlarini tavsiflash bilan. Hayvonlar shohi ("sher" o'rniga).

Narsa, hodisani o'z nomi bilan emas, ularni xarakterli belgi-xususiyatlari asosida tasviriy usul bilan ifodalash yoki shunday ifoda perifrazadir. Masalan: *dala malikasi* (*makkajo'xori*), *zangori olov* (*gaz*) kabi. Parafrazalar stilistik vosita sifatida nutqqa ko'tarinkilik, obrazlilik baxsh etadi. Jamiyat taraqqiyoti talablaridan kelib chiqqan holda lug'at tarkibini boyitadi. Nutq jarayonida takrorlardan, qaytariqlardan qochish imkonini beradi. Notiqni so'zamollikka, tinglovchini esa falsafiy mushohada qilishga undaydi. O'zbek tilidagi parafrazalarni o'rgangan tilshunos olim Ixtiyor Umirov mazkur uslubiy vositalarga quyidagicha ta'rif bergan. Parafraza – predmet, voqea va hodisalarni o'z nomi bilan emas, balki ularning xarakterli belgi-xususiyatlarini tasvirlash orqali yangidan nomlashdir. Jumladan, *oq oltin* – *paxta*, *ziyolilar* – *ilmi kishilar*, *yashil fasl* – *bahor* va boshqalar (Galperin, 1981).

Perifraza faqat tilshunoslikda qo'llaniladiga uslublardan bo'lib qolmay boshqa, masalan, ommaviy axborot vositalari, iqtisodiyot, ilm-fan, geografiya, tibbiyot, siyosat, arxetiktura va yana bir qancha boshqa sohalarda ham qo'llaniladi. Shundan kelib chiqib, perifrazani otoqli otlar bilan qo'llanilishini tasniflab va bu tasniflarga o'zbek va ingliz tillarida misollar keltiramiz va ikkita tilni perifrazik uslubini bir xillik yoki har xillik jihatlarini taqoslab ko'ramiz.

- Shaxs ismining atoqli otlari perifraza orqali ifodalash
- Joy nomlaring atoqli otlari perifraza orqali ifodalanishi
- Narsa- buyumlarning atoqli otlari perifraza orqali ifodalanishi

Perfrazaning shaxs ismning atoqli otlar orqali ifodalashiga tarixda buyuk ishlari bilan tanilgan yoki yovuz xati-harakatlari bilan barchaning yodida qolgan o'tkir hukumdorlar yoki siyosatchilar, tinchlik va ozodlik uchun kurashgan vatanparvarlar insonlar, ilm-fan ravnaqiga ulkan hissa qo'shgan olimlar, o'z noodatiy uslubi bilan tanilgan adib, qo'shiqchi, raqossalar, sportda xayratlanari natijaga erishgan sportchilar xalqi tomonidan qilgan ishlari uchun turli nomlar bilan ataladi, ta'riflanadi. Bu tariflar albatta perifraza uslubi orqali amalga oshirilgan.

Shaxs ismining atoqli otlari perifraza orqali ifodalash

Masalan ingliz tilida:

1. The Flower of Kings, The Once and Future King, Matter of Britain – King Arthur
2. Bloody Mary – Queen Mary I of England
3. The Bard of Avon, England's National Poet – William Shakespeare
4. The Virgin Queen – Elizabeth I
5. The Lady with the Lamp – Florence Nightingale
6. The Iron Lady – Margaret Thatcher
7. The First Black President – Barack Obama
8. Ponyboy, Chip Off the Old Blockhead, Fredo Corleone – Donald Trump
9. The King of Pop – Michael Jackson
10. Father of Modern Surgery – Lister
11. The People's Princess – Diana Spencer
12. The Tramp, Little Tramp, The Little Fellow, Charlot – Charlie Chaplin
13. The Man Behind The Machine – Bill Gates
14. Grandmother of Europe, The Widow at Windsor, The Woman in Black – Queen Victoria
15. Elizabeth the Great, The Forever Queen, The Unabating – Elizabeth II

O'zbek tilida misollarga to'xtalsak:

1. Buyuk davlat arbobi, Buyuk Sarkarda, Sahibkiran – Amir Temur
2. Massagetlar Malikasi – To'maris
3. Shoh va Shoir – Zahiriddin Muhammad Bobur
4. O'zbek romanchiligi otasi – Abdulla Qodiriy
5. Buyuk mutafakkir, G'azal mulki sultoni – Alisher Navoiy
6. Algebra fanining asoschisi – Muhammad Ibn Muso Al – Xorazmiy
7. Buyuk hakim, Shayx ur-Rais, Tib ilmining Sultoni – Abu Ali Ibn Sino
8. O'zbek futbol qiroli – Mirjalol Qosimov
9. O'zbekiston Respublikasining 1- prezidenti – Islom Abdug'aniyevich Karimov
10. Maqom mulking sultoni – Yunus Rajabiy
11. Muhabbat kuychisi – Anvar Sanayev

Yuqorida keltirilgan perifraza ta'riflari har ikkita tilda ham insonlarning nomlari ularning jamiyatiga va butun dunyoga qo'shgan hissi uchun ularning nomini ulug'lab qo'yilgan. Asosan bu perifrazik ta'rif nomlar ular haqida publitsistika janrida maqolalar yoki kitoblari yozilganda kitob sarlavhalariga, gazata maqolalari sarlavhasiga yoki tadbirlarda e'lon qilinganda ularga hurmat yuzasidan ishlatiladi.

Joy nomlarining atoqli otlari perifraza orqali ifodalanishi

Joy nomlari atoqli otlar perifraza orqali ifodalanishiga to'xtaladigan bo'lsak, joylarning, davlat, shahar, bino, qishloq, o'rmonlar nomlanishi ularning rivojlanishi, iqtisodiyati, joylashuvi, davlat ramzi, tarixiyli, iqlimi, sharoiti, quyosh chiqish yoki botishi, hosildorligi kabi belgilarga qarab berilgan perifraza ta'riflar hisoblanadi. Masalan, ingliz va o'zbek tillarida shahar nomlarining perifraza atamalarini misollar yordamida ko'rib chiqsak.

The big Apple – New York;
The Old Smoke – London;
The city of Love – Paris;
The Land of Rising Sun – Japan;
The red Dragon – China.

O'zbek tilida shaharlarga berilgan perifrazalar:

Non Shahri – Toshkent;
Dunyo sayqali – Samarqand;
Islom quvvati – Buxoro;
Ochiq osmon ostidagi tirik muzey – Xiva;
Alpomishlar yurti – Qashqadaryo.

Yuqorida keltirilganidek shahar nomlari ingliz va o'zbek tillarida ham ularning o'ziga xos jihatidan yoki tarixda qoldirgan izidan kelib chiqib bu shaharlarni boshqa shaharlarda ajratib turadiga perifraza atamalarini bilan nomlangan.

Narsa- buyumlarning atoqli otlari perifraza orqali ifodalanishi

Narsa buyumlar ishlangan buyum materilari, rangi, vazifasi, hajmi, orqali, avvaldan mavjud bo'lgan va bugunda takomilashgaligiga qarab perifrazalashtiriladi. Ingliz tildagi narsa- buyumlarga berilgan perifrazalar bilan tanishamiz.

Small screen, telly – a TV;
Bubble water, club soda – a coke;
Horseless carriage, wheels – a car;
Ice- chest, chiller – a fridge.

Quyidagi misollarda o'zbek tilda narsa- buyumlarning atoqli otlarning perifraza orqali ifodalangani ko'rsatilib o'tilgan:

Zangori ekran, o'ynay jahon – Televizor;
Po'lat ot – mashina;
Po'lat qush – samolyot;
Qora oltin – neft;
Oq oltin – paxta;
Dala malikasi – makkajo'xori;
O'rmon malikasi – archa.

Tasviriy ifodalarda ham omonimlik, sinonimlik hodisalari mavjuddir. Bitta tasviriy ifoda ikki yoki undan ortiq tushuncha uchun qo'llanilganda omonim tasviriy ifodalar hosil bo'ladi. Masalan,

Qora oltin I – ko'mir;
Qora oltin II – neft;
Aql gimnastikasi I – Shaxmat;
Aql gimnastikasi II – matematika;
Asr vabosi I – Giyohvandlik;
Asr vabosi II – OITS.

Tasviriy ifodada biz ishlatmoqchi bo'lgan birlik bilan tasviriy ifodada ishlatgan so'z o'rtasida belgi yoki shakily jihatdan aynan o'xshashlik, bog'liqlik mavjud bo'ladi. Bugungi kunda hech bir lug'atda ana shu tasviriy ifodalar berib o'tilmagan, ular mavjud emas. Lug'atlarimizdagi eng katta kamchiliklardan biri ham shu sanaladi. Ushbu dolzarb masalani yechish lug'atshunos, tarjimashunoslar oldida turgan yuksak mas'uliyatli vazifalardan biri hisoblanadi.

Parafrazalar nafaqat jozibadorlik, obrazlilik va nutqni boyitish, balki uning mazmunini kuchaytirish uchun ham xizmat qiladi. Shuningdek, jamiyatning olg'a qadam qo'yishiga to'sqinlik qilayotgan illatlarni fosh qilish, ularga qarshi kurashga chaqirish maqsadida ham qo'llanadi. Binobarin, parafrazalar predmet, voqea-hodisalarning o'z nomi orqali yuzaga chiqmagan muhim xususiyatlarini tasvirlab, bo'rttirib, izohlab va to'ldirib ko'rsatishda muhim nutqiy vosita hisoblanadi.

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On the Research of Paradigms in Linguistics

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Annotation

The scientific article systematically examines the historical stages of the formation of linguistic science and the processes of fundamental scientific paradigm shifts. It is argued that the development of linguistics is not simply a change in theories, but a fundamental transformation of attitudes towards language. The study analyzes the emergence of traditional comparative-historical linguistics, its role in determining the genetic relationship of languages, and the characteristics of the formation of structural linguistics (immanent linguistics), which views language as an internal system. The main part of the article is devoted to the modern linguistic paradigm that emerged as a result of the "anthropocentric turn" in the late 20th and early 21st centuries. The author scientifically demonstrates the necessity of transitioning from classical approaches, which study language in isolation from the human factor, to a modern methodology that analyzes it in an inseparable connection with human consciousness, culture, and social activity. Specifically, the article provides a comparative analysis of the core principles of priority areas in modern linguistics: cognitive linguistics, linguoculturology, and pragmalinguistics. In the course of the research, such principles as interdisciplinary integration, communicability, anthropocentrism, functionalism, and explanatoriness are highlighted, and new scientific directions at the intersection of linguistics with psychology, culturology, and sociology are analyzed. The conclusions put forward by the author can contribute to a deeper understanding of the theoretical issues of linguistics, the identification of trends in modern language development, and the strengthening of the methodological framework of philological research.

Keywords

Paradigm, comparative-historical, structural, anthropocentric, communication, language and speech, culture, cognition, tendency, principle

Tilshunoslikda paradigmalar tadqiqiga doir

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Annotatsiya

Mazkur maqolada tilshunoslik fanining tarixiy shakllanish bosqichlari va undagi fundamental ilmiy paradigmalar almashinuvi jarayonlari tizimli ravishda tadqiq etilgan. Ushbu kichik tadqiqot orqali muallif bu jarayonni shunchaki nazariyalar almashinuvi emas, balki tilga bo'lgan munosabatning tubdan o'zgarishi ekanligini asoslab bergan. Shuningdek, maqolada an'anaviy qiyosiy-tarixiy tilshunoslikning vujudga kelishi, uning tillar genetik qarindoshligini aniqlashdagi o'rni hamda keyinchalik tilni ichki tizim sifatida o'rgangan strukturaviy tilshunoslikning shakllanish xususiyatlari tizimli tahlil qilingan. Maqolaning asosiy qismi XX asr ohiri

va XXI asr boshlarida yuz bergan "antropotsentrik burilish" natijasida yuzaga kelgan zamonaviy tilshunoslik paradigmasiga bag'ishlanadi. Xususan, maqolada bugungi kun tilshunosligining ustuvor yo'nalishlari – kognitiv tilshunoslik, lingvokulturologiya va pragmalingvistikaning asosiy tamoyillari yoritilgan. Tadqiqot davomida, zamonaviy tilshunoslikning antropomarkazlashuv, kommunikativlilik, funksionalizm, eksplanatorlik, madaniy markazlashuv, fanlararo integrallashuv tamoyillari yoritilib, tilshunoslikning madaniyatshunoslik, jamiyatshunoslik va psixologiya kesishgan nuqtalaridagi yangi ilmiy yo'nalishlar tahlilga tortilgan. Mazkur kichik tadqiqotdan olingan natijalari tilshunoslikning nazariy masalalarini chuqurroq anglashda, zamonaviy til taraqqiyoti tendensiyalarini aniqlashga va filologik tadqiqotlarning metodologik bazasini mustahkamlashga xizmat qiladi.

Kalit so'zlar *Paradigma, qiyosiy-tarixiy, strukturaviy, antropotsentrik, kommunikatsiya, til va nutq, madaniyat, tafakkur, tendensiya, tamoyil*

К вопросу о парадигмах в лингвистике

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Аннотация *В данной статье систематически исследуются исторические этапы формирование лингвистической науки и процессы смены фундаментальных научных парадигм. Обосновывается, что развитие языкознание представляет собой не просто смену теорий, а коренную трансформацию отношение к языку. В исследовании анализируются возникновение традиционного сравнительно-исторического языкознания и его роль в определении генетического родства языков, а также особенности формирования структурной лингвистике, рассматривающей язык как внутреннюю систему. Основная часть статьи посвящена современной лингвистической парадигме, возникшей в результате "антропоцентрического поворота" конца XX- начала XXI веков. Автор научно доказывает необходимость перехода от классических подходов, изучающих язык в отрыве от человеческого фактора к современной метадологии, анализирующей его неразрывной связи с человеческим сознанием, культурой и социальной деятельностью. В частности, в статье проводится сравнительный анализ основных принципов приоритетных направлений современного языкознания: когнитивной лингвистике, лингвокультурологии и прагмалингвистики. В ходе исследование освещаются принципы антропоцентричность, коммуникативность, культуроцентричность, функционализм, экспланаторность, междисциплинарный интегративность и анализируются новые научные направления на стыке лингвистики с культурологией, социологией и психологией. Выводы выдвинуты автором, способствуют более глубокому пониманию теоретических вопросов языкознания, определению тенденции*

современного развития и укреплению методологической базы филологических исследований.

Ключевые слова Парадигма, сравнительно-исторический, структурный, антропоцентрический, коммуникация, язык и речь, культура, мышление, тенденция, принцип

Kirish

Ilmiy tadqiqotlar metodologik asosini belgilashda paradigma atamasini mohiyatini anglash muhim ahamiyat kasb etadi. Chunki bu bizga tilning o'ziga xos xususiyatlari, lisoniy birliklarni umumiy va spetsifik jihatlari, tilshunoslikda shakllangan, jadal taraqqiy etayotgan ilmiy-nazariy yo'nalishlar hamda konseptual modellar haqida bilish imkonini beradi.

Adabiyotlar tahlili

Tilshunoslikda paradigma tushunchasi dastlab XIX asr ohiri va XX asr boshlarida shvetsariyalik olim Ferdinand de Sossyur tomonidan bir xil xususiyatlarga ega bo'lgan elementlar sinfini belgilash uchun ishlatilgan. Keyinchalik amerikalik faylasuf va tarixchi T.Kunn tarafidan 1962 yilda e'lon qilingan "Ilmiy inqiloblar strukturasi" asari orqali ushbu atama uning dastlabki ma'nosidan farq qiladigan talqinda qo'llanildi.

T. Kunning fikriga ko'ra, paradigma – muayyan davr mobaynida ilgari surilgan muammolar va ularni hal qilish modelini belgilab beruvchi, barcha tomonidan e'tirof etilgan ilmiy yutuqlardir. Paradigma – bu ilmiy hamjamiyat a'zolarini birlashtirib turadigan omildir; shu bilan bir qatorda ilmiy hamjamiyat aynan shu paradigmani tan oluvchi insonlardan tashkil topadi (Ордонова, 2010).

Shunigdek, ma'lum bir sohada vujudga kelgan va rivojlangan ilmiy nazariy qarash va gipotezalarni epistema (M. Fuko), ilmiy tadqiqot dasturi (I. Lakotos), tafakkur qilish usuli (M. Born) deb atash ham urf bo'lgan, ammo ular "paradigma" terminichalik keng

ommalashmadi va turli fanlar miqyosida ilmiy muomalaga kiritilmadi (Хомутова, 2009).

Natijalar

Zamonaviy tilshunoslikda paradigma atamasini quyidagi ma'nolari mavjud:

1. "Paradigma ma'lum umumiy belgi asosida birlashgan va o'zaro zidlanuvchi har qanday lingvistik birliklar sinfini bildiradi" (Nurmonov, 2012).
2. Tilshunoslar hamjamiyati tomonidan birdek tan olingan ilmiy yondashuv, lingvistik tadqiqot usuli va nazariyasi.

Shu o'rinda shuni aytib o'tish joizki, terminning (atama) xususiyatlaridan biri bir ma'noda qo'llanishligidir. Ammo ko'plab terminlar turli fanlarda yoki bir fan doirasida turlicha ma'noda qo'llanilishini kuzatish mumkin. Bu hodisa terminning fanlararo ko'chishi, ilmiy taraqqiyot va turli nazariy maktablarning turlicha talqinlari bilan izohlash mumkin. Biznigcha, paradigma atamasidagi polisemiya ma'no kengayishi va terminning fanlararo ko'chishi natijasida yuzaga kelgan. Chunki, paradigma atamasiga yangi ma'no bag'ishlagan T. Kunn tilshunos olim emas, balki fizik, tarixchi va faylasuf olimlardan edi. Ikkinchidan, paradigmaga berilgan dastlabki ta'rifga ko'ra lisoniy paradigma – til birliklari, grammatik shakllarning umumiy ma'nosiga ko'ra birlashuvchi, xususiy ma'nosiga ko'ra farqlanuvchi tizmidir (Hojiev, 2002). Tilshunoslikdagi ilmiy paradigmalar esa, tilni o'rganishda qo'llaniladigan umumiy nazariy yondashuvlar, ilmiy qarashlar tizimidir. Barcha paradigmalarni birlashtiruvchi xususiyat obyekt birligidir, ya'ni ularning barchasini tadqiqot obyekti til va nutqdir.

Til bir qancha katta, kichik paradigmalaridan tarkib topgan katta paradigmadir (Nurmonov, 2012). Kichik paradigma katta paradigmalar tarkibiga kiradi, katta paradigma o'z navbatida kichik paradigmalaridan tashkil topadi. Katta paradigma o'zidan kichik paradigma uchun butun, kichik esa, katta uchun qism vazifasin o'taydi. Masalan, tilshunoslikdagi zamonaviy paradigmalar sanalgan kognitiv, lingvomadaniy, aksiolingvistik, psixolingvistik yondashuvlarni birlashtiruvchi g'oya inson omilini markazda turishi, ya'ni antropotsentrismdir. Yoki etimologik, diaxron, areal tilshunoslik kabilar qiyosiy-tarixiy paradigma atrofida jam bo'lgan paradigmalaridir. Barchasini til tizimi birlashtirib turadi.

Ma'lumki tilshunoslik fanining taraqqiyoti bir necha bosqichli ilmiy paradigmalar almashinuvi bilan xarakterlanadi. Tilshunoslik rivojining dastlabki bosqichlarida tillarning kelib chiqishi, genezisi va o'zaro bog'liqligiga e'tibor qaratgan qiyosiy-tarixiy yondashuv ustunlik qilgan bo'lsa, keying davr ilmiy izlanishlarida tilni mustaqil, tizimli va o'zaro bog'langan birliklar tizimi sifatida talqin etuvchi struktural paradigma yetakchilik qila boshladi. Ushbu yo'nalishning asoschisi Ferdinand de Sossyur bo'lib, u tilni ikki asosiy element — til tizimi (**langue**) va nutq amali (**parole**) orqali tahlil qilgan. Struktural paradigma aynan nutqga e'tibor qaratib, tilning ichki qonuniyatlari, elementlararo munosabatlari va o'zaro qarama-qarshiliklarini sistematik tarzda o'rganadi. Ammo struktur tilshunoslik tilni transtsendent (tashqi omillar orqali izohlash) hodisalardan holi ravishda immanent (hodisaning ichki tabiati) o'rganishga asosiy e'tibor qaratganligi uchun lisoniy faoliyatning subyektalri bo'lgan tinglovchi va shaxs tadqiqotchilar e'tiboridan chetda qolib ketdi (Nurmonov, 2012). Vaholanki, hech bir tilni o'sha tilni yaratgan til sohibidan holi ravishda to'liq o'rganib bo'lmaydi. Shuning uchun XXI asrda tilshunos olimlar lisoniy imkoniyatlarning nutqiy voqelanishida inson omili masalasiga o'z

diqqatini qarata boshlashdi (Nasrullayeva, 2019). Shunigdek, tilga shunchaki tizim sifatida emas, balki unga borliqni anglsh, olam haqidagi bilimlarni to'plash, kelajak avlodga yetkazib berish, taffakur qilish vositasi sifatida qarala boshladi va shu tariqa tilshunoslik maydoniga antropotsentrik paradigma kirib keldi.

Antropotsentrik paradigma inson omilini asosiy o'ringa qo'yadi, til esa inson shaxsini ajralmas xususiyati, uning muhim tarkib toptiruvchi bosh unsuri hisoblanadi (Махмудов, 2012). Zero, tilni insondan tashqari va insonni tildan tashqarida tasavvur etib bo'lmagani kabi, insonni tildan, tilni esa insondan ajratgan holda o'rganib bo'lmaydi.

Muhokama

Shu o'rinda aytib o'tish lozimki, tilshunoslik fani evolutsiyasi jarayonida yuzaga kelgan barcha paradigmalar birday ahamiyatli, ularning hech biri boshqasini inkor etmaydi, aksincha biri ikkinchisini paydo bo'lishiga zamin yaratadi, ya'ni bir paradigma doirasida yechimini topmagan muommolar keyingi paradigmani yuzaga keltiradi (Makhsudova, 2026). Masalan, qiyosiy-tarixiy paradigma etimologiya, lisoniy genetika, diaxron tilshunoslik kabi tilshunoslik fanning mustaqil sohalarini shakllantirgan bo'lsada, qiyoslashni o'zi bilan cheklanish obyekt haqida yetarli va to'g'ri xulosa chiqarishga imkon bermadi. Ushbu paradigma tilni muayyan elementlararo o'zaro munosabatidan tashkil topgan butunlik ekanini, uning ko'p pog'onali ichki tuzilishini, belgili tabiatini yoritib bera olmadi (Nurmonov, 2012). Natijada struktural paradigma yuzaga keldi. Struktural paradigmada tilga qattiy tartibga solingan va o'zaro uzviy bog'langan belgilar majmuidan tarkib topgan yahlit bir butun tizim sifatida qarala boshladi va asosiy e'tibor markazi tilning ichki qonuniyatlariga qaratildi.

F. Sossyur aytganidek, tilni belgilar sistemasi deb atasak, struktur-sistem paradigma namoyondalari belgining belgi bilan munosabati, ya'ni sintaktika yoki sintagmatikani o'rganishga urg'u berishgan

(Арютюнова, 1985). Ammo belgi – borliq, borliq – ong – belgi, belgi – subyekt munosabatlari. ularning nazaridan chetda qolgan. Bu esa generativ, so'ngra antropotsentrik paradigmalarni yuzaga kelishiga turtki bo'ldi.

Generativ paradigma 1950-1960 yillarda N. Xomskiy tomonidan ishlab chiqilgan. Ushbu yondashuvga ko'ra, til insonning tug'ma, biologik qobiliyati (kognitiv tizimning bir qismi) sanaladi, ya'ni, barcha inson tug'ilishidanoq til tuzilishining asosiy tamoyillarini belgilab beruvchi universal qoidalar to'plami yoki "universal grammatika" (Universal Grammar) bilan dunyoga keladi.

Ushbu yo'nalish namoyondalari bola tilni tez o'zlashtirishiga sabab sifatida uning miyasida allaqachon shakllanib ulgurgan universal qoliplar mavjudligini ko'rsatishadi. Shunigdek, ular miyamizdagi tilni o'zlashtirish qurilmasi til bilan aloqaga kirishishimiz bilanoq faollashadi va avtomatik tarzda grammatik qoidalarini ishlab chiqa boshlaydi deb ta'kidlashadi. Ushbu yo'nalish asoschisi N. Xomskiy inson miyasining imkoniyatlari xususida gapirar ekan, grammatikani algoritmgaga o'xshatadi. Fikrini davomi sifatida, cheklangan so'zlar majmuasi va qoidalar bilan ham miya juda ko'plab, ilgari mavjud bo'lmagan gaplarni ham yaratishi mumkinligini aytib o'tadi. Xullas, Xomskiy lingvistikani matnlarni o'rganuvchi fan sohasi emas, balki til strukturasi orqali inson ongining ishlash mexanizmini tadqiq qiluvchi kognitiv fan deb hisoblaydi. Noam Xomskiyning ushbu yondashuvi tilshunoslikda kognitiv inqilobga sabab bo'lgan.

Demak, XIX asrning ohiri va XX asr boshlarigacha tilshunoslikda differentsiyatsiya yo'nalishi ustuvorlik qilgan. Bu jarayonda tilning ichki qonuniyatlarini o'rganishga asosiy e'tibor qaratilib, shu asosida tilshunoslik tarmoqlarga ajratilgan. XX asrdan keyin esa ilmiy yo'nalishda integratsiya jarayoni ustuvorlik qila boshladi, natijada voqelikni biron bir sohasini tavsirini, ma'lum bir muammoni hal qilishda bitta fan doirasida

emas, balki bir nechta fan kesishgan nuqtasida amalga oshirish ehtiyoji sezildi (Islamdjanova, 2021). Bunda o'zaro ta'sirning eng keng tarqalgan shakllari mavjud bo'lib, ular quyidagilar:

1. Bitta fan obyektini boshqa fan uslubi, metodi orqali o'rganish natijasida lingvostatistika, kvantativ lingvistika kabi fanlar vujudga keldi;
2. Fanlardan birini tadqiqotning an'anaviy obyektiga ta'siri natijasida tilshunoslikda lingvosemiotika yoki bitta obyektini turli fanlar tomonidan o'rganilishi bilan kognitiv tilshunoslik, sotsiolingvistika, psixolingvistika, lingvokulturologiya, pragmalingvistikasi kabi yangidan yangi fan tarmoqlar yuzaga keldi. Zero, V. Maslova ta'kidlaganidek, zamonaviy tilshunoslikning asosiy tendensiya va tamoyillaridan biri integrativlikdir (Maslova, 2018). E. Kubryakova esa, buni ekspansionizm deb ataydi va bunda u tilshunoslik o'z chegaralarida chiqib, yangi fanlar bilan munosabatga kirishgan holda (psixologiya, sotsiologiya, biologiya, genetika) kengayishini nazarda tutgan (Хомытова, 2009).

Tilshunoslikning zamonaviy paradigmalariga integrativlikdan tashqari, antropomarkazlashuvlilik, kommunikativlilik, fuktsionallik eksplanotarlilik tamoyillari xosdir. XXI asr tilshunosligi inson faktorini tilda, tilni insonda aks ettirish qonuniyatiga asoslangan antropomarkazlashuv tamoyiliga muvofiq shakllantirilgan (Панченко, 2010). Bunday tadqiqotlar taraqqiyotiga nemis olim F.Gumboltning tilning ichki va tashqi shakli xususidagi go'yalari turtki bo'ldi. Unga ko'ra til inson ruhiyatining faoliyati sanalib, ikki unsuridan moddiy va ruhiyat tashkil topgan. Moddiy – bu tilning tashqi shakli bo'lsa, ruhiyat ichki shakli demakdir. Ichki shakl xalq ongi, taffakuri, ruhiyati va madaniyati sanalsa, tashqi shakl til qurilishida ishtirok etuvchi belgilar tizimidir. Xalq ruhiyati tilning ichki qismini shakllantirsa, o'z navbatida botiniy shakl o'zini tashqi shakl vositasida namoyon

qiladi. Bunda til faol tarzda inson ongida olam haqidagi tasavvurni ijodiy talqinda rivojlantiradi va yuzaga chiqaradi (Гумбольдт, 1985). Ushbu fikrlar o'zbek tilidagi "shirinso'z" va ingliz tilidagi "stiff upper lip" iboralarini tahlilida o'z tasdig'ini topadi.

O'zbek tilidagi shirin+so'z iborasi sezgi metaforasi (sensory metaphor) asosiga qurilgan bo'lib, taom, yemakka xos belgi – shirin "so'z" leksemalaridagi belgiga metaforik yo'l bilan ko'chgan. Natijada tam sezgisidan nutq sifatiga ko'chirilgan insonning xarakterini ifodalovchi konsept yuzaga kelgan. Shu o'rinda aytib o'tish joizki, insonni akustik (eshitish) sezgisi orqali qabul qilinishi lozim bo'lgan axborot ("so'z") gustator (tam bilish) sezgisi bilan bog'lanmoqda ("shakar"). Bu iborada shirinlik insonga zavq bag'ishlagani kabi, yoqimli so'z ham ruhiyatga shunday ta'sir etadi degan ma'no mavjud. Bu yerda kognitiv model "yaxshi gap" = "shirin tam", ya'ni gapning o'zi moddiy jihatdan shirin bo'lmasada, uning qabul qiluvchi ongida uyg'otgan ijobiy hissiyotlar shirinlik bilan assotsiatsiya qilinadi. Tilshunoslik nuqtai nazaridan esa, bu metofoaning sinestetik turi hisoblanib, bir sezgi a'zosi bilan bilinadigan belgini anglatadigan so'zni boshqa sezish a'zosi bilan bilinadigan tushunchaga nisbatan qo'llash yo'li bilan yuzaga keladigan ko'chma ma'nodir" (Akramova, 2022).

Barchamizga ma'lumki, Sharq, jumladan, O'rta Osiyo xalqlari o'zining shirin va mazali taomlari, shirinliklar tayyorlashning o'ziga xos an'analari, mehmondo'stligi bilan dunyoga mashhur. Mehmonnavozlikning asosiy taomillaridan biri, mehmonni iliq kutib olish, taniq taomlar va yoqimli so'zlar bilan siylash, iltifot va izzat-ikrom ko'rsatishdir. Ana shu milliy-madaniy xususiyatlarning tildagi aksi "shirinsoz" iborasida namoyon bo'ladi. Masalan shirinso'z konseptida nafaqat muomala madaniyati, balki insonning ma'naviyatini belgilab beruvchi mezonlar, so'z tanlashning nozik jihatlari, odob, hurmat kabi tushunchalar mavjud. Shu bilan bir qatorda "shirinso'zlik" o'zbek xalqida ayollarga xos iffat va nazokat,

erkaklarda esa, olijanoblik va lutfning belgisi sanaladi.

Huddi shunday ingliz tilidagi "stiff upper lip" iborasi ham shunchaki til birligi emas, madaniy kod, inglizlar xos tafakkur tarzini aksidir. Ushbu konseptning lug'aviy ma'nosi quyidagilardan iborat:

1. The ability to stay calm and not show your feelings in a difficult or upsetting situation (LDOCE);
2. Someone who has a stiff upper lip does not show their feelings when they are upset: He was taught to keep a stiff upper lip, whatever happens (Cambridge Dictionary);
3. A quality of remaining calm and not letting other people see what you are really feeling in a difficult or unpleasant situation (Macmillan Dictionary).

Ingliz tilida ushbu ibora keep, have va wear fe'llari bilan birikib, umumiy ma'no hosil qiladi: to keep a stiff upper lip, to have a stiff upper lip, to wear a stiff upper lip. Ushbu ibora so'zma so'z yuqori labning tarangligi sifatida tarjima qilinsada, vazminlik, hissiyotlarni jilovlay olish ma'nosini beradi. Ushbu iboraning vazminlikni ifodalashini psixofiziologik asosi mavjud. Ma'lumki, insonni yig'lashdan oldin labi titraydi. Lab muskullarini doimo nazoratda ushlab turish, inson hissiyotlarini ochiqdan ochiq ifoda etishga to'sqinlik qiladi va shu yo'l orqali butun tanani boshqarish mumkin bo'ladi (Maxsudova, 2024). Bu ibora orqali ingliz xalqi ongida kuchli inson – irodasi orqali o'z tanasini va hissiyotlarini boshqara oladigan insondir degan kognitiv model mavjudligini bilib olish mumkin.

Lingvokulturologik jihatdan esa, ushbu ibora "Englisness" etnomadaniy konseptini bir qismidir. Britaniyaliklar uchun "stiff upper lip" – ideal xulq-atvor namunasi bolib, ushbu konsept ortida shaxsiy chegara (privacy), vazminlik, botiniy his-tuyg'ularini zohir qilmaslik, tuyg'ularini nazorat qilish, djentelmanlik, xushmuomalalik, kamtarlik (understatement) ma'nolari majud.

O'zbek tilida ushbu iboraning to'liq muqobil variant mavjud emas. O'zbek tilida sabrli, vazmin so'zlari ushbu konseptning faqatgina bir qirrasini ifodalaydi xalos.

Shuningdek, "stiff upper lip" ingliz madaniyati uchun pretsedent tushuncha sanaladi, chunki bu xususiyat inglizlarga Viktoriya davridan buyon me'ros bo'lib kelayotgan ingliz xulq-atvor modelidir.

Demak, o'zbek tilidagi "shirinso'z" va ingliz tilidagi "stiff upper lip" milliy nutqiy eiketning bir ko'rinishi bo'lib, biri munosabatlarni yumshatuvchi, axloqiy qadriyat sanalsa, ikkinchisi hissiyotlarni boshqarish va matonat ifodalovchi madaniy etalondir.

Ahlilga tortilgan keyingi so'zlar o'zbek tilidagi "qizilishton", "ko'zoynakli ilon" va uning ingliz tilidagi ekvivalentlari "woodpecker", "cobra" leksemalaridir. Har ikki tilda ham ular jonzot nomlari sanalsada, ularning nomlanishida anglatgan ma'nolarda farqlar mavjud. O'zbek tilidagi "qizilishton" va "ko'zoynakli ilon" nomlari ushbu jonivorlarning tashqi ko'rinishiga asoslangan holda yuzaga kelgan. Markaziy Osiy hududidagi uchraydigan bunday turdagi qushlarning asosan qorni yoki dum ostidagi patlari qizil rangda bo'lib, bir qarashda qush qizil ishton kiyib olganday tasavvur o'yg'otadi. Ko'zoynakli ilon – bu ilonning bo'ynidagi naqshlari ko'zoynakka oxshatilgani uchun shunday atash qabul qilingan. Har ikki misolda ham jonzot nomlanishidagi asosiy urg'u vizual va tashqi tavsifga asoslanmoqda. Biroq, har ikki atamaning ingliz tilidagi nomlanishiga e'tibor qaratsak, jonzotlarning nomlari ish harakati turi va vazifasiga muvofiq tarzda yuzaga kelganligini anglash mumkin. Wood (yog'och) + pecker (teshuvchi), cobra portugalcha "cobra de copello" (qalpoqli ilon) so'zidan kelib chiqqan bo'lib, uning shishish xususiyatiga ishora qilinmoqda. Demak, yuqoridagi misollardan ko'rinib turibdiki, borliq barcha uchun bir hil bo'lsada, lekin uni idrok etish, nomlash turli xalqlarda farq qiladi. Bu farq tilning ichki shaklida namoyon bo'ladi.

Zamonaviy tilshunoslik paradigmalariga xos bo'lgan keyingi tamoyil kommunikativlikdir. Ma'lumki, til va nutq o'zaro chambarchas bog'liq, bir-birini taqozo etadigan hodisalardir. Nutq ta'sirli bo'lishi uchun til mavjud bolishi, o'z navbatida til shakllanishida nutq zarurdir (Caфapов, 2008). Bu yerda til va nutq o'zaro aloqaga kirishishi uchun subyekt (adresat va adresant) ishtiroki ham darkor. Shunda tilning asosiy vazifalaridan biri kommunikatsiya yuzaga keladi.

Kommunikatsiya – insonlarni bilish va mehnat faoliyati jarayonidagi o'zaro ta'sirning o'ziga xos shakli bo'lib, bu jaroyonda axborot, fikr, hissiyot, xulq-atvor sxemalari o'zaro almashiniladi (Maslova, 2018). Kommunikatsiya keng va tor doirada talqin qilinishi mumkin. Birinchisi inson faoliyat shakli, keyingisi ma'noviy axborot almashinuvdir.

Axborot almashinuvni keng tarqalgan usullaridan biri verbal kommunikatsiyadir. Muloqotning ushbu turi matn orqali amalga oshiriladi. Matn esa ma'lum kommunikativ vaziyatda ma'no kasb etadi. Yuqoridagilardan kelib chiqqan holda kommunikativ vaziyat strukturasini quyidagicha belgilash mumkin: adresant – xabar – vaziyat – aloqa – kod – adresat – dekodlashtirish – interpretatsiya.

Kommunikativ muloqot zanjiri tizimli jarayon bo'lib, unda adresant (kommunikator) ma'lum maqsad va fikrni axborot ko'rinishidagi xabarga aylantiradi, ijtimoiy-madaniy vaziyat ta'sirida tanlagan aloqa usuli orqali (verbal/noverbal) uni yo'llaydi. Bu jarayonda axborot ma'lum bir til yoki ishoralar tizimi orqali kodlanadi, xabarni qabul qilgan adresat xabarni dekodlashiradi va o'zining kognitiv tajribasi va madaniy filtrlari orqali uni interpretatsiya qiladi.

Inson hayotga kelar ekan, til o'rganadi, u orqali boshqalar bilan muloqot kirishadi, o'z madaniyatini anglaydi. Madaniyat inson ongida bolalikdan o'rnatilgan o'ziga xos mental dastur bo'lib, u bizga hayotda sodir bo'ladigan turli vaziyatlarda qanday yo'l tutushimizda filtr vazifasini o'tab, bizga tayyor xulq-atvor namunasini taqdim etadi, o'z navbatida biz unga asosan ish tutamiz. Demak, kommunikativ

faoliyat milliy madaniyatning bir qismi tashkil etadi desak maqsadga muvofiq bo'ladi.

Turli madaniyat vakillari muloqotida dekodlashtirish jaroyoni muvaffaqiyatli kechsada, interpretatsiya bosqichida madaniy filtrlar to'qnashuvi sodir bo'lishi mumkin. Buni E. Xollning "Beyond culture" asarida keltirilgan kontekst nazariyasi orqali isbotlash mumkin bo'ladi. E. Xoll o'z asarida madaniyatlarni yuqori (High-context) va quyi (Low context) kontekstli turlarga ajratib, ularni bir biridan farqli jihatlarini ko'rsatib o'tadi (Hall, 1976) Yuqori kontekstli madaniyatda asosiy ma'no nafaqat so'zlarda balki vaziyat, qarashlar va imo ishoralarda bo'ladi. Bunda adresant barcha gapni ochiq aytmaydi ("gap tagida nimkosa" qoldiradi), adresat esa xabarni tushunishi uchun nafaqat so'zlarni ma'nosini tushunishi, balki intuitsiya orqali vaziyatni idroki yordamida tez ilg'ay olish, ya'ni farosat ilmi kerak bo'ladi. Bunday madaniyatda insonlar o'rtasidagi o'zaro munosabat muhim sanalib, qarindoshlik munosabatlari qadrlanadi va kattalarga hurmat saqlanadi. Muloqot jaroyoni S.Ting-tumi tamonidan tamonidan taklif qilingan "yuz"ni saqlagan holda muzokara olib borish (insonning ijtimoiy mavqeini saqlash) tamoyilida kechadi (Ting-toomey, 2005). Buni yuqori kontekstli madaniyat vakillari sanalgan o'zbek xalqining quyidagi maqoli orqali tushuntirish mumkin: "Qizim senga aytaman, kelinim sen eshit". Ushbu maqolda asosiy ma'no bevosita qizga emas, bilvosita kelinga qaratilgan ogohlantirish yoki nasihatdir. Bu maqolni maqsadi odob-axloq normalaridan chetga chiqmagan holda, niyatni eksplisit tarzda bayon etmasdan turib ham tinglovchiga ta'sir o'tkazish. Til bu yerda shunchaki tizim

emas, insoniy munosabatlarni yumshatuvchi vosita, strategiya ham sanaladi. Bundan tashqari, bu yerda o'zbeklarga xos odob-axloq normasi, andisha, istihola kabi tushunchalar yotibdi.

Quyi kontekstli madaniyatlarda axborot bevosita eksplisit tarzda aniq, lo'nda, batafsil bayon etiladi. Masalan, quyi kontekstli madaniyat vakillaridan ishni bugun tugatish mumkinmi deb so'ralganda, buni imkoni bo'lmaganda u shunchaki: "Yo'q, bugun rejalashtirgan ishlarim ko'p" deb javob beradi. Bu to'g'riso'zlik, ochiqlik va ish samaradorligi belgisidir. Aynan shu vaziyatda yuqori kontekstli madaniyat vakillari "yo'q"ning o'rniga "Buni bajarish biroz mushkul, ko'ramiz" deya javob bergan bo'lardi. U "yo'q" ni to'g'ridan to'g'ri ishlatmasdan unga ishora qilmoqda.

Zamonaviy tilshunoslikning keyingi ustuvor yo'nalishlaridan biri funksionalizm va eksplanatorlikdir. Birinchisi til va uning birliklarini nima uchun xizmat qilishini tahlil qilsa, keyingisi uning aynan nima sababdan shu tarzda tuzilganini asoslab berishga qaratilgan tamoyildir.

Xulosa

Ushbu kichik tadqiqot orqali shunday xulosaga kelish mumkinki, til shunchaki muloqot quroli emas, balki madaniyat va ong bilan uzviy bog'liq yaxlit fenomendir. E. Sepir o'z vaqtida bashorat qilganidek, tilshunoslik an'anaviy qoliplardan chiqib insoniyatning dunyoqarashini belgilovchi keng qamrovli sohaga aylandi. Bugungi kunda til orqali milliy mentalitet va madaniyatning chuqur semantik asoslarini tadqiq etish ushbu fanning asosiy ustuvor yo'nalishlardan biriga aylandi.

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Analysis of terms from other languages in the Uzbek language

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Annotation

This scientific article provides an in-depth analysis of the historical development of terms borrowed into the Uzbek language from other languages, their formation, phonetic and morphological adaptation, semantic changes, sociolinguistic factors, and standardization processes within the framework of state language policy, as well as the influx of modern English terminology. The article examines the linguistic features of terms borrowed from Arabic, Persian-Tajik, Russian, and English, based on scientific analysis. It also presents analytical conclusions regarding the rapid transformation of terminology and the influx of new terms in the era of modern information technologies. Language is one of the most important social institutions of society and serves as the primary means of communication. The vocabulary of any language continuously expands throughout its historical development, and the Uzbek language is no exception. For centuries, the territory of Uzbekistan has been a space of interaction among various cultures, religions, political systems, and scientific centers. As a result, a significant number of mixed, borrowed, and partially borrowed terms have entered the Uzbek language. In the context of globalization, the influx of terminology has intensified even further. The development of science, technology, the internet, politics, economics, marketing, sociology, and other fields leads to the introduction of thousands of new terms into the Uzbek language each year.

Keywords

Term, terminology, borrowing, Uzbek language, Arabic terms, Russian terms, English terms, phonetic adaptation, standardization

O'zbek tiliga boshqa tillardan kirib kelgan terminlar tahlili

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Annotatsiya

Ushbu ilmiy maqolada o'zbek tiliga boshqa tillardan kirib kelgan terminlarning tarixiy rivoji, ularning shakllanishi, fonetik-morfologik moslashuvi, semantik o'zgarishi, ijtimoiy-lisoniy omillar, davlat til siyosati doirasidagi me'yorlashtirish jarayonlari hamda zamonaviy inglizcha terminlarning oqimi chuqur tahlil qilinadi. Maqola arab, fors-tojik, rus va ingliz tillaridan o'zbek tiliga o'tgan terminlar misolida ularning lisoniy xususiyatlarini ilmiy asosda yoritadi. Shuningdek, hozirgi axborot texnologiyalari davrida terminologiyaning keskin o'zgarishi va yangi terminlarning oqimi bo'yicha tahliliy xulosalar beriladi. Til jamiyatning eng muhim ijtimoiy institutlaridan biri bo'lib, uning asosiy muloqot vositasidir. Har qanday tilning lug'at boyligi o'z tarixiy taraqqiyoti davomida doimiy ravishda kengayib boradi. O'zbek tili ham bundan mustasno emas. O'zbekiston hududida asrlar davomida turli madaniyatlar, dinlar, siyosiy tizimlar, ilmiy markazlararo almashinuv mavjud bo'lgan. Natijada o'zbek tiliga katta hajmda aralash, o'zlashgan va yarim o'zlashgan

terminlar kirib kelgan. Bugungi globallashuv sharoitida terminlarning oqimi yanada kuchaydi. Ilm-fan rivoji, texnika, internet, siyosat, iqtisod, marketing, sotsiologiya kabi yo'nalishlarning kengayishi o'zbek tiliga har yili minglab yangi terminlarning kirib kelishiga sabab bo'lmoqda.

Kalit so'zlar Termin, terminologiya, o'zlashma, o'zbek tili, arabcha terminlar, ruscha terminlar, inglizcha terminlar, fonetik moslashuv, me'yorlashtirish

Анализ заимствованных слов из других языков в узбекском языке

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Аннотация В данной научной статье подробно анализируются историческое развитие терминов, заимствованных в узбекский язык из других языков, их формирование, фонетико-морфологическая адаптация, семантические изменения, социолингвистические факторы, процессы нормализации в рамках государственной языковой политики, а также поток современных английских терминов. В статье на примере терминов, заимствованных из арабского, персидско-таджикского, русского и английского языков, научно освещаются их лингвистические особенности. Также приводятся аналитические выводы о стремительных изменениях терминологии и притоке новых терминов в эпоху современных информационных технологий. Язык является одним из важнейших социальных институтов общества и основным средством коммуникации. Лексический состав любого языка постоянно расширяется в процессе его исторического развития. Узбекский язык не является исключением. На территории Узбекистана на протяжении веков происходил обмен между различными культурами, религиями, политическими системами и научными центрами. В результате в узбекский язык вошло большое количество смешанных, заимствованных и частично заимствованных терминов. В условиях современной глобализации поток терминов ещё более усилился. Развитие науки, техники, интернета, политики, экономики, маркетинга, социологии и других сфер ежегодно приводит к появлению тысяч новых терминов в узбекском языке.

Ключевые слова Термин, терминология, заимствование, узбекский язык, арабские термины, русские термины, английские термины, фонетическая адаптация, нормализация

Kirish

Til jamiyatning eng muhim ijtimoiy institutlaridan biri bo'lib, uning asosiy muloqot vositasidir. Har qanday tilning lug'at boyligi o'z

tarixiy taraqqiyoti davomida doimiy ravishda kengayib boradi. O'zbek tili ham bundan mustasno emas. O'zbekiston hududida asrlar davomida turli madaniyatlar, dinlar, siyosiy

tizimlar, ilmiy markazlararo almashinuv mavjud bo'lgan. Natijada o'zbek tiliga katta hajmda aralash, o'zlashgan va yarim o'zlashgan terminlar kirib kelgan. O'zbekiston Respublikasi Prezidentining "O'zbekiston Respublikasida xorijiy tillarni o'rganishni ommalashtirish faoliyatini sifat jihatidan yangi bosqichga olib chiqish chora-tadbirlari to'g'risida" 2021-yil 19-maydagi PQ-5117-son qaroriga muvofiq, shuningdek, xorijiy tillarni o'rganishni ommalashtirish bo'yicha tashkiliy chora-tadbirlarni samarali amalga oshirish maqsadida Vazirlar Mahkamasi qaror qiladi:

O'zbekiston Respublikasi Prezidentining "O'zbekiston Respublikasida xorijiy tillarni o'rganishni ommalashtirish faoliyatini sifat jihatidan yangi bosqichga olib chiqish chora-tadbirlari to'g'risida" 2021-yil 19-maydagi PQ-5117-son qarorining:

1-bandiga muvofiq O'zbekiston Respublikasi Vazirlar Mahkamasi huzurida Xorijiy tillarni o'rganishni ommalashtirish agentligi (keyingi o'rinlarda – Agentlik) hamda Agentlikning Qoraqalpog'iston Respublikasi, viloyatlar va Toshkent shahridagi hududiy vakillari lavozimlari tashkil etilganligi;

2-bandiga muvofiq Agentlik va uning vakillari O'zbekiston davlat jahon tillari universiteti huzuridagi Chet tillarini o'qitishning innovatsiyaviy metodikalarini rivojlantirish respublika ilmiy-amaliy markazining 34 ta shtat birligi, Xalq ta'limi vazirligi va Oliy va o'rta maxsus ta'lim vazirligi tizimining 39 ta shtat birligi hisobidan tashkil etilganligi ma'lumot uchun qabul qilinsin (O'zbekiston Respublikasi Prezidentining 2021 yil 19 maydagi "O'zbekiston Respublikasida xorijiy tillarni o'rganishni ommalashtirish faoliyatini sifat jihatidan yangi bosqichga olib chiqish chora-tadbirlari to'g'risida"gi PQ-5117-son qarori).

Bugungi globallashuv sharoitida terminlarning oqimi yanada kuchaydi. Ilm-fan rivoji, texnika, internet, siyosat, iqtisod, marketing, sotsiologiya kabi yo'nalishlarning kengayishi o'zbek tiliga har yili minglab yangi terminlarning kirib kelishiga sabab bo'lmoqda.

Ayniqsa inglizcha terminlarning ulushi keskin ortgan.

O'zbek tiliga boshqa tillardan kirgan terminlarni o'rganish nafaqat leksikologik, balki til siyosati, til madaniyati, tarjimashunoslik, lingvokulturologiya kabi sohalar uchun ham ahamiyatlidir. Ushbu maqolada mazkur jarayon kompleks o'rganiladi.

Termin va terminologiyaning nazariy asoslari

Termin – maxsus soha, fan yoki kasb doirasida aniq tushunchani ifodalovchi so'z yoki birikmadir. Terminologiya esa shu terminlarning yig'indisi yoki ularni o'rganuvchi fan sohasidir. Terminlarning asosiy belgilariga:

- aniqlik
- bir ma'nolilik
- barqarorlik
- ixchamlik
- tizimlilik
- sohaviy qo'llanish
- xalqaro moslik

kiradi. Bu belgilar oddiy leksik birliklardan farqli ravishda terminlarning qat'iy me'yorlangan bo'lishini taqozo etadi (Kravtsova, 2015).

Terminologiya masalalari umumiy tilshunoslik doirasida chuqur o'rganilgan bo'lib, bu borada rus tilshunosi Aleksey Reformatskiy va avstriyalik olim Eugen Wüsterning ilmiy qarashlari alohida ahamiyat kasb etadi.

A.A. Reformatskiy terminni til tizimining maxsus birligi sifatida baholab, uni oddiy so'zlardan farqlovchi asosiy jihat sifatida uning ilmiy tushunchani aniq ifodalash funksiyasini ko'rsatadi. Olimning ta'kidlashicha, terminlar avvalo ijtimoiy ehtiyoj asosida yuzaga keladi va keyinchalik til tizimiga moslashadi. U quyidagicha fikr bildiradi: termin – bu "maxsus soha doirasida qo'llanadigan va aniq tushunchani ifodalovchi birlik" bo'lib, ularning shakllanishi jamiyat taraqqiyoti bilan bevosita bog'liqdir.

Reformatskiy shuningdek terminlarning asosiy xususiyatlariga aniqlik, tizimlilik va funktsionallikni kiritadi. Uning fikricha, terminlar mustaqil emas, balki muayyan terminologik

tizim tarkibida mavjud bo'ladi va bir-biri bilan semantik jihatdan bog'langan holda ishlaydi.

E. Wüster esa zamonaviy terminologiya nazariyasining asoschilaridan biri hisoblanadi. U terminologiyani mustaqil ilmiy yo'nalish sifatida shakllantirib, standartlashtirish (standardization) tamoyilini ilgari surgan. E. Wüster tomonidan ishlab chiqilgan xalqaro terminologiya nazariyasiga ko'ra, terminlar quyidagi talablarga javob berishi kerak:

- aniqlik (precision)
- bir ma'nolilik (monosemy)
- tizimlilik (systemicity)
- standartlashuv (standardization)

Bu jihatlar terminlarni oddiy leksik birliklardan ajratib turadi (Wüster, 1979).

Wüsterning yondashuvi bugungi kunda ham terminologiyani tartibga solishda, ayniqsa ilmiy-texnik terminlarni standartlashtirish jarayonida muhim metodologik asos bo'lib xizmat qiladi.

Mazkur olimlarning nazariy qarashlari o'zbek terminologiyasini o'rganishda ham muhim ahamiyatga ega. Xususan, terminlarning tizimli tabiati, ularning aniq va barqaror bo'lishi hamda me'yorlashtirish zarurati o'zbek tilshunosligida ham dolzarb masalalardan biri hisoblanadi.

O'zbek tilshunosligida ham terminologiya masalalari keng o'rganilgan. Xususan, N. Mahmudov terminologiyani tilning eng dinamik qatlamlaridan biri sifatida baholab, uni globallashuv jarayonlari bilan bevosita bog'laydi (Mahmudov, 2022).

Terminlarning o'zlashuvi nazariyasi

Tilga boshqa tillardan kirgan terminlar leksik o'zlashma jarayoni orqali shakllanadi. Tilshunoslikda bu jarayon ikki asosiy yo'nalishda tushuntiriladi:

- Ekzolingvistik omillar (ijtimoiy, siyosiy, madaniy sabablar)
- Intralingvistik omillar (tilning ichki qonuniyatlari)

Bu haqda rus tilshunosi A.A. Reformatskiy quyidagicha ta'kidlaydi:

"Tilga kirib kelgan har qanday termin avvalo jamiyat ehtiyojining mahsuli bo'lib,

keyinchalik til tizimiga moslashadi" (Reformatskiy, 1996).

Demak, terminlarning kirib kelishi – bu faqat lingvistik emas, balki ijtimoiy hodisa hamdir.

Terminlarni me'yorlashtirishning ilmiy asoslari

Terminlarni tartibga solish jarayoni – standartlashuv (standardization) deb yuritiladi. Bu jarayon xalqaro darajada ISO (International Organization for Standardization) tomonidan ham qo'llab-quvvatlanadi.

Terminologiyani me'yorlashtirish quyidagi tamoyillarga asoslanadi:

- yagona shakllilik
- izchillik
- xalqaro moslik
- milliy til me'yorlariga moslashuv

O'zbek tilida ham terminlarni tartibga solish davlat siyosati darajasiga ko'tarilgan.

O'zbek terminologiyasi rivojiga hissa qo'shgan olimlar

O'zbek tilshunosligida terminologiya masalalari ko'plab olimlar tomonidan chuqur o'rganilgan. Xususan, Alisher Navoiy asarlarida ham tilning leksik boyligini rivojlantirish, so'z tanlash va ma'no aniqligi masalalariga alohida e'tibor qaratilgan. U o'z ijodida turkiy til imkoniyatlarini kengaytirib, terminologik tafakkurning shakllanishiga asos yaratgan. Zamonaviy o'zbek tilshunosligida terminologiya muammolari akademik G'ani Abdurahmonov tomonidan ham keng tadqiq etilgan. Olim terminologiyani tilning mustaqil tizimi sifatida baholab, uning ilmiy asosda tartibga solinishi zarurligini ta'kidlaydi. Shuningdek, Nizomiddin Mahmudov o'z tadqiqotlarida globallashuv sharoitida o'zbek terminologiyasining rivojlanish yo'nalishlarini tahlil qilib, milliy termin yaratish masalasini dolzarb muammo sifatida ko'rsatadi. O'zbek terminologiyasi rivojiga katta hissa qo'shgan yana bir olim Rahmatulla Rasulov bo'lib, u terminlarning fonetik va morfologik moslashuvi, ularning milliy til tizimiga integratsiyasi masalalarini ilmiy asosda yoritadi. Bundan tashqari, Shavkat Rahmatullayev

o'zbek tilining izohli lug'atini yaratishda ishtirok etib, terminlarning izohlanishi va me'yorlashuvi jarayoniga katta hissa qo'shgan. Mazkur olimlarning ilmiy qarashlari o'zbek terminologiyasining nazariy asoslarini shakllantirishda muhim rol o'ynaydi. Ularning ishlari terminlarni tizimlashtirish, me'yorlashtirish va milliy tilga moslashtirishda asosiy ilmiy manba hisoblanadi.

O'zbek tilining lug'at tarkibi tarixiy rivojlanish jarayonida turli tillar hisobiga boyib borgan. Tadqiqotlarga ko'ra, o'zbek tilidagi leksikaning taxminan 40–60 foizini o'zlashma so'zlar tashkil etadi. Ularning asosiy qismi arab (30–35%), fors-tojik (20–25%), rus (20–25%) va ingliz (10–15%) tillariga to'g'ri keladi. Qolgan qismi esa boshqa tillar hissasiga to'g'ri keladi. Bu holat o'zbek tilining tarixiy, madaniy va ijtimoiy rivoji bilan chambarchas bog'liqdir.

O'zbek tiliga terminlarning kirib kelish tarixiy bosqichlari

Qadimgi davr: turkiy asos

O'zbek tilining ilk terminlari turkiy tilning o'zida shakllangan: *qo'shin, lashkar, yurt, bek, qozon, sanash, o'nlik, yuzlik, yulduz nomlari*.

Bu terminlar tabiiy ehtiyoj natijasida vujudga kelgan bo'lib, bugun ham faol qo'llanmoqda.

Arab tili ta'siri (VIII–XIV asrlar)

Islom sivilizatsiyasi Markaziy Osiyoga kirib kelishi bilan o'zbek tiliga arabcha terminlar misli ko'rilmagan miqdorda kirib keldi. Arabcha terminlar asosan:

diniy soha: *shariat, hadis, fiqh, imon, aqida, taqvo*;

ilm-fan: *mantiq, falsafa, kimyo, arifmetika, tarix, adabiyot*;

ma'rifat va madaniyat: *ta'lim, tarbiya, madrasa, ma'no, badiiy*;

davlat boshqaruvi: *amir, qozikalon, muftiy*.

Arab tilining o'zbek tiliga ta'siri chuqur bo'lganligi sababli bu terminlar fonetik jihatdan to'la moslashgan.

Fors-tojik ta'siri (X–XIX asrlar)

Fors-tojik tilidan kirgan terminlar ko'proq:

adabiyot: *she'r, g'azal, ruboiy, devon*;

madaniyat: *sahna, libos, chiroq, xonanda*;

davlat boshqaruvi: *vazir, podsho, saroy*;

maishiy hayot: *oshpaz, dasturxon, daftar*.

Bu terminlar o'zbek tilining she'riy, badiiy va maishiy leksikasini boyitgan.

Rus tilining ta'siri (XIX–XX asrlar)

Sovet davrida ruscha terminlarning oqimi nihoyatda kuchli bo'lgan. Ilm-fanning deyarli barcha sohalari rus tilidagi atamalar asosida shakllangan:

texnika: *motor, traktor, stanok, mashina, zavod, samolyot*;

ilm-fan: *laboratoriya, fizika, geografiya, matematika, formula*;

boshqaruv: *komitet, deputat, protokol, sovet*;

ta'lim: *fakultet, institut, seminar, leksiya*.

Ruscha terminlarning ko'pi to'liq o'zlashib ketgan.

Inglizcha terminlar oqimi (XXI asr)

Bugungi kunda asosiy donor til – **ingliz tili**. U quyidagi sohalarda ustun:

IT soha: *server, kompyuter, kod, software, hardware, login, signup, dataset*;

biznes: *marketing, startup, branding, sales, management*;

internet madaniyati: *blogger, streamer, content, influencer*.

Ko'pchilik inglizcha terminlar hozircha to'liq o'zlashmagan.

Terminlarning fonetik, morfologik va semantik moslashuvi

Chet tillardan kirgan terminlarning moslashuvi tilshunoslikda adaptatsiya deb yuritiladi. Bu jarayon uch bosqichda amalga oshadi:

Fonetik adaptatsiya

Morfologik adaptatsiya

Semantik adaptatsiya

Masalan:

computer → *kompyuter* (fonetik)

blogger → *bloggerlik* (morfologik)

Tilshunos R. Rasulov bu jarayonni "milliylashtirish" deb atab, quyidagicha izohlaydi:

"Har qanday o'zlashma termin milliy tilning fonetik va grammatik tizimiga moslashgandagina faol qo'llanadi" (Rasulov, 2020).

Fonetik moslashuv

Chet terminlari o'zbek fonetik tizimiga moslashtiriladi:

computer → *kompyuter*

online → *onlayn*

monitor → *monitor* (ruscha variant orqali)

philosophy → *falsafa* (arabcha ko'rinish orqali)

Morfologik moslashuv

O'zbekcha qo'shimchalar bilan qo'llanishi:

blogger → *bloggerlik*

server → *serverlar*

menejer → *menejerlar*

marketing → *marketingchi*

Semantik moslashuv

Ba'zi terminlar ma'nosini o'zgartirgan:

kompyuter – dastgoh emas, **shaxsiy**

kompyuter ma'nosida;

platforma – avvaliga "poyezd maydonchasi", hozir esa "onlayn tizim".

O'zbek tilida terminlarni me'yorlashtirish

Terminlar quyidagi tashkilotlar tomonidan me'yorlashtiriladi:

O'zbekiston Fanlar akademiyasi

O'zbek tilining imlo qoida komissiyasi

O'zbek terminologiyasi bo'yicha davlat komissiyasi

Rasmiy lug'atlar

Me'yorlashtirish talablari:

Talaffuzning o'zbekcha variantini belgilash

Bitta terminda bitta shaklni tanlash

Xalqaro standartga mos bo'lishi

O'zbek tili grammatikasiga mos variant yaratish

Zamonaviy terminologiya muammolari

Inglizcha terminlarning haddan tashqari ko'pligi

Ba'zi sohalarda o'zbekcha muqobillar yaratilmayapti.

Variantlilik

Bir so'zning bir necha shaklda uchrashi:

server – *serwer* – *sarver*

platforma – *platform* – *platfoma*

Noto'g'ri tarjimalar

Internetda "live"ni "jonli efir" emas, "tirik" deb tarjima qilish holatlari mavjud.

Lug'atlar yangilanmasligi rasmiy terminologiya bazalari sekin yangilanmoqda (O'zbek tilining izohli lug'ati, 2006).

Yechimlar

Yagona elektron **O'zbek terminlar bazasini** yaratish

Har yili yangilanadigan **zamonaviy terminlar lug'atini chiqarish**

Chet terminlarga **o'zbekcha muqobil yaratish**

Universitetlarda **terminologiya fanini** kuchaytirish

Xulosa

O'zbek tiliga boshqa tillardan kirib kelgan terminlar til taraqqiyotining ajralmas qismi hisoblanadi. Tarixiy jarayonlar davomida arab, fors-tojik, rus va ingliz tillari o'zbek tilining lug'at tarkibiga sezilarli ta'sir ko'rsatgan. Ushbu o'zlashmalar nafaqat til boyligini kengaytirgan, balki ilm-fan, madaniyat va ijtimoiy hayot rivojiga ham xizmat qilgan. Tadqiqotlar shuni ko'rsatadiki, o'zbek tilidagi leksikaning muhim qismi o'zlashma terminlardan iborat bo'lib, ularning asosiy qismi arab, fors-tojik va rus tillariga, zamonaviy bosqichda esa ingliz tiliga to'g'ri keladi. Ayniqsa, globallashtirish va axborot texnologiyalari rivoji natijasida ingliz tilidan kirib kelayotgan terminlar soni keskin ortmoqda. Terminlarning o'zbek tiliga kirib kelishi fonetik, morfologik va semantik moslashuv jarayonlari orqali amalga oshadi. Bu jarayon ularning milliy til tizimiga integratsiyalashuvini ta'minlaydi. Shu bilan birga, terminologiyani me'yorlashtirish, yagona shaklda qo'llash va milliy muqobillar yaratish bugungi kunning dolzarb vazifalaridan biridir.

Xulosa qilib aytganda, o'zbek terminologiyasi doimiy rivojlanishda bo'lgan tizim bo'lib, uni ilmiy asosda tartibga solish,

zamonaviy ehtiyojlarga moslashtirish va milliy til imkoniyatlari asosida boyitish til siyosatining ustuvor yo'nalishlaridan biri hisoblanadi.

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A hermeneutic study of cultural codes in English and Uzbek online health and education news

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Annotation *This article examines implicit cultural meanings in English and Uzbek online news headlines on health and education through a hermeneutic lens. The study treats the headline not as a neutral label but as a condensed interpretive act that organizes public attention, value, and responsibility. The pilot corpus consists of eight headlines from The Guardian, Gazeta.uz, and Daryo.uz published between 2023 and 2026. The analysis moves between lexical choice, agency patterns, evaluative framing, and broader cultural horizons of interpretation. The findings suggest that the English headlines in the sample more often foreground social tension, evidence, vulnerability, and policy contestation, while the Uzbek headlines more often foreground institutional initiative, procedural order, and collective welfare. The article argues that these differences do not reveal fixed national essences; rather, they point to recurring editorial preferences shaped by media culture, public discourse, and communicative expectations. The study contributes to comparative media linguistics by showing how cultural meanings often reside in what the headline presupposes rather than explicitly states.*

Keywords *Headlines, hermeneutics, cultural meaning, online media, health news, education news, Uzbek media*

Ingliz va o'zbek onlayn sog'liqni saqlash hamda ta'lim yangiliklaridagi madaniy kodlarning germeneytik tahlili

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Annotatsiya *Ushbu maqolada sog'liqni saqlash va ta'limga oid ingliz hamda o'zbek onlayn yangiliklar sarlavhalaridagi implitsit madaniy ma'nolar germeneytik yondashuv asosida tahlil qilinadi. Sarlavha neytral belgi sifatida emas, balki jamoatchilik e'tibori, baholash va mas'uliyatni tartibga soluvchi ixcham interpretativ akt sifatida talqin qilinadi. Pilot korpus 2023-2026-yillarda The Guardian, Gazeta.uz va Daryo.uz saytlarida e'lon qilingan sakkizta sarlavhadan iborat. Tahlil leksik tanlov, agentlik modeli va baholovchi freymlardan kengroq madaniy talqin ufqlariga qarab harakat qiladi. Natijalar shuni ko'rsatadiki, ingliz tilidagi sarlavhalar ko'proq ijtimoiy taranglik, dalillilik, zaiflik va siyosat atrofidagi bahsni oldinga chiqaradi, o'zbek tilidagi sarlavhalar esa ko'proq institutsional tashabbus, tartib va jamoaviy farovonlikni ta'kidlaydi. Bu farqlar qat'iy milliy mohiyatni emas, balki mediakultura va kommunikativ kutishlar shakllantiradigan takrorlanuvchi tahririy afzalliklarni ko'rsatadi.*

Kalit so'zlar *Sarlavhalar, germeneytika, madaniy ma'no, onlayn media, sog'liqni saqlash yangiliklari, ta'lim yangiliklari, o'zbek mediiasi*

Герменевтическое исследование культурных кодов в англоязычных и узбекоязычных онлайн-новостях о здравоохранении и образовании

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Аннотация В статье рассматриваются имплицитные культурные смыслы в англоязычных и узбекоязычных онлайн-заголовках новостей о здравоохранении и образовании на основе герменевтического подхода. Заголовок понимается не как нейтральная метка, а как сжатый интерпретационный акт, организующий общественное внимание, оценку и распределение ответственности. Пилотный корпус включает восемь заголовков из *The Guardian*, *Gazeta.uz* и *Daryo.uz*, опубликованных в 2023-2026 годах. Анализ движется от лексического выбора, моделей агентности и оценочного фрейминга к более широким культурным горизонтам интерпретации. Результаты показывают, что англоязычные заголовки в выборке чаще выдвигают на первый план социальное напряжение, доказательность, уязвимость и спорность политики, тогда как узбекоязычные чаще акцентируют институциональную инициативу, процедурный порядок и коллективное благополучие. Статья утверждает, что такие различия не выражают неизменные национальные сущности, а отражают повторяющиеся редакционные предпочтения, формируемые медиакulturой и ожиданиями аудитории.

Ключевые слова Заголовки, герменевтика, культурный смысл, онлайн-медиа, новости здравоохранения, образовательные новости, узбекские медиа

Introduction

News headlines are small textual forms with unusually large cultural force. They do more than summarize an article. In a compressed line, a headline selects angle, sets emotional temperature, allocates agency, and quietly proposes a way of reading the world. This is especially visible in health and education reporting, because both domains are socially moralized: they concern the body, the child, the family, the state, and the future. For that reason, even a short headline can carry assumptions about care, discipline, danger, expertise, and public responsibility.

In media linguistics, headlines have long been understood as strategic discourse units

rather than transparent labels. Bell (1991) and Fowler (1991) showed that news language is never purely descriptive. It always involves selection, ordering, and ideological positioning. Later work in news discourse demonstrated that headlines are central to the construction of newsworthiness because they intensify value, dramatize relevance, and orient readers toward a preferred interpretive route (Bednarek & Caple, 2012, 2014). A headline therefore does not merely present an event. It frames its significance before the article is even opened.

A hermeneutic approach is useful for studying this layer of meaning because headlines often say less than they imply.

Gadamer (2004) argued that understanding emerges within historically shaped horizons, while Ricoeur (1976) emphasized that texts produce a surplus of meaning beyond literal reference. Applied to media discourse, this means that a headline should be read not only for what it names but also for what it presupposes, normalizes, and leaves unsaid. Carter (2013) makes a similar point in her discussion of framing, where media representation is treated as an interpretive construction rather than a neutral reflection of reality.

The present article investigates how implicit cultural meanings are encoded in English and Uzbek online headlines on health and education. The comparison is not designed to essentialize two language communities. Instead, it asks a more modest and more linguistic question: what recurrent editorial preferences become visible when headlines in two media environments organize care, risk, reform, and social order? By focusing on a pilot corpus and combining hermeneutic reading with discourse analysis, the article aims to contribute to comparative headline studies and to the growing discussion of how online media naturalize cultural values through minimal text.

Theoretical framework

This study combines hermeneutics, discourse analysis, and headline studies. From a hermeneutic perspective, interpretation proceeds through the movement between part and whole. A lexical item in a headline can only be fully understood within the social narrative that surrounds it, while the larger narrative itself becomes visible through repeated small textual choices. Such movement is close to what Gadamer (2004) described as the fusion of horizons. The researcher approaches the text with historically informed expectations, but these expectations are revised through close engagement with the text.

From media discourse studies, the article draws on the idea that news values are not simply pre-existing qualities of events. They are discursively produced. Bednarek and Caple

(2014) argue that newsworthiness is created through language and image, not merely detected by journalists. This idea is particularly useful for the analysis of health and education headlines, where urgency, vulnerability, authority, and improvement are rarely neutral descriptors. They are linguistic resources that turn complex social processes into cognitively manageable public stories.

The article also draws on critical discourse studies. Van Dijk (1988) demonstrated that news structures reproduce socially shared models of events, while Wodak and Meyer (2016) emphasized the importance of linking textual detail with broader social practice. In the present case, the emphasis falls on evaluative wording, grammatical agency, and the balance between institutional and human-centered framing. Hall's (1997) work on representation is equally relevant, because cultural meaning does not simply reside in vocabulary itself. It is produced when vocabulary enters shared systems of classification and value.

Finally, existing work on headlines supports a contrastive perspective. Bonyadi and Samuel (2013) show that headline form and function vary across contexts, and headline language often reflects culturally preferred rhetorical patterns. This opens a path for a comparative reading of English and Uzbek online media, particularly in policy-sensitive areas such as schooling, public hygiene, and child welfare.

Materials and Methods

The study uses a purposive pilot corpus of eight online headlines published between 2023 and 2026. Four English headlines were selected from The Guardian, and four Uzbek headlines were selected from Gazeta.uz and Daryo.uz. The outlets were chosen because they are widely read digital platforms with regular coverage of public affairs. The headline had to satisfy three criteria: first, it had to relate directly to health or education; second, it had to contain clear evaluative, institutional, or cultural cues; third, it had to be published as a

news headline rather than as an advertising slogan or purely entertainment content.

The analysis is qualitative and hermeneutic rather than statistical. Each headline was examined for five dimensions: (1) agency, that is, who acts and who is affected; (2) evaluative wording, especially lexical items that moralize, dramatize, or normalize; (3) temporal orientation, for example crisis, continuity, or projected improvement; (4) social scale, including the balance between individual, family, institution, and nation; and (5) implicit cultural meaning, inferred through the relation

between linguistic form and broader discourse context. The method moves from close reading to cross-headline comparison and then back to the larger cultural frame.

Because the corpus is intentionally small, the study does not claim exhaustive representation of either English-language or Uzbek-language media. Its goal is interpretive depth. The value of a pilot corpus lies in making implicit editorial tendencies visible with precision and caution. This design is appropriate for headline analysis, where a single lexical choice can be semiotically dense.

Outlet / language	Date	Headline
The Guardian / English	05.02.2025	School phone bans alone do not improve grades or wellbeing, UK study
The Guardian / English	17.04.2025	A third of school staff in England report 'physical underdevelopment' in poor students
The Guardian / English	16.05.2025	'Much-needed grit' to be fostered in England's schoolchildren, say ministers
The Guardian / English	12.04.2026	Fried nuggets and steamed sponges off menu in school food overhaul in England
Gazeta.uz / Uzbek	20.06.2023	Maktablarda maxsus ijtimoiy-emotsional o'quv soatlari joriy etiladi
Gazeta.uz / Uzbek	08.02.2025	O'zbekistonda "Toza qo'llar" dasturi ishga tushiriladi
Daryo.uz / Uzbek	08.05.2025	Sog'liqni saqlash va ta'lim tashkilotlarida ichimlik suvi ta'minoti yaxshilanadi
Daryo.uz / Uzbek	11.04.2026	O'zbekistonda yangi o'quv yili uchun 1-sinfqa qabul tartibi tasdiqlandi

Table 1. *Pilot corpus of health and education headlines selected for hermeneutic analysis*

Analysis and Discussion

The English headlines in the corpus show a strong tendency toward problematization. Even when the topic is policy, the headline tends to foreground conflict, insufficiency, or social alarm. The line "School phone bans alone do not improve grades or wellbeing, UK study" is a good example. The adverb "alone" is structurally small but interpretively powerful. It presupposes an existing public desire for simple disciplinary solutions and immediately limits that desire. The phrase "UK study" adds evidential authority, so the headline

simultaneously contests a policy cliché and legitimizes its correction through research. The implicit cultural meaning is not merely that phone bans are ineffective in isolation. It is that public policy ought to be evidence-led, and that symbolic control without systemic support is intellectually suspect.

The headline "A third of school staff in England report 'physical underdevelopment' in poor students" pushes a different set of meanings. The initial fraction gives numerical gravity before the reader meets the problem itself. The quoted phrase "physical

underdevelopment" carries a clinical sharpness that intensifies alarm, while "poor students" transforms poverty from background condition into direct explanatory frame. Here the school appears as a diagnostic social institution, almost a sensor that detects the material consequences of inequality. The headline does not simply report an observation. It invites the reader to interpret educational space as a site where economic deprivation becomes visible on the body.

A related pattern appears in "Much-needed grit to be fostered in England's schoolchildren, say ministers." The lexical center is "grit," a term that has strong moral and ideological charge in contemporary Anglo-American public discourse. It indexes resilience, self-management, and endurance. At the same time, the quotation marks suggest mediated distance. The headline reports the term, but it does not fully naturalize it. This tension is culturally significant. The line presents emotional strength as a public virtue while also allowing room for scepticism toward policy rhetoric. The child is constructed here not simply as someone who needs help, but as a subject to be shaped in accordance with a moral economy of endurance.

The most concrete of the English examples is "Fried nuggets and steamed sponges off menu in school food overhaul in England." The headline is memorable because it enters policy through the everyday lexicon of the lunch table. Instead of naming reform in abstract bureaucratic terms, it names specific foods. This makes public health immediate, domestic, and embodied. At the same time, the verb phrase "off menu" implies removal, discipline, and intervention. The implicit cultural meaning is that educational institutions are legitimate sites for regulating routine habits, and that nutrition policy becomes persuasive when rendered through ordinary material detail.

Taken together, the English sample suggests an editorial preference for visible tension. The headlines repeatedly mobilize

either evidence against simplification, symptoms of inequality, moralized resilience, or concrete restrictions in everyday practice. The child appears as vulnerable, governable, or in need of protection, but rarely in a neutral space. A public issue becomes headline-worthy when it is made contestable, measurable, or affectively striking. This observation is compatible with headline studies that connect newsworthiness with evaluation and intensified relevance (Bednarek & Caple, 2014).

The Uzbek headlines in the pilot corpus operate differently. Their most salient feature is the prominence of institutional initiative. The headline "O'zbekistonda 'Toza qo'llar' dasturi ishga tushiriladi" is grammatically simple, yet culturally dense. The phrase "ishga tushiriladi" presents action as organized launch. Hygiene is framed not through fear or scandal but through programmatic initiation. The headline constructs cleanliness as a planned collective good, and the state or institution remains the implied organizer of this good. The symbolic center is not crisis but mobilized care.

The same pattern is visible in "Sog'liqni saqlash va ta'lim tashkilotlarida ichimlik suvi ta'minoti yaxshilanadi." The future-oriented predicate "yaxshilanadi" projects improvement rather than foregrounding prior failure. Importantly, health and education institutions are linked in one syntactic frame. This linkage implies a broad welfare infrastructure rather than an isolated administrative measure. Water here is not only a material resource. It becomes an index of orderly social provision. The headline encodes optimism through administrative futurity. Its implicit message is that collective wellbeing is secured through enhancement of systems.

The education headline "O'zbekistonda yangi o'quv yili uchun 1-sinfga qabul tartibi tasdiqlandi" relies on procedural vocabulary. The central noun is "tartib," or order, procedure, rule. The key verb is "tasdiqlandi," approved. The headline offers regulation as reassurance. It does not dramatize competition, anxiety, or parental uncertainty, although all

these may exist in the wider social field. Instead, it presents education as a sphere stabilized by formal sequence. The implicit cultural meaning is that legitimate schooling begins with recognized procedure and that public trust is produced through official confirmation.

A particularly revealing line is "Maktablarda maxsus ijtimoiy-emotsional o'quv soatlari joriy etiladi." In many media contexts, student mental health enters headlines through crisis vocabulary such as stress, depression, or breakdown. Here, however, social-emotional concerns are introduced through curricular language: special lessons will be introduced. This shifts the interpretive frame from psychological disturbance to pedagogical inclusion. Care becomes legitimate when formalized inside school structure. The child is not represented primarily as endangered but as someone whose emotional development can be institutionally organized.

Across the Uzbek sample, the dominant editorial movement is from institution to society, not from symptom to scandal. The headlines foreground launch, improvement, approval, and introduction. These verbal choices reduce overt conflict and increase procedural clarity. The underlying cultural code appears to value coordinated initiative, public order, and collective administration of welfare. This does not mean that Uzbek media lack critique. Rather, in the selected headlines on health and education, social care is discursively packaged through implementation and regulation.

The comparison between the two samples can be summarized in three broad contrasts. First, the English headlines tend to make the issue dramatic through conflict, deficit, or argumentative tension, while the Uzbek headlines tend to make the issue intelligible through policy action and institutional sequence. Second, English headlines more often foreground a visible symptom or contested claim, whereas Uzbek headlines more often foreground the

mechanism of improvement. Third, the English examples more frequently encode a reader position of critical observation, while the Uzbek examples more frequently encode a reader position of informed participation in collective reform.

These contrasts should not be turned into rigid oppositions. Media cultures are internally diverse, and a larger corpus would certainly reveal overlap. English media also publish procedural headlines, and Uzbek media also publish conflict-driven ones. Still, the pilot corpus suggests that implicit cultural meaning often resides in the grammatical and lexical route chosen for public communication. Whether a headline chooses "do not improve," "physical underdevelopment," and "grit," or chooses "ishga tushiriladi," "yaxshilanadi," and "tasdiqlandi," it is already teaching the reader how to imagine society: as a field of contest, diagnosis, and correction, or as a field of coordinated provision, order, and implementation.

Analytical dimension	English sample	Uzbek sample
Dominant social image	Problem, evidence, vulnerability, dispute	Program, order, improvement, implementation
Preferred agency	Researchers, ministers, staff, policy actors in debate	Institutions and procedures as stabilizing actors
Temporal orientation	Immediate concern and corrective response	Planned change and projected enhancement
Implicit reader role	Critical observer of public problems	Participant in collective administrative order
Cultural code suggested by sample	Agonistic public reasoning	Programmatic welfare governance

Table 2. *Dominant interpretive tendencies in the pilot corpus*

Conclusion

This article has argued that health and education headlines are culturally saturated forms of minimal discourse. Through a hermeneutic reading of a pilot corpus from English and Uzbek online media, the study shows that the most meaningful layer of a headline often lies in what it silently organizes: who is imagined as responsible, what kind of future is projected, and how care is made publicly legible. In the English sample, headline meaning is frequently built through contestation, alarm, evidence, and morally charged debate. In the Uzbek sample, meaning is more often built through programmatic action, procedural approval, institutional provision, and collective order.

The value of this comparison lies not in ranking one model above another, but in demonstrating that cultural meaning enters

media language through ordinary lexical and grammatical decisions. A headline can stage a social problem as controversy, or it can stage it as organized improvement. It can place the reader inside critique, or inside administrative reassurance. Such choices matter because repeated headline patterns shape public common sense over time.

The study is limited by its small corpus and exploratory design. Future research could expand the dataset, add more outlets, include multimodal features such as images and subheadings, and examine how headline patterns shift across crisis periods or policy cycles. Even so, the present analysis confirms that comparative media linguistics benefits from attention to the implicit. What headlines leave unsaid is often where culture speaks most clearly.

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Epistemic modality in English and Russian. Comparative aspect.

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Annotation *Linguists view epistemic modality as a tool for managing speaker commitment, ranging from high certainty to speculative possibility, which is central to both conversational interaction and academic discourse (Hyland, 2015). This study investigates the use of epistemic modality in two distinct fictional works – John Galsworthy’s The Man of Property and J.K. Rowling’s Harry Potter and the Philosopher’s Stone – alongside their Russian translations. The introduction section presents a list of epistemic modal verbs and expressions with their explanatory examples. The methodology involves a comparative analysis of excerpts from the original English texts and their corresponding Russian editions. The results reveal varying degrees of semantic correspondence, categorized into full equivalence, partial equivalence, and the total omission of epistemic modal expressions. Furthermore, the findings highlight a shift in modal usage between 20th-century and contemporary literature. The discussion evaluates these correspondences in terms of “certainty” – the speaker’s commitment to the truth of an utterance – and “pragmatic force,” which dictates the speaker’s perceived tone. Additionally, the study identifies specific linguistic environments that facilitate particular epistemic meanings.*

Keywords *Epistemic, modality, modal concord, semantic correspondence, pragmatic, hedging, contextual sensitivity*

Ingliz va rus tillarida epistemik modallik: Qiyosiy jihat

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Annotatsiya *Ingliz va rus tillarida epistemik modallik. Qiyosiy jihat. Tilshunoslar epistemik modallikni so’zlovchining o’z fikriga bo’lgan ishonchini boshqarish vositasi deb hisoblaydilar. Bu tushuncha yuqori darajadagi ishonchdan tortib, taxminiy ehtimollikkacha bo’lgan doirani qamrab oladi hamda ham so’zlashuv jarayonida, ham akademik nutqda markaziy o’rinni egallaydi (Hyland, 2015). Mazkur tadqiqot ikki xil badiiy asarda – Jon Galsuorsining “Mulk egasi” (The Man of Property) va J.K. Roulingning “Garri Potter va falsafiy tosh” (Harry Potter and the Philosopher’s Stone) asarlarida, shuningdek, ularning rus tilidagi tarjimalarida epistemik modallikning qo’llanilishini o’rganadi. Kirish qismida epistemik modal fe’llar va iboralar ro’yxati ularga oid izohli misollar bilan keltirilgan. Metodologiya ingliz tilidagi asl matnlardan olingan parchalar va ularning rus tilidagi nashrlarini qiyosiy tahlil qilishni o’z ichiga oladi. Natijalar semantik moslikning turli darajalarini ochib beradi va ular to’liq ekvivalentlik, qisman ekvivalentlik hamda epistemik modal ifodalarning butunlay tushirib qoldirilishi kabi toifalarga bo’linadi. Bundan tashqari, tadqiqot natijalari XX asr va zamonaviy adabiyot o’rtasidagi modal vositalar qo’llanilishidagi farqlarni ko’rsatib beradi. Munozara qismida ushbu mosliklar*

"aniqlik" (so'zlovchining o'z nutqi haqiqatligiga ishonchi) va so'zlovchining ohangini belgilaydigan "pragmatik kuch" nuqtai nazaridan baholanadi. Shuningdek, tadqiqot jarayonida muayyan epistemik ma'nolarning yuzaga chiqishiga xizmat qiluvchi o'ziga xos lingvistik muhitlar ham aniqlangan.

Kalit so'zlar *Epistemik, modallik, modal muvofiqlik (modal concord), semantik moslik, pragmatik, hejing (ehtiyotkorlik ifodalari), kontekstual sezgirlik*

Эпистемическая модальность в английском и русском языках: Сравнительный аспект

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Аннотация *Лингвисты рассматривают эпистемическую модальность как инструмент управления степенью уверенности говорящего – от высокой достоверности до предположительной возможности, что играет центральную роль как в разговорном взаимодействии, так и в академическом дискурсе (Hyland, 2015). В данном исследовании изучается использование эпистемической модальности в двух различных художественных произведениях – «Собственник» Джона Голсуорси и «Гарри Поттер и философский камень» Дж. К. Роулинг – в сопоставлении с их русскими переводами. В вводной части представлен список эпистемических модальных глаголов и выражений с пояснительными примерами. Методология включает сравнительный анализ отрывков из оригинальных английских текстов и их соответствующих русских изданий. Результаты исследования выявляют различные степени семантического соответствия, которые классифицируются как: (1) Полная эквивалентность; (2) Частичная эквивалентность; (3) Полный пропуск эпистемических модальных выражений. Кроме того, полученные данные указывают на сдвиг в использовании модальности между литературой XX века и современной прозой. В разделе «Обсуждение» данные соответствия оцениваются с точки зрения «уверенности» (приверженности говорящего истинности высказывания) и «прагматической силы», определяющей воспринимаемый тон речи. Также в работе выявлены специфические лингвистические контексты, способствующие реализации определенных эпистемических значений.*

Ключевые слова *Эпистемический, модальность, модальное согласование, семантическое соответствие, прагматика, хеджирование, контекстуальная чувствительность*

Introduction

Modals can have multiple meanings depending on the context. Expressing personal

opinion, speculating on something, obliging or forbidding can all be expressed with the same modal verb must and if there is no contextual

accompaniment, the meaning can be confusing. As an example, the expression He must read the book demonstrates multiple meanings. We can oblige someone to read the book, or it could be an assumption that he has read the book. On the contrary, in Russian, there is a clear line between the obligation and assumption. The obligation is expressed with the word *должен* (must) solely, while the assumption is followed with the infinitive form of to be – *должно быть*. Он должен читать эту книгу. Должно быть, он читает эту книгу. As well as that, Russian punctuation, unlike English, requires commas to mark the modal word, in various positions in the sentence (beginning, middle and final). While “covert translation” typically uses a cultural filter to maintain functional equivalence across languages (House 1997), the dominance of English often leads to a convergence of communicative norms. In Russian, where the use of epistemic modality diverges significantly from English, applying this filter is crucial to prevent the text from feeling foreign or overly assertive (Kranich, 2009; 27).

As modality encompasses a wide range of meanings, this article examines a specific aspect of the topic: epistemic modality – logical assumptions and speculation expressed with modals. “Researchers coming from different backgrounds have used different terminology to classify modal verbs, but most often the differentiation has been along the line of epistemic vs. non-epistemic” (Mifka-Profozic, 2017; 247). According to Halliday (1999), speakers utilize modality as a “rich source to intrude their own views into the discourse – their assessments of what is likely or typical, their judgements of the rights and wrongs of the situation”.

Below is a list of modal verbs and expressions which imply epistemic meaning. Key epistemic modal verbs and auxiliaries:

Must: expresses the highest certainty, inference and deduction

Example: It must be raining. The dark clouds have covered the sky.

Will/Would: expresses strong probability

Example: That would be the postman. Around 2 p.m., he usually starts to ride around the village. Should/Ought to: Expresses expectation and probability

Example: The meeting is about to start. They should be here by now.

May/Might/Could: expresses possibility and lower certainty

Example: The day was hot and humid. It might rain later.

Can't/Couldn't: expresses logical impossibility

Example: I met him in the office in the morning. He can't be on his business trip in London now.

Common epistemic modal words (adverbs and adjectives)

These words are often used to soften or strengthen claims:

- Certainty: Certainly, definitely, obviously, undoubtedly, clearly.
- Probability: Probably, likely, presumably, almost.
- Possibility: Possibly, perhaps, maybe, conceivably, potentially.

Other epistemic expressions:

- It appears that...
- According to the evidence...
- It is probable that...

Epistemic modals are primarily used for hedging and inference to express degrees of certainty. Epistemic modality expresses the speaker's degree of certainty or evidence about a proposition. “Providing an arguable point in the text, modality is applied by reference to the judgment of the speaker” (Halliday, 2014; 144).

Examples:

“John must be at home by now” (high certainty)

“It might rain tomorrow” (possibility)

As for the semantics of epistemic modals, “must” expresses a high degree of certainty based on available evidence or reasoning, while “might” expresses a lower degree of certainty or possibility.

Epistemic modals can be analysed using possible world semantics. Must quantify over all accessible worlds consistent with the speaker's knowledge. Might quantifies over at least one accessible world consistent with the speaker's knowledge. "Speakers also make inferences based on what is said, along with visual evidence from their personal lives" (Uzum et al., 2024; 609).

In both Russian and English, modality is expressed by means of modal verbs and modal words. In both languages, modality makes the facts sound either more or less subjective. It enriches the utterance, making it more precise. However, the notion of modal concord with two modals in one sentence brings some confusion. Modal concord, where multiple modals appear in a single clause, can affect the overall meaning.

Example:

Possibly you may pass the test.

In this example, the meaning remains simple: the adverb possibly and the modal may reinforce each other to express a single combined modality, making the statement feel more tentative. The concord illustrates a weakened possibility of someone passing his exam. Meanwhile, in Russian, the same concord emphasises a strong possibility that someone will pass their exam. Researchers must ensure that epistemic judgments are not skewed by semantic underdetermination. In many contexts, epistemic and circumstantial readings entail one another, causing the two meanings

to collapse and making the intended "flavour" impossible to identify with certainty (Yanovich, 2019; 3).

Methodology and Data Collection

The empirical basis of this research comprises a comparative linguistic analysis of epistemic modality markers in English literary discourse and their corresponding Russian translations. To ensure a diverse representation of stylistic and temporal registers, the primary data were extracted from two distinct literary landmarks: John Galsworthy's *The Man of Property* (the first volume of *The Forsyte Saga*) and J.K. Rowling's *Harry Potter and the Philosopher's Stone*. These sources provide a robust contrast between the refined, analytical prose of early 20th-century realism and the dialogue-heavy, contemporary narrative style of modern fiction.

The analytical process involved a continuous sampling method to identify instances of epistemic modality – specifically, linguistic units expressing varying degrees of speaker certainty, probability, and doubt, such as modal verbs, adverbs, and parenthetical constructions. These English "source" tokens were then mapped against their Russian counterparts in the translations by N. Volzhina (*The Forsyte Saga*) and the "Rosman" publishing house (*Harry Potter*).

	Page number	Epistemic modal verbs in John Galsworthy's <i>The Man of Property</i> (the first volume of <i>The Forsyte Saga</i>)	Page number	Russian translation by N. Volzhina (<i>The Forsyte Saga</i>)
1	96	Mr. Bosinney said he might come.	179	Мистер Босини хотел заглянуть
2	97	He must be mad to walk like that in this heat.	180	Бежит сломя голову по такой жаре
3	97	She could sleep, but he must lie awake.	181	Вот она может спать, а он лежит не смыкая глаз.

4	108	And where may you have been ?	197	Где же ты была ?
5	113	By displaying towards Irene a dignified coldness, some impression might be made upon her [...]	207	Может быть , холодная сдержанность произведет на Ирэн впечатление ...
6	114	There might be nothing in it.	207	Может быть , все это пустяки
7	118	The sudden flush that rose on the girl's intent young face – she must have seen spring up before her great hope – the sudden sweetness of her smile ...	215	Румянец, вспыхнувший на юном серьезном личике девушки – должно быть , она крепко надеялась на что-то, - ее внезапная мягкая улыбка ...
8	119	Perhaps nothing in this life was more stimulating to him than a Will.	218	Кажется , ничто другое не могло так расшевелить его, как вопрос о завещании...
9	124	... from being merely a joker in search of amusement, George felt that he must see the poor chap through.	226	... Джордж, вначале искавший только случая поразвлечься, решил не спускать с бедняги глаз.
10	126	He may be wandering out there now in that fog, if he's not a corpse.	229	До сих пор, должно быть слоняется в тумане. Если только не отправился на тот свет...
11	127	"My client, Mr. Soames Forsyte, is a gentleman, a man of property, who would be the last to dispute any legitimate claim that might be made against him, ..."	231	– Мой доверитель, мистер сомс Форсайт, джентльмен и человек состоятельный, ни в коем случае не стал бы оспаривать предъявленные ему законные требования, ...
12	128	... the correspondence showed that whatever he might have said in his evidence, Mr. Forsyte had in fact never contemplated repudiating liability on any of the work ordered or executed by his architect.	233	... переписка доказывает, не смотря на все заявления мистера Форсайта, что последний никогда не отказывался принять работу, выполненную самим архитектором или по его заказам.
13	132	But perhaps there was nothing to confess, even now very likely there was nothing to confess. [...]. Was it wise to put himself into a position where he might have to eat his words? [...]. He might go abroad, ruined men always go abroad.	238	А что если ей не в чем признаваться, может быть даже сейчас не в чем признаваться? ... Благоразумно ли ставить себя в такое положение, если вдруг придется идти на попятный? ... Уехать за границу? Банкроты всегда уезжают за границу.
14	135	Nothing that she could have done , nothing that she had done, brought home to him like this the inner significance of her act.	243	Ни один поступок который она могла совершить , который она уже совершила, не показал бы ему с такой ясностью все значение ее ухода.

15	138	She could not tell him, but she knew. She knew nearly for certain! It was most unlikely ; circumstances had changed!	248	Этого Джун не могла сказать, но она знала. Знала почти наверное , ничего другого и быть не может , все так изменилось.

Table 1. *Contrastive comparison of the 20th-century fiction in English and its Russian equivalent in translation*

	Page number	Epistemic modal verbs in J.K. Rowling's <i>Harry Potter and the Philosopher's Stone</i> .	Page number	Russian translation by "Rosman" publishing house.
1	5	It might have been Harvey	8	Вполне возможно , его зовут Гэри
2	12	He couldn't see how he and Petunia could get mixed up in anything that might be going on.	13	...ни он, ни Петунья ни в коем случае не позволят втянуть себя в творящиеся вокруг странности
3	12	Mr. Dursley might have been drifting into an uneasy sleep.	13	Долгожданный и беспокойный сон уже принял в свои объятия мистера Дурсли
4	10	I must have passed a dozen feasts and parties on my way here.	15	По пути сюда я стал свидетелем как минимум дюжины вечеринок и гулянок
5	13	It must have made sense to Dumbledore	19	Однако Дамблдор прекрасно понимал.
6	15	She eyed his cloak suddenly as though she thought he might be hiding Harry underneath it.	20	Она внимательно оглядела его мантию, словно ей вдруг пришло в голову, что под ней он прячет Гарри.
7	22	Harry must have had more haircuts than the rest of the boys in his class.	28	Наверное , Гарри стригли чаще чем остальных его одноклассников.
8	62	I think you must have made a mistake	74	Боюсь, что вы ошибаетесь
9	62	I don't think I can be a wizard	74	Я не думаю, что я волшебник... что я могу стать волшебником.
10	153	Malfoy certainly did talk about flying a lot	182	Малфой действительно чересчур много говорил о полетах.

Table 2. *Contrastive comparison of the contemporary fiction in English and its Russian equivalent in translation*

Results

The influence of English as a global lingua franca increasingly compels target languages to adopt its textual norms, often bypassing the traditional "cultural filter" (House, 1997). This phenomenon is particularly salient in the

translation of epistemic modality into Russian. Without proactive filtering, translations risk a loss of functional equivalence, failing to align with Russian-specific communicative preferences and rhetorical expectations (Kranich, 2014; 27).

Epistemic modality encodes across English and Russian.

Conducting a sophisticated analysis of cross-linguistic influence regarding Russian grammar and translation theory, a distinct divergence in how epistemic modality is encoded in both languages is revealed in the literary excerpts:

Lexical vs. Synthetic Realisation: While English frequently employs specific modal auxiliaries to denote precise degrees of certainty, Russian often necessitates a broader array of functional tools. These include lexical markers (adverbs and verbs), particles (частицы), interjections (междометия), and conjunctions (союзы), which must be carefully calibrated to match the English source.

Punctuation as a modal marker: In several instances, Russian utilises punctuation – specifically the question mark – to emphasize probability, uncertainty, or inference where English would rely on a verbal shift.

The Risk of omission: In translated fiction, epistemic markers are occasionally omitted

entirely. While the “overall” propositional meaning may remain intact, the precise illocutionary force (the speaker’s subjective stance) is distorted, leading to a flatter, less nuanced narrative voice.

Deduction in past contexts: Structurally, both languages mirror each other when expressing deductions about past events; typically, a modal head is followed by a perfective or past participle form of the infinitive to signal the shift in temporal reference. The Perfect Modals pose a challenge for the translator, thereby distorting the overall meaning.

“Should have done” usually corresponds to “следовало сделать”, implying regret or an unfulfilled obligation.

“Must have done” corresponds to “должно быть, сделал” emphasizing certainty about the past.

“Could have done” corresponds to “мог бы сделать” referring to capability that wasn’t used.

English category	Russian equivalent	Semantic correspondence
Modal verbs: <i>might, could, may</i>	Модальные слова: <i>возможно, вероятно, наверное</i>	Partial: <i>English</i> uses verbs, <i>Russian</i> often uses adverbial particles, parentheticals
Deductive “Must”: For strong logical assumptions	Модальное выражение <i>должно быть</i>	Full: High degree of certainty is maintained in both languages
Perfect Modals: Should/Must/Could + Past Participle – Should have done – Must have done – Could have done The meaning is clear without additional clause	Модальные слова в прошедшей форме и последующий инфинитив: – Следовало сделать, – мог бы сделать, – должно быть сделал, но не воспользовался случаем, – упустил случай, – не выполнил. (it is necessary to add the explanatory clause)	Partial: <i>English</i> is self-contained; <i>Russian</i> often requires an explanatory clause to clarify the outcome. Full omission: epistemic markers are occasionally omitted entirely. The meaning is translated without modality.
Modal adverbs: <i>possibly, probably, likely, perhaps</i>	Модальные слова: <i>возможно, вероятно, похоже</i>	Full: Direct semantic functioning overlap between the two languages.

Table 3. *Expressions in English and Russian*

Domains to employ epistemic modality

The excerpts from John Galsworthy's *The Man of Property* and J.K. Rowling's *Harry Potter and the Philosopher's Stone* provide a fascinating shift in the evolution of epistemic modality. This shift is distributed across four domains to employ epistemic modality:

1. *Frequency and focus of modality.* While both authors use "must," "might," and "could," they use them to create different atmospheres. In Galsworthy's 20th-century fiction, modality is often existential or social. Words like "might" and "must" are used to navigate rigid social structures and the interior "dignified coldness" of characters. There is a heavy focus on what is legitimate or what must be done socially. However, in

Rowling's contemporary fiction, modality is more investigative and psychological. Because Rowling writes a mystery-heavy plot, the "might have been" and "must have made sense" are tools for the reader and characters to solve puzzles. It's less about social duty and more about deciphering reality.

2. *Syntactic complexity.* The structure of the sentences reveals a shift toward more direct communication in modern fiction. Table 2 illustrates a significant difference in the use of epistemic modality between two different periods of fiction. Such features as sentence length, abstraction and verb chains define the core modification and thus the essence of the message.

Feature	20 th century (Galsworthy)	Contemporary (Rowling)
Sentence length	Longer, winding clauses " <i>... would be the last to dispute any legitimate claim</i> "	Shorter, punchier sentences
Abstraction	High: uses modals to discuss abstract concepts like "impression" or "liability"	Lower: uses modals to discuss concrete actions such as haircuts, mistakes, hiding things.
Verb Chains	Complex: " <i>might have to eat his words</i> ", " <i>might have said</i> ".	Functional: " <i>might be going on</i> ", " <i>can be a wizard</i> "

Table 4. *Syntactic complexity between 20th-century prose and contemporary modern fiction*

3. *The Tone of "certainty".* The use of "must" shows a distinct stylistic difference. Galsworthy's "must" often carries a sense of inevitability or fate. When George feels he "must see the poor chap through," it feels like a heavy moral weight. Whereas Rowling's "must" usually denotes logical deduction. "Harry must have had more haircuts..." is a humorous observation based on evidence. It's lighter and more observational.
4. *Subjectivity vs. objectivity.* Galsworthy uses modality to describe a character's state of mind from a distance: "There might be nothing in it". It feels like a formal observation of a soul. Rowling uses modality to bring the reader closer to the character's immediate confusion: "I don't think I can be a wizard". This makes contemporary prose feel more immediate and internal compared to the "dignified coldness" of the early 20th century.

The excerpts from the fictional samples also highlight the stylistic differences in how each author expresses possibility and deduction.

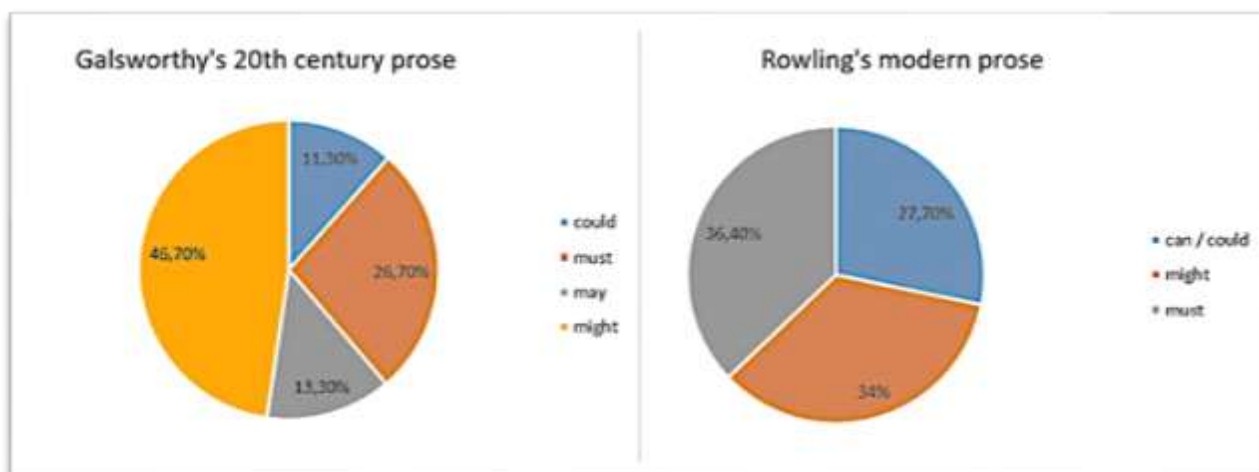


Figure 1. Comparison of Modal Verbs Frequency from two fiction excerpts

Usage of "might": Both authors use "might" frequently, but it is the dominant modal in Galsworthy's early 20th-century prose (46.7%). In *The Man of Property*, "might" often qualifies legal or social obligations: "might have said in his evidence," "might be made against him". In *Harry Potter*, "might" is used more to explore immediate narrative possibilities "might be hiding Harry".

The absence or presence of "may": A key contrast is the presence of "may" in Galsworthy's writing (13.3%), which contributes to a more formal and elevated tone typical of the early 1900s. In the contemporary *Harry Potter* snippets, "may" is entirely absent, replaced by the more modern usage of "can" or "could."

The role of "must": Rowling uses "must" significantly more in proportion to other modals (36.4% compared to Galsworthy's 26.7%). This reflects her investigative style – using modal verbs to help the reader piece together logical deductions about the plot "Harry must have had more haircuts," "It must have made sense to Dumbledore".

Informality vs. Formality: Rowling's use of "can" "I don't think I can be a wizard" brings a conversational, contemporary feel to the text. In contrast, Galsworthy's use of modals like "could" and "might" alongside adverbs like "perhaps" creates a more detached, philosophical atmosphere.

Overall, Galsworthy uses modal verbs to build a world of social obligation and uncertainty, whereas Rowling uses them to build a world of personal discovery and logical inquiry. Modern fiction has stripped away the "wordiness" around modals, making the characters' internal thoughts feel more like a direct conversation with the reader.

Discussion

One key point to emphasise is that there are clear fundamental differences between English and Russian in the field of epistemic modality. As Fontaine (2013) observed, "modality is not easily divided into discrete categories and covers a range of meanings that reflect the speaker's judgement of what he or she is saying", it is essential to recognize that epistemic modals, when translated, convey the general meaning and maintain a broad spectrum of linguistic devices rather than mapping directly to fixed equivalents. The pairing of modal verbs with other modal elements is quite common and typically influences how they are translated. The translation of might, may, can, and must generally falls into several categories: (a) zero translation, (b) modal verbs, (c) modal modifiers (such as adverbs or particles), (d) a blend of modal elements, or (e) a non-literal translation that uses different grammatical means to express the same modality. When discussing epistemic modality in translation, it

is essential to highlight the tension between semantic equivalence and pragmatic force. Semantic correspondence/equivalence implies the degree of certainty with which the speaker relates their utterance to the situation. Pragmatic force implies how the speaker sounds.

The semantic correspondence of epistemic modality – the linguistic expression of a speaker's degree of commitment to the truth of a proposition – reveals a complex interplay of partial and full equivalence between English and Russian. While both languages utilize modal verbs, adverbs, and parenthetical constructions to signal certainty, possibility, or deduction, they diverge significantly in their structural preferences. Full equivalence is most frequently observed in the categorical expression of necessity and possibility, where lexemes such as the English "must" and the Russian "должен" (dolzhen) often serve as mirrors in formal contexts of logical inference. Similarly, epistemic adverbs like "probably" and "вероятно" (veroyatno) exhibit a high degree of functional overlap. However, partial equivalence predominates in the morphosyntactic realisation of these concepts. English relies heavily on modal auxiliaries such as "might," "could," "would", whereas Russian, lacking a comparable system of modal auxiliaries, compensates through a robust array of modal words such as "кажется" – *kazhetsya*, particles, and the sophisticated use of the conditional-subjunctive mood, which often carries epistemic weight that English must render through modal perfect constructions. Consequently, translating epistemic nuances requires a shift from strictly lexical mapping to a strategy that prioritises the "force" of the speaker's commitment over the specific syntactic structure used to convey it.

The concept of pragmatic force is particularly nuanced when examining epistemic modality, as it dictates the speaker's level of commitment to the truth of a proposition. In English, epistemic modality is often characterized by a wide range of modal

verbs (must, might, could) and adverbials that allow for a highly calibrated expression of certainty or doubt. The pragmatic force in English often relies on hedging to maintain politeness or to avoid sounding overly dogmatic. In contrast, Russian epistemic modality frequently employs modal particles such as *же*, *ли*, *разве* and parenthetical constructions (*может быть*, *кажется*) that can convey a different pragmatic weight. While English speakers might use modal verbs to sound "tentative," Russian speakers often utilize word order and specific particles to signal the strength of their conviction. Consequently, a direct translation of an epistemic statement from English to Russian – or vice versa – can lead to a shift in pragmatic force; a speaker might unintentionally sound more assertive or more hesitant than intended due to the differing grammatical tools used to express "knowledge" versus "belief" in each language.

Examples:

English: "He must be at home." (High certainty based on logic).

Russian: "Он, должно быть, дома." (Similar certainty, but the parenthetical "должно быть" can feel more detached or observational depending on intonation).

To consider the scholarly context of the epistemic modality use and its translation with the analyses of these differences, it is helpful to look at the illocutionary point. In epistemic modality, the "point" is to provide a judgment. If the pragmatic force is too strong, using "must" when "might" is appropriate, the speaker sounds aggressive; if it is too weak, they sound uninformed. Translation considerations include the "hedging" gap and contextual weight.

With the "hedging" gap, English speakers frequently "hedge" to be polite: "I might be wrong, but...". In Russian, a similar pragmatic force might be achieved not just through words, but through the Subjunctive Mood (*бы*) to soften the assertion and even with the intonation.

In terms of the contextual weight, a Russian particle such as *же* can add a pragmatic force of “obviousness” that is notoriously difficult to translate into a single English modal without sounding overly aggressive or redundant. The translation of epistemic modality between English and Russian frequently results in a delicate shift of pragmatic force, where the nuanced “strength of belief” expressed in the source text is either diluted or structurally transformed. In English, the system of modal auxiliaries – such as the subtle gradient between *might*, *could*, and *may* – allows a speaker to calibrate their degree of commitment to a proposition with surgical precision. When these are translated into Russian, which often relies on a more diverse toolkit of parenthetical constructions (*вероятно*, *пожалуй*) and modal particles (*же*, *ли*, *разве*), a literal rendering can lead to a “loss of nuance” if the translator fails to account for the subjective attitude embedded in the original modal verb. However, the Russian language demonstrates significant flexibility in compensating for these losses; through the strategic use of word order (TP-structure) and intonation, a translator can restore the speaker’s original epistemic stance. For instance, moving a modal particle to a different position in a Russian sentence can subtly signal doubt or certainty in a way that an English modal verb cannot, effectively “recapturing” the pragmatic intent through the target language’s unique grammatical elasticity.

Another crucial and influential point to consider when translating epistemic modality is the contextual sensitivity – that is, the environment of the discourse. The environment of discourse – whether a formal academic paper, a courtroom, or a casual dinner conversation – acts as a primary filter for how speakers in both English and Russian signal their degree of commitment to a statement. This “contextual shaping” dictates not just the choice of words, but the very frequency and density of modal markers. Modal verbs often overlap in meaning, making “the surrounding

context” essential for determining a speaker’s specific intent (Fontaine, 2013; 121).

The following environments are considered to convey a specific meaning:

1. *Formal vs. informal environments.* In English, formal discourse (like academic writing) often utilises “hedging” through cautious epistemic verbs like *suggest*, *appear*, or *indicate* to maintain objectivity and avoid over-claiming. In contrast, informal English relies heavily on modal auxiliaries like *might* or *could*. Russian formal discourse frequently avoids the first person entirely, opting for impersonal constructions or “parenthetical” markers of high certainty such as *несомненно* (undoubtedly) or *очевидно* (evidently). In casual Russian, however, the environment encourages the use of particles such as *вряд ли* (hardly) or *мол* (so they say), which would be considered too subjective or “folkish” for a professional setting.
2. *Power dynamics and social distance.* The social “landscape” significantly alters epistemic choice: by two ways symmetry and asymmetry. (1) Symmetry (Peer-to-Peer): In both languages, speakers feel freer to express naked uncertainty: “I don’t know, maybe?”. (2) Asymmetry (Superior to Subordinate): In Russian, a superior might use the future tense as a “command-style” epistemic: *Вы это сделаете* – “You will do this”, where the modality of “certainty” functions as a directive. In English, a superior might use “softened” epistemic modality: “You might want to check this” to maintain politeness while still asserting authority.
3. *Professional vs specialized discourse.* In technical environments (legal, engineering or medical), the discourse environment demands high precision: English: Strict adherence to “shall” or “must” to define logical necessity versus “may” for permission/possibility. Russian: Heavy reliance on the conditional mood

(by) to discuss hypothetical risks, or specific legal terminology (вероятно that carries a defined weight in a dossier that differs from its weight in a grocery store. Crucial Observation: When moving between these languages, a speaker must recognize that "polite doubt" in English is often structured through verbs, while in Russian, it is woven into the sentence structure through particles and word order.

Finally, power dynamics can be traced in both the use of epistemic modality and its translation into English and Russian. By power dynamics, the one who has the authority to define reality is implied. In this context, power dynamics in epistemic modality refer to the unequal influence actors (individuals, institutions, or systems) hold in establishing what is accepted as "true" or "known."

In the intersection of translation and epistemic modality, the choice between English

and Russian markers often functions as a subtle instrument of power, reflecting shifting hierarchies of authority. When translators navigate these languages, they frequently engage in epistemic gatekeeping, where the selective translation of modal hedges or boosters – such as the English "might" versus the Russian "возможно" or "должно быть" – decides which perspectives are afforded the status of objective knowledge. This process often necessitates delegated interpretation, wherein the translator assumes the role of an arbiter, imposing a specific epistemic framework onto the target audience to maintain conformity with the dominant discourse of the source text. Ultimately, the systematic calibration of these modalities serves to legitimize particular truths while marginalizing others, transforming the act of translation from a neutral transfer of information into a strategic exercise in authority and epistemic control.

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Mechanisms of Formation of Media Images and Stereotypes

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Annotation *Contemporary media environment, particularly social networks, television, cinema, and the advertising industry, plays a significant role in the formation and reinforcement of stereotypes in society. Media representations are often simplified, generalized, and one-sided, which leads to a distorted perception of social reality among audiences. As a result, stereotypes related to gender, age, social status, and ethnic groups are strengthened. The main problem is that media representations do not fully reflect the real diversity of society but instead reconstruct it through stereotypical images, thereby shaping ideological perceptions in the audience's consciousness. This study aims to scientifically examine the role of media representations in stereotype formation and to systematically analyze the mechanisms of stereotype development. Framing, repetition, and social comparison mechanisms are analyzed separately in this study. In addition, the practical manifestation of these processes is demonstrated through examples from advertising and film. The results of the study indicate that media representations actively participate in the formation and dissemination of stereotypes in society. They not only reflect reality but also reconstruct it and interpret it within certain ideological frameworks.*

Keywords *Stereotype, ideology, media representation, mechanisms of social influence, echo chamber, framing, repetition mechanism, film*

Media timsollari va stereotiplarning shakllanish mexanizmlari

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Annotatsiya *Zamonaviy media muhiti, xususan ijtimoiy tarmoqlar, televideniye, kino va reklama sanoati jamiyatda stereotiplarning shakllanishi va mustahkamlanishida muhim rol o'ynamoqda. Media orqali taqdim etilayotgan timsollar ko'pincha soddalashtirilgan, umumlashtirilgan va biryozqlama ko'rinishga ega bo'lib, bu auditoriyaning ijtimoiy voqelikni noto'g'ri idrok etishiga olib keladi. Natijada gender, yosh, ijtimoiy status va etnik guruhlar bilan bog'liq stereotiplar kuchayadi. Asosiy muammo shundan iboratki, media timsollari jamiyatdagi real xilma-xillikni to'liq aks ettirmasdan, uni stereotipik obrazlar orqali qayta ishlab chiqadi va bu jarayon auditoriya ongida ideologik tasavvurlarni shakllantiradi. Ushbu tadqiqot media timsollarining stereotip yaratishdagi rolini ilmiy asosda aniqlash, stereotiplarning shakllanish mexanizmlarini tizimli tahlil qilishni maqsad qiladi. Tadqiqotda framing, takrorlanish va ijtimoiy taqqoslash kabi mexanizmlar alohida tahlil qilinadi. Shuningdek, reklama va kino misollarida ushbu jarayonlarning amaliy ifodasi ko'rsatib beriladi. Tadqiqot natijalari shuni ko'rsatadiki, media timsollari jamiyatda stereotiplarning shakllanishi va tarqalishida faol ishtirok etadi. Ular faqat voqelikni*

aks ettirib qolmay, balki uni qayta ishlab chiqadi va ma'lum ideologik yo'nalishlarda talqin qiladi.

Kalit so'zlar *Stereotip, ideologiya, media timsol, ijtimoiy ta'sir mexanizmi, "echo chamber", framing, takrorlash mexanizmi, kino*

Механизмы формирования медийных образов и стереотипов

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Аннотация *Современная медиасреда, в частности социальные сети, телевидение, кино и рекламная индустрия, играет важную роль в формировании и укреплении стереотипов в обществе. Медиаобразы часто характеризуются упрощённостью, обобщённостью и односторонностью, что приводит к искажённому восприятию социальной реальности аудиторией. В результате усиливаются стереотипы, связанные с полом, возрастом, социальным статусом и этническими группами. Основная проблема заключается в том, что медиаобразы не полностью отражают реальное разнообразие общества, а реконструируют его через стереотипные представления, формируя тем самым идеологические установки в сознании аудитории. Данное исследование направлено на научное изучение роли медиаобразов в формировании стереотипов и системный анализ механизмов их возникновения. В данном исследовании отдельно анализируются механизмы фрейминга, повторения и социального сравнения. Кроме того, практическое проявление этих процессов демонстрируется на примерах рекламы и кино. Результаты исследования показывают, что медиаобразы активно участвуют в формировании и распространении стереотипов в обществе. Они не только отражают реальность, но и реконструируют её, интерпретируя в рамках определённых идеологических направлений.*

Ключевые слова *Стереотип, идеология, медиа-образ, механизмы социального воздействия, эхо-камера, фрейминг, механизм повторения, кино*

Kirish

Media asosida shakllangan qadriyat va stereotiplar jamiyatga chuqur ta'sir ko'rsatadi. Chunki media ijtimoiylashishning muhim omili hisoblanadi. Dastlab televizor ixtiro qilinganda u odatiy texnologik ixtiro deb hisoblanib, jiddiy qabul qilinmagan va hatto asosiy madaniy hamda ijtimoiy faktorga aylanganda ham uning

qudrati e'tibordan chetda qolavergan. Kommunikatsiya vositasi bo'lishdan tashqari media turli madaniy qarashlar, stereotiplar va ideologiyalarni taqdim etgan. Tomoshabin doim obraz, qahramon, milliy timsol bilan o'zini bog'laydi. Timsollar identifikatsiya shakllanishiga xizmat qiladi. Inson ko'pincha o'zini to'g'ridan-to'g'ri real tajriba orqali emas,

balki media orqali taqdim etilgan obrazlar bilan taqqoslab anglaydi. Masalan, televizion qahramon, hujjatli film qahramoni yoki ijtimoiy guruh timsoli inson uchun "men kimman?" degan savolga javob izlashda mezon bo'lib xizmat qiladi. Timsol va identifikatsiya jarayoni auditoriyaning voqelikni qabul qilishiga, ijtimoiy qadriyatlar va stereotiplarni o'zlashtirishiga bevosita ta'sir qiladi. Shu orqali media timsollari nafaqat voqelikni aks ettiradi, balki auditoriyaning o'zini anglash mexanizmlarini ham shakllantiradi. Maqolaning umumiy strukturasiga ko'ra media timsol yaratadi, bu timsol stereotipga aylanadi, tomoshabin bu timsol orqali identifikatsiya qiladi, o'z shaxsiyatini yaratishda foydalanadi.

Metodologiya va Metodlar

Tadqiqotda sifat metodologiyasiga tayanilgan holda quyidagi metodlardan foydalanildi:

Kontent tahlili metodi orqali televideniye, reklama, filmlar va ijtimoiy tarmoqlardagi media materiallar tahlil qilindi, takrorlanuvchi obrazlar va stereotipik timsollar aniqlanib, ularning mazmuniy xususiyatlari, jamiyat tasavvurlarini shakllantirishdagi o'rni o'rganildi. Diskurs tahlil orqali esa media materiallarda ishlatilgan til, ifoda va ramkalar tahlil qilindi. Bu metod stereotiplarning qanday lingvistik va vizual vositalar orqali shakllanishini aniqlashga yordam berdi. Turli media platformalar (televideniye, kino va ijtimoiy tarmoqlar) o'rtasida stereotiplarning ifodalanish darajasi solishtirish uchun taqqoslash metodidan foydalanildi. Nazariy asos sifatida Uolter Lippmann va Peter Berger, Tomas Lakmannning ijtimoiy konstruktivizmga oid qarashlari tanlab olindi. Uolter Lippmannning "Jamiyat fikri" kitobidagi qarashlariga ko'ra, odamlar real voqelikni bevosita emas, balki media va ijtimoiy axborot orqali yaratilgan soddalashtirilgan obrazlar orqali idrok etadi. Ushbu yondashuv media timsollarining auditoriya ongida stereotipik tasavvurlarni shakllantirishdagi rolini tushunishga xizmat qiladi. Berger va Lakmann esa "Reallikning ijtimoiy konstruksiyasi" asarida ijtimoiy

voqelikning o'zaro muloqoti va institutsional jarayonlar orqali qurilishini ta'kidlaydi. Ularning fikricha, bilim va tasavvurlar ijtimoiy jarayonda shakllanadi va doimiy ravishda mustahkamlanadi. Ushbu konsepsiya media orqali uzatiladigan obrazlarning jamiyatda "real" sifatida qabul qilinish jarayonini tushuntirishda muhim ahamiyatga ega. Tadqiqotda shuningdek, Jorj Gerberning kultivatsiya nazariyasi, framing nazariyasi va ijtimoiy taqqoslash nazariyalariga tayangan holda media timsollarining stereotipga aylanish mexanizmlari izohlandi: qilingan tahlillar kultivatsiya nazariyasi bilan mos keladi, ya'ni uzoq muddatli media iste'moli insonlarning dunyo haqidagi tasavvurlarini shakllantiradi va stereotiplarni mustahkamlaydi. Masalan, reklamalarda tezkor, qulay va muvaffaqiyatli hayot timsollari muntazam takrorlanishi natijasida auditoriyada ushbu tasavvurlar norma sifatida qabul qilinadi, sekinlik, noqulay sharoitlar, muvaffaqiyatsizlik chuqur tanqid ostiga olinadi. Shuningdek, framing nazariyasiga ko'ra, media voqealarni qanday kontekstda taqdim etishi auditoriya fikrini belgilaydi, bu esa stereotiplarning chuqurlashishiga olib keladi. Tahlil qilingan media materiallarda gender rollariga oid stereotiplar keng uchrashi aniqlandi. Masalan, ayollar ko'pincha uy va oilaviy rollar bilan cheklangan holda tasvirlansa, erkaklar yetakchi va iqtisodiy ta'minlovchi sifatida ko'rsatiladi. Bu esa jamiyatda an'anaviy gender stereotiplarini mustahkamlashga xizmat qiladi. Oldingi tadqiqotlar ham, xalqaro ilmiy adabiyotlarda ham media stereotiplarni kuchaytirishi tasdiqlangan. Biroq O'zbekiston sharoitida an'anaviy qadriyatlar va madaniy me'yorlar bu jarayonni yanada kuchaytirishi mumkin.

Natijalar

Media timsol ijtimoiy voqelikning ommaviy kommunikatsiya vositalari: televideniye, kino, reklama, ijtimoiy tarmoqlar orqali yaratilib, auditoriyaga taqdim etiladigan ramziy ifodasi hisoblanadi. U real hayotning o'zi emas, balki mediada qayta ishlangan, ma'lum maqsad asosida yaratilgan ko'rinishi. Media

timsol bu shunchaki tasvir emas, balki auditoriya ongini shakllantiruvchi kuchli vosita bo'lib, u orqali stereotiplar, qarashlar va ijtimoiy normalar paydo bo'ladi. Tomoshabinlar ijtimoiy muhitdagi odamlar va televizorda namoyish etiladigan qadriyatlar tizimidan ko'p narsani o'rganadi. Bu o'rganishning tasodifiy va ongsiz turidir. Ongsiz ravishda o'rganilgan qoliplar stereotiplarni tashkil etadi. Stereotiplar soddalashtirishga asoslanadi. Ular faqat salbiy emas, ijobiy xususiyatlarga ham ega. Stereotiplar inson ongida kognitiv tejash vazifasini bajaradi. Inson miyasi har kuni juda ko'p axborotni qayta ishlaydi. Har bir vaziyatni chuqur tahlil qilish resurs talab qiladi. Stereotiplar esa tezkor qaror qabul qilishni osonlashtiradi. Biroq ularning haddan tashqari qo'llanilishi ijtimoiy noto'g'ri qarashlar va diskriminatsiyaga olib kelishi mumkin. Shu bois stereotiplarni tanqidiy tahlil qilish muhimdir.

Stereotiplar va xurofotlar boshqa odamlar haqidagi ustuvor hukmdir. Ular ijtimoiy adaptatsiyani osonlashtiradi va ijtimoiy vaziyatlar hamda munosabatlarni oson tushunish uchun toksik usullarni taklif etadi. Stereotiplar ijtimoiy ma'lumotni o'zlashtirish jarayonini osonlashtiradi, ammo ular salbiy ma'no yaratish orqali odamlarning umumiy munosabatini shakllantiradi. Media orqali ko'p takrorlangan obraz stereotipga aylanadi. Masalan, romantik Parij obrazi, Yangi yil arafasida reklamasi kuchaytiriladigan Coca-cola atrofida tuzaladigan oilaviy bayram dasturxon obrazi. Timsolning stereotipga aylanish jarayoni tasvirning timsolga aylanishi, timsolning konnotatsiyaga uchrashi, natijada konnotatsiyaga uchragan timsolning stereotipga aylanishi bilan kechadi. Media orqali bu stereotiplar kino, reklama, ijtimoiy tarmoqlarda yanada mustahkamlanadi. Stereotip atamasi biror ijtimoiy guruh yoki yakka shaxs toifalari haqidagi hammaga ma'lum ommaviy ishonchni bildiradi. Stereotiplar doim irim-bid'atlar bilan birga keladi, chunki ular asosida eski tasavvurlar yotadi. Barcha madaniyat, xalq vakillari o'z

stereotiplariga ega. Mediadagi stereotiplar auditoriyaga oddiy axborot uzatmaydi, balki ijtimoiy reallik haqidagi tasavvurlarni shakllantiradi. Ular muayyan guruhlar haqidagi bilimlarni, rollarni va ijtimoiy munosabatlarni tartibga soluvchi ideologik mexanizm sifatida faoliyat yuritadi. "Ideologiya" tushunchasi stereotiplarning ta'sirini tushunishda muhim rol o'ynaydi. Ideologiya ijtimoiy guruhlarining manfaatlarini ilgari suruvchi va asoslovchi "kollektiv ramziy ifoda" bo'lsa, mediadagi stereotiplar ham muayyan guruhlar uchun qanday fikrlar, xatti-harakatlar va rollar "to'g'ri" ekanini ko'rsatadi (Gorham, 1999).

Media insonlarning dunyo haqidagi tasavvurlarini shakllantirishdagi roli XX asr boshidayoq Uolter Lippmann tomonidan "ongimizdagi tasvirlar" tushunchasi orqali ta'kidlangan edi (Lipman, 1922). Keyinchalik Kennet Bulding ham inson ongida mavjud "dunyo obrazi" haqida fikr yuritgan (Boulding, 1956). U shuni ta'kidlaydiki, insonlar dunyo haqidagi ma'lumotni tobora ko'proq media orqali olgan sari noto'g'ri tasavvurlar shakllanish xavfi ortadi. Chunki bizning dunyo haqidagi bilimlarimizning juda oz qismi shaxsiy tajribaga asoslangan bo'lib, aksariyati boshqalar bilan "bu haqiqat" deb kelishilgan bilimlardan iborat. Shu nuqtai nazardan, Uolter Lippmann va Kennet Bulding media inson ongidagi "kelishilgan reallik"ni shakllantirishda muhim rol o'ynashini anglagan. Chunki insonlar o'z xatti-harakatlarini obyektiv reallikka emas, balki onglaridagi tasavvurlarga asoslaydi. Bu esa media ta'sirining jiddiy oqibatlariga olib kelish ehtimolini oshiradi. Bu kontekstda ijtimoiy reallik – bu biz va atrofimizdagilar o'rtasida bo'lishiladigan, ammo tekshirilmagan axborotlar majmui sifatida tushuniladi. Odamlar boshqalar ham xuddi o'zlari kabi fikr yuritadi deb o'ylaganlari uchun, o'z qarashlarini "hamma shunday o'ylashi kerak" degan darajaga olib chiqadi (Berger, Luckman, 1966).

V. Gorhamga ko'ra ijtimoiy reallikni ikki xil yondashuv asosida tushunish mumkin:

1. Individual yondashuv:

– inson ongidagi bilim tizimi asos qilib olinadi: ijtimoiy reallik shaxsning ijtimoiy vaziyatdagi qarashlari sifatida talqin qilinadi;

2. Ijtimoiy tizim yondashuvi:

– jamiyat asos qilib olinadi: ijtimoiy reallik
– bu jamiyat a'zolari o'rtasidagi umumiy kelishuv.

Masalan, jamiyat orasida hashamat va status individual yondashuvdan ko'ra ijtimoiy tizim yondashuviga tayanilgan holda belgilanadi. Ma'lum bir jamiyat a'zolari qimmat mashina va hashamatli uyni status sifatida qabul qilsa, ayrim jamiyat fuqarolari uchun sayohat yoki tabiiy tashqi ko'rinish hashamat belgisi hisoblanishi mumkin.

Media stereotiplarining shakllanishi bir nechta o'zaro bog'liq ijtimoiy va kommunikativ mexanizmlar orqali sodir bo'ladi. Ushbu ta'sir mexanizmlari auditoriyaning media timsollarini ichki me'yor sifatida qabul qilish va real hayot tasavvurlarini shakllantirish jarayonida muhim rol o'ynaydi. Eng asosiy mexanizmlardan biri takrorlanish bo'lib, u Gerbnerning kultivatsiya nazariyasiga asoslanadi (Gerbner, 1998). Media orqali bir xil obrazlarning doimiy takrorlanishi natijasida auditoriya ushbu tasvirlarni tabiiy va normal holat sifatida qabul qila boshlaydi. Bu jarayon uzoq muddatda stereotiplarning mustahkamlanishiga olib keladi. Shuningdek, framing (ramkalash) mexanizmi ham muhim o'rin tutadi. Entman ta'kidlaganidek, media voqealarni ma'lum bir kontekstda taqdim etish orqali auditoriyaning talqinini boshqaradi. Natijada, bir xil hodisa turli media platformalarda turlicha yoritilishi mumkin va bu stereotipik qarashlarning shakllanishiga sabab bo'ladi (Entman, 1993). Agenda-setting nazariyasiga ko'ra media qaysi mavzularga ko'proq urg'u qaratishi auditoriya diqqatini yo'naltiradi (McCombs, Shaw, 1972). Bu esa ayrim ijtimoiy guruhlar yoki obrazlarning ortiqcha ko'rsatilishi orqali stereotiplarning kuchayishiga olib keladi. Yana bir muhim mexanizm – ijtimoiy taqqoslash bo'lib, Festinger nazariyasiga asoslanadi (Festinger, 1954). Auditoriya o'zini media obrazlar bilan

solishtiradi va bu jarayon media iste'molchilarida ichki stereotiplarni shakllanishiga xizmat qiladi. Zamonaviy raqamli muhitda "echo chamber" (aks-sado muhiti) va tanlab ko'rish mexanizmlari alohida ahamiyat kasb etadi (Pariser, 2011). Algoritmalar foydalanuvchiga asosan uning qarashlariga mos kontentni taqdim etadi, bu esa bir xil fikr va obrazlarning takrorlanishiga olib keladi. Natijada stereotiplar yanada mustahkamlanadi va alternativ qarashlar chetga suriladi. Umuman olganda, tahlillar shuni ko'rsatadiki, stereotiplarning shakllanishi faqat bitta omilga emas, balki bir nechta mexanizmlarning o'zaro ta'siriga bog'liqdir. Takrorlanish va framing stereotipni yaratishga xizmat qilsa, echo chamber va ijtimoiy taqqoslash uni ichki qabul qilinishiga olib keladi. Agenda-setting esa ushbu stereotiplarni jamiyat e'tibor markaziga olib chiqadi. Shu sababli media stereotiplar nafaqat axborot uzatish natijasi, balki murakkab ijtimoiy-psixologik jarayon mahsuli hisoblanadi. Ushbu jarayonni tushunish media savodxonlikni rivojlantirish va auditoriyaning tanqidiy fikrlashini oshirishda muhim ahamiyatga ega.

Muhokama

Tadqiqot natijalari shuni ko'rsatadiki, media timsollar auditoriya ongida stereotiplarning shakllanishida asosiy omillardan biri hisoblanadi. Televideniye, kino, reklama va ijtimoiy tarmoqlarda takroriy tarzda beriladigan obrazlar vaqt o'tishi bilan real voqelik sifatida qabul qilinadi. Bu jarayon ayniqsa yosh auditoriyada kuchliroq namoyon bo'ladi, chunki ular media kontentni ko'proq iste'mol qilishga va kamroq tanqidiy tahlil qilishga moyil bo'ladi.

Stereotiplarning media turlaridagi ulushi bo'yicha universal statistik jadval mavjud bo'lmasa-da, zamonaviy media tadqiqotlariga ko'ra, stereotiplarning tarqalishida ijtimoiy media tezkor va keng qamrovli platforma sifatida yetakchi rol o'ynaydi, biroq televideniye uzoq muddatli kultivatsiya effekti orqali stereotiplarni barqarorlashtirishda muhim ahamiyat kasb etadi (Gerbner, 1998). Ijtimoiy

tarmoqlar juda yuqori stereotipik kuchga ega go'zallik, boylik, muvaffaqiyat va hayot standartlarining mukammallashtirilgan modellarini taqdim etadi. Algoritm, echo chamber singari ta'sir mexanizmlari orqali bu modellar media iste'molchilari tomonidan o'zlashtiriladi. Televideniye esa, asosan, gender, oila va ijtimoiy rollar bilan bog'liq stereotiplarlarni mustahkamlaydi. Takrorlash mexanizmi bu stereotiplar o'zlashtirilish jarayonini barqaror qiladi. Kino va reklama stereotip shakllanishi va mustahkamlanishini yuqoridagi media turlariga nisbatan sekinroq, ammo shunga qaramay emotsional ta'sir natijasida yuqori darajada ta'minlaydi. Kino qahramonlik, etnik stereotiplar bilan bog'liq stereotiplarni shakllantirsa, reklama ko'plab jamiyatlarda iste'mol modelining shakllanishiga xizmat qiladi. Masalan, Amerika filmlaridagi superqahramonlar ommaviy madaniyatda juda kuchli ta'sirga ega bo'lib, ular qahramonlik jismoniy kuch, mushak va jangovar mahorat bilan bog'lanishiga, aql, empatiya ikkinchi darajali degan tasavvur yaratadi. Bunday filmlarda bitta odam butun dunyoni qutqarishiga ishontiriladi, bu esa individualizmni haddan tashqari ideallashtiradi. Yoki ijobiy qahramonlar to'liq yaxshi, salbiy personajlar esa to'liq yomon obrazda gavdalantirishi filmlarda eng keng tarqalgan stereotiplardan biri hisoblanadi.

So'nggi paytlarda global media, ayniqsa, reklama va ijtimoiy tarmoqlar orqali mukammal tana obrazi shakllandi. Ushbu media timsol keng auditoriyaga muntazam yetkazilishi natijasida stereotip darajasiga ko'tarilgan. Bu jarayonni kultivatsiya nazariyasi orqali tushuntirish mumkin. Jorj Gerbnerga ko'ra, media kontentni uzoq muddat iste'mol qilish insonning real voqelik haqidagi tasavvurlarini o'zgartiradi. Natijada auditoriya mukammal tana obrazini norma sifatida qabul qiladi. Shuningdek, bu holat ijtimoiy taqqoslash nazariyasi bilan ham bog'liq: insonlar o'zini media obrazlari bilan solishtiradi va ko'pincha o'zidan norozi bo'lib qoladi. Ushbu stereotip global miqyosda psixologik bosim, o'zini past

baholash va sun'iy go'zallik standartlarini shakllantiradi. Shuningdek, bu yerda echo chamber (aks-sado) effekti ham ishlaydi foydalanuvchi o'ziga yoqadigan kontentni ko'proq ko'radi va bu tasavvurlar mustahkamlanadi.

Media gender stereotiplarini shakllanishiga chuqur zamin yaratyapti. Erkak qanday bo'lishi kerak yoki ayol qanday bo'lmasligi kerak, oila tizimi qaysi qadriyatlarga tayanishi kerak degan savollarga media konkret model orqali javob beryapti. Bunday sharoitda gender qadriyatlar individualizmga, uzoq yillik tajribalarga asosan emas, mediaga tayangan holda shakllanmoqda. Zamonaviy va an'anaviy media kontentida, ayniqsa, gender rollarining stereotipik tasviri keng tarqalgan bo'lib, unda patriarxal qadriyatlar aks ettiriladi. Media mahsulotlarida ayol va erkak obrazlari ko'pincha qat'iy ijtimoiy rollar doirasida tasvirlanadi, bu esa jamiyatdagi gender tengsizligining mustahkamlanishiga olib keladi. Xususan, reklama va televideniye dasturlarida ayollar ko'pincha uy-ro'zg'or ishlari, oshxona va farzand tarbiyasi bilan bog'liq obrazlarda namoyon bo'ladi. Masalan, oziq-ovqat yoki maishiy texnika reklamalarida ayol obrazining asosiy vazifasi "g'amxo'r uy bekasi" sifatida ko'rsatiladi (Artel gaz plitalari yoki Chococream reklamalarida). Erkaklar esa aksincha, ko'proq jamoat makonida faol, iqtisodiy jihatdan mustaqil va qaror qabul qiluvchi sifatida tasvirlanadi. Kino va seriallarda ham ushbu stereotiplar takrorlanadi. Erkak obrazlari ko'pincha kuchli, mustaqil va ba'zan erkin xulq-atvorga ega qahramon sifatida berilsa, ayol obrazlari sabrli, kechirimli va munosabatlarni saqlab qolishga intiluvchi sifatida ko'rsatiladi. Ayrim hollarda erkakning xiyonati ijtimoiy jihatdan "qabul qilinadigan" holat sifatida yumshoq talqin qilinadi, ayoldan esa murosaga kelish va kechirish kutiladi. Ushbu tasvirlar media orqali muntazam takrorlanishi natijasida auditoriya ongida gender rollari haqidagi soddalashtirilgan va umumlashtirilgan tasavvurlar shakllanadi. Gerbnerning

kultivatsiya nazariyasiga ko'ra, bunday uzoq muddatli ta'sir natijasida media tasvirlari real ijtimoiy norma sifatida qabul qilinadi. Bu jarayonni framing nazariyasi orqali ham tushuntirish mumkin. Media muayyan voqealarni qanday "ramkada" ko'rsatsa, auditoriya ham uni shunday qabul qiladi. Agar ayol va erkak doim bir xil modellashirilgan obraz bilan berilsa, bu umumlashtirilgan stereotipga aylanadi. Ushbu stereotip xalqaro miqyosda noto'g'ri qarashlar, diskriminatsiyani kuchaytirishi mumkin.

Maishiy tozalash vositalari reklamalari orasida Fairy idish yuvish vositasi reklamasini misol sifatida ko'rib chiqish mumkin. Ushbu reklamada uch nafar ayol obrazi ishtirok etadi: ulardan biri hakam rolida bo'lsa, qolgan ikki ayol turli idish yuvish vositalarini taqqoslab, ularning samaradorligini namoyish etadi. Reklama syujeti mahsulotlar o'rtasidagi farqni aniqlashga qaratilgan bo'lsa-da, unda gender jihatdan muhim yashirin yuk mavjud. Birinchidan, reklamada barcha rollarning ayollar tomonidan bajarilishi uy-ro'zg'or ishlari ayollarga xos faoliyat sifatida talqin qilinayotganini ko'rsatadi. Erkak obrazining umuman ishtirok etmasligi bu faoliyatni ijtimoiy jihatdan ayollar bilan bog'lashni kuchaytiradi. Bu holat framing mexanizmi orqali shakllantiriladi, ya'ni idish yuvish jarayoni tabiiy ravishda ayollarga tegishli vazifa sifatida ko'rsatiladi. Ikkinchidan, reklamada ayollar raqobatchi sifatida tasvirlangan bo'lsa-da, ularning faoliyati baribir maishiy doira bilan cheklanadi. Bu esa stereotipni yangicha shaklda: "faol, lekin uy doirasida faol" modeli orqali takrorlaydi. Ushbu jarayon takrorlanish mexanizmi orqali mustahkamlanadi, chunki bunday tasvirlar boshqa ko'plab reklamalarda ham qayta-qayta uchraydi. Uchinchidan, reklamadagi hakam obrazi ham ayol bo'lishi orqali ushbu faoliyatning "to'liq ayollar hududi" sifatida tasvirlanishini kuchaytiradi. Natijada auditoriya ongida idish yuvish va umuman uy ishlari ayollarning asosiy vazifasi degan tasavvur mustahkamlanadi. Ushbu reklama mahsulot sifatini targ'ib qilish bilan

birga bilvosita tarzda gender stereotiplarini ham qayta ishlab chiqadi. Unda ayol obrazining faqat maishiy faoliyat bilan bog'lanishi patriarxal ijtimoiy rollarni normallashtiradi va auditoriya ongida mustahkamlaydi.

Xulosa

Media timsollar nafaqat axborot uzatish vositasi, balki ijtimoiy tasavvurlarni shakllantiruvchi kuchli mexanizmdir. Shu sababli media savodxonlikni oshirish va tanqidiy fikrlashni rivojlantirish stereotiplarning salbiy ta'sirini kamaytirishda muhim ahamiyatga ega. Media kontentda real va diversifikatsiyalangan obrazlarni targ'ib qilish stereotiplarning kamayishi, ijtimoiy tenglikning ta'minlanishi va auditoriyaning realistik dunyo tasavvurini shakllantirish uchun zarurdir. Bu jarayon media orqali yuzaga keladigan beryoqlama framing va "echo chamber" effektlarini yumshatishga xizmat qiladi. Agar inson allaqachon stereotiplarni avtomatik ravishda qo'llashga o'rganib qolgan bo'lsa, bu jarayonni anglab yetish va media mazmunini ongli ravishda qayta talqin qilish uchun doimo hushyor bo'lishi kerak. Bu esa mediaga nisbatan tanqidiy va faol yondashuvni talab qiladi. Doimiy hamda takroriy ta'sir avtomatiklikni kuchaytirganidek, stereotiplarga xos assotsiatsiyalarni kamaytirish uchun muntazam ravishda tanqidiy media tahliliga murojaat qilishimiz mumkin. Shunda stereotiplarga xos avtomatik talqinlar kamroq shakllanadi. Bunday ko'nikmalarni rivojlantirish stereotiplarni qo'llab-quvvatlovchi media tasvirlarini kamaytirish bilan birgalikda olib borilishi kerak. Albatta, bu masala murakkab, chunki stereotiplardan xoli media yaratish harakatlari ko'pincha so'z erkinligi tamoyillari bilan to'qnash keladi. Shunday ekan, ushbu ikki ijtimoiy jihatdan muhim qadriyat o'rtasida muvozanat topish zarur. Stereotipik tasvirlarga kamroq urg'u qaratish va mediaga nisbatan tanqidiy fikrlash ko'nikmalarini rivojlantirish orqali biz stereotipik fikrlashni qo'llab-quvvatlaydigan

tizimga qarshi kurashishimiz mumkin.
Muhimi insonning xatoga moyilligimizni va

stereotipik fikrlashga beriluvchanligini anglab
yetishidir.

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Alliteration and rhyme in English advertising slogans as persuasive stylistic devices

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Annotation

This article examines the role of phonetic stylistic devices, particularly rhyme and alliteration, in English advertising slogans as tools of persuasion. The aim of the study is to analyse how these sound-based strategies improve audience engagement, emotional appeal, and memorability. A qualitative methodology is employed, based on the analysis of widely recognized advertising slogans from global brands. The research involves identifying phonetic devices, classifying them, interpreting their stylistic functions, and assessing their persuasive effect. The findings demonstrate that rhyme and alliteration significantly contribute to the development of memorable and rhythmic slogans which affect customer perception on a subconscious level. Additionally, the study highlights how repetition of initial sounds and end sounds reinforces brand recall, creates musicality, strengthens linguistic patterns, attracts consumer attention, builds emotional resonance, and supports the strategic construction of persuasive and impactful advertising messages in competitive markets. The study concludes that phonetic stylistic devices are essential in modern advertising discourse and suggests further research on other sound techniques in digital contexts.

Keywords

Phonetic stylistic devices, alliteration, rhyme, advertising slogans, persuasion, memorability, brand identity

Ingliz reklama sloganlarida alliteratsiya va qofiyaning ishontiruvchi stilistik vositalar sifatidagi o'рни

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Annotatsiya

Ushbu maqola ingliz tilidagi reklama shiorlarida qo'llaniladigan fonetik stilistik vositalar, xususan qofiya va alliteratsiyaning ishontirish vositasi sifatidagi rolini o'rganadi. Tadqiqotning maqsadi ushbu tovushga asoslangan usullar xotirada saqlanish, hissiy ta'sir va auditoriya jalb etilishini qanday kuchaytirishini tahlil qilishdan iborat. Tadqiqotda sifat metodologiya qo'llanilib, dunyoga mashhur brendlarning reklama shiorlari tahlil qilinadi. Tadqiqot jarayoni fonetik vositalarni aniqlash, ularni tasniflash, stilistik funksiyalarini talqin qilish hamda ularning ishontirishdagi ta'sirini baholash bosqichlarini o'z ichiga oladi. Natijalar shuni

ko'rsatadiki, qofiya va alliteratsiya ritmik va esda qolarli shiorlarni yaratishda muhim rol o'ynaydi hamda iste'molchilar idrokiga ong osti darajasida ta'sir qiladi. Bundan tashqari, ushbu vositalar brend identifikatsiyasini kuchaytiradi va reklama xabarlarining samaradorligini oshiradi. Shuningdek, tadqiqot bosh tovushlar va oxirgi tovushlarning takrorlanishi brendni eslab qolishni kuchaytirishi, ohangdorlik yaratishi, til naqshlarini mustahkamlashi, iste'molchi e'tiborini jalb qilishi, hissiy ta'sirni oshirishi hamda raqobatli bozorda samarali reklama xabarlarini shakllantirishga xizmat qilishini ko'rsatadi. Tadqiqot xulosasiga ko'ra, fonetik stilistika zamonaviy reklama diskursida muhim ahamiyatga ega bo'lib, kelgusida boshqa tovush vositalarini raqamli reklamada o'rganish tavsiya etiladi.

Kalit so'zlar *Fonetik stilistik vositalar, alliteratsiya, qofiya, reklama shiorlari, ishonitirish, esda qoluvchanlik, brend identifikatsiyasi*

Аллитерация и рифма в английских рекламных слоганах как убеждающие стилистические средства

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Аннотация *В данной статье рассматривается роль фонетических стилистических средств, в частности рифмы и аллитерации, в английских рекламных слоганах как инструментов убеждения. Цель исследования состоит в анализе того, каким образом эти звуковые стратегии усиливают вовлечённость аудитории, эмоциональное воздействие и запоминаемость. В работе применяется качественная методология, основанная на анализе широко известных рекламных слоганов глобальных брендов. Исследование включает выявление фонетических средств, их классификацию, интерпретацию стилистических функций и оценку их убеждающего эффекта. Результаты показывают, что рифма и аллитерация в значительной степени способствуют созданию запоминающихся и ритмичных слоганов, которые воздействуют на восприятие потребителя на подсознательном уровне. Кроме того, исследование подчеркивает, что повтор начальных и конечных звуков усиливает запоминаемость бренда, создает ритмичность, укрепляет языковые модели, привлекает внимание потребителей, усиливает эмоциональное воздействие и способствует формированию эффективных и убедительных рекламных сообщений на конкурентном рынке. В заключение отмечается, что фонетические стилистические средства являются важной частью современного рекламного дискурса, а также предлагаются перспективы дальнейшего изучения других звуковых приёмов в цифровом контексте.*

Ключевые слова *Фонетические стилистические средства, аллитерация, рифма, рекламные слоганы, убеждение, запоминаемость, идентичность бренда*

Introduction

In modern advertising discourse, language has a significant impact on customer perception and behaviour. Phonetic stylistic devices, including rhyme and alliteration, are frequently used among wide range of linguistic tools to improve persuasiveness and memorability. Advertising slogans, in particular, depend on brevity, emotional appeal, and cognitive impact, making sound-based strategies especially efficient. Phonetic stylistics focuses on the sound structure of language and its stylistic function. According to Yemelyanova and Melai (2018), phonetic stylistics includes all the phenomena of the sound organization of poetry and prose, such as rhythm, alliteration, onomatopoeia, rhyme, and assonance, considered in terms of their stylistic function. This concept emphasizes the significance of sound patterns in literary texts and persuasive communication, such as advertising. The language used in advertising is inherently multifunctional and complex. Zembytska and Mazur (2018) state that the complexity of advertising language is manifested through a wide range of attention-seeking devices, which can be both linguistic and extra-linguistic. Phonetic devices are distinctive among them as they directly impact perception at a subconscious level. Rhythm is a key factor in enhancing memorability and is closely associated with rhyme and alliteration. Rhythm is usually perceived on a subconscious level and makes the slogan a memorable, repeatable sentence (Dubovičienė & Skorupa, 2014). This explains why repetitive sound structures are a typical characteristic of effective slogans. The aim of this article is to analyse how rhyme and alliteration function as persuasive stylistic devices in English advertising slogans and to highlight how they

improve customer engagement, emotional appeal, and memorability.

Method

This study employs a qualitative methodology to analyze advertising slogans. The research is based on the collection and examination of widely recognized English-language advertising slogans from global brands. Clear phonetic stylistic devices, especially rhyme and alliteration, were used to select examples. The analytical procedure consists of the following stages:

1. Identification of phonetic devices in selected slogans.
2. Classification of these devices (alliteration, rhyme, rhythm).
3. Interpretation of their stylistic and persuasive functions.
4. Evaluation of their impact on memorability and audience engagement.

The study includes theoretical concepts from previous research, including the works of Yemelyanova and Melai (2018), Zembytska and Mazur (2018), and Dubovičienė and Skorupa (2014), to support the analysis.

Results

According to Ishchuk and Svirhun (2020), phonostylistic devices such as rhyme and alliteration play a crucial role in enhancing the expressiveness, memorability, and persuasive impact of advertising slogans within modern English advertising discourse.

Alliteration in Advertising

Alliteration refers to the repetition of initial consonant sounds in closely positioned words and creates rhythm, mood or emphasis. It is widely used in advertising to make phrases musical and memorable, thereby creating a rhythmic and catchy effect. The following examples are taken from widely recognized

international and regionally familiar brands, including those popular in Uzbekistan.

1. Coca-Cola – “Open Happiness” (2009)
2. Pepsi – “Live for Now” (2012)
3. Dunkin’ Donuts – “America Runs on Dunkin’” (2006)
4. KitKat – “Have a break, have a KitKat” (1957)
5. L’Oréal – “Because you’re worth it” (1973)
6. Samsung – “Do what you can’t” (2017)
7. Burger King – “Be Your Way” (2014)
8. Visa – “Everywhere you want to be” (1997)
9. Ucell – “Connecting You” (2010s)
10. Uzmobil – “Closer than you think” (2010s)

These examples demonstrate that alliteration has been consistently used from early branding (like Coca-Cola) to modern digital campaigns (like Samsung), showing its long-term effectiveness.

Rhyme in Advertising

Rhyme involves repetition of identical or similar sounds, usually at the end of words. It contributes to rhythm and makes slogans more memorable and catchier.

1. Pepperidge Farm – “The snack that smiles back – Goldfish” (1960s)
2. Nationwide Insurance – “Nationwide is on your side” (1960s)
3. Pringles – “Once you pop, you can’t stop” (1968)
4. Fitness Industry – “No pain, no gain” (1980s)
5. Gillette – “The best a man can get” (1989)
6. Haribo – “Kids and grown-ups love it so” (1930s, adapted later)
7. KFC – “It’s finger lickin’ good” (1950s)
8. M&M’s – “Melts in your mouth, not in your hand” (1954)
9. Red Bull – “Gives you wings” (1990s)
10. Skittles – “Taste the rainbow” (1994)

These slogans use end rhyme or near rhyme to create a sense of completeness and musical harmony. Many slogans enhance their persuasive power by combining rhythm and alliteration.

Discussion

The findings indicate that rhyme and alliteration significantly improve the persuasiveness of advertising slogans. Their efficacy can be explained through psychological, stylistic and cognitive mechanisms. First, memorability is improved through sound repetition. As seen in slogans such as **“Coca-Cola” (1886)** and **“Dunkin’ Donuts” (1950)**, alliteration creates simple and repetitive sound patterns that are easily stored in memory. Similarly, rhyming slogans like **“Once you pop, you can’t stop” (1968)** and **“Nationwide is on your side” (1960s)** show how rhyme produces a rhythmic structure that facilitates recall. This supports the idea presented by Dubovičienė and Skorupa (2014) that rhythm functions on a subconscious level, making slogans easy to remember. This is especially essential in advertising, where customers are exposed to large amounts of information. Secondly, these devices enhance emotional appeal. For instance, **“Because you’re worth it” (L’Oréal, 1973)** and **“Have a break, have a KitKat” (1957)** create a pleasant auditory experience through repetition and balance that can lead to positive connections with the brand. This aligns with the idea that advertising language depends on attention-seeking techniques, as emphasized by Al-Falah (2023). Thirdly, the examples show that phonetic stylistic devices contribute significantly to brand identity. Modern slogans such as **“Do what you can’t” (Samsung, 2017)** and **“Live on the bright side” (Beeline, 2010s)** illustrate how sound patterns are used in contemporary advertising, including in Uzbekistan. The fact that local brands like Ucell and Uzmobil employ similar techniques indicates that these strategies are not limited to global markets but are also actively applied in regional advertising discourse. Furthermore, the combination of rhyme and alliteration increases persuasive impact. For example, **“M&M’s melt in your mouth, not in your hand”** demonstrates how multiple phonetic devices work together to create a highly

memorable and engaging slogan. This claims that phonetic devices serve as a link between form and meaning from a stylistic perspective. This perspective is further supported by Pop and Sim (2010), who argue that stylistic features in advertising, including phonetic devices, play a key role in shaping persuasive communication and strengthening the overall impact of advertising messages. As stated by Yemelyanova and Melai (2018), sound organization carries stylistic significance. However, it is also crucial to remember that excessive usage of these devices may reduce originality. While slogans like **“No pain, no gain”** are memorable, they may lose uniqueness due to overuse. Therefore, effective advertising requires a balance between creativity and clarity, to achieve maximum impact. Overall, the analyzed examples confirm that rhyme and alliteration function as powerful persuasive tools across different time periods, industries, and cultural contexts.

Conclusion

In conclusion, English advertising slogans significantly depend on phonetic stylistic

devices, such as rhyme and alliteration. They strengthen brand identification, improve memorability, and produce emotional appeal. The study confirms that phonetic stylistics, as described by Cook (1992), is highly relevant not only in literary texts but also in modern advertising discourse. Additionally, the intentional application of sound patterns reflects the complexity of advertising language, as highlighted by Guerini and Strapparova (2015). The subconscious influence of rhythm, noted by Dubovičienė and Skorupa (2014), further explains why such devices are so effective. This is consistent with Toman (2014), who emphasize that the use of rhetorical and linguistic devices in brand slogans enhances memorability, engagement, and the overall persuasive power of advertising messages. All things considered, advertising can create slogans that are not only informative but also captivating and persuasive by utilizing rhyme and alliteration. Future research may explore other phonetic devices, such as assonance and onomatopoeia, and their role in digital advertising environments.

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Development of Lexical-Collocational Competence of English Philology Students through Corpus-Informed and AI-Mediated Instruction

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Annotation

This study investigates the development of lexical-collocational competence among English philology students through a corpus-based and artificial intelligence-supported instructional approach. The object of the research is students' language performance, while the subject is the formation of their ability to combine lexical units appropriately in academic writing. The relevance of the study is determined by persistent difficulties in mastering collocations in multilingual educational contexts and the influence of interlingual interference. At the same time, rapid advances in digital technologies create new opportunities for improving language instruction. The study is grounded in usage-based and lexical approaches and employs a quasi-experimental design involving 180 students. Traditional instruction was compared with an integrated model incorporating corpus analysis, contrastive techniques, and automated feedback. Statistical analysis, including ANCOVA, confirmed the effectiveness of the proposed methodology. The novelty of the research lies in the development of an integrated model combining corpus resources and artificial intelligence to enhance collocational competence.

Keywords

Lexical-collocational competence, corpus-based instruction, artificial intelligence, academic writing, interlingual interference, EFL pedagogy

Ingliz filologiyasi talabarlari leksik-kollokatsion kompetensiyasini korpusga asoslangan va sun'iy intellekt vositalari orqali rivojlantirish

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Annotatsiya

Mazkur tadqiqot ingliz filologiyasi yo'nalishida tahsil olayotgan talabalar orasida leksik-kollokatsion kompetensiyani rivojlantirish muammosini korpus ma'lumotlariga asoslangan hamda sun'iy intellekt vositalari bilan qo'llab-quvvatlangan ta'lim orqali o'rganishga qaratilgan. Tadqiqotning obyekti filologiya yo'nalishi talabalarining ingliz tilidagi nutq faoliyati, predmeti esa akademik yozuv jarayonida leksik birliklarni mos ravishda birlashtirish ko'nikmalarini shakllantirish jarayonidir. Tadqiqotning dolzarbligi ko'p tilli ta'lim muhitida kollokatsion xatolarning saqlanib qolishi va ona tilining salbiy ta'siri bilan izohlanadi. Shu bilan birga, raqamli texnologiyalar rivoji ta'lim samaradorligini oshirish uchun yangi imkoniyatlar yaratmoqda hamda zamonaviy pedagogik yondashuvlarni joriy etishni

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talab etadi. Metodologik asos sifatida leksik yondashuv va foydalanishga asoslangan nazariy qarashlar tanlanib, kvazi-eksperimental usul qo'llanildi. Tadqiqotda 180 nafar talaba ishtirok etdi hamda an'anaviy va integratsiyalashgan ta'lim modellari qiyosiy tahlil qilindi. Statistik tahlillar, jumladan kovariatsion tahlil, metodikaning samaradorligini to'liq tasdiqladi. Tadqiqotning ilmiy yangiligi korpus ma'lumotlari va sun'iy intellekt asosida leksik-kollokatsion kompetensiyani tizimli rivojlantirish modelining ishlab chiqilganligi bilan belgilanadi va ilmiy jihatdan asoslanadi hamda takomillashtiriladi.

Kalit so'zlar *Leksik-kollokatsion kompetensiya, korpus, sun'iy intellekt, akademik yozuv, metodika, pedagogika*

**Развитие лексико-
коллокационной компетенции
студентов английской филологии
на основе корпусно-
ориентированного и
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Аннотация *Данное исследование посвящено развитию лексико-коллокационной компетенции студентов английской филологии на основе корпусно-ориентированного обучения с использованием средств искусственного интеллекта. Объектом исследования выступает речевая деятельность студентов, а предметом – формирование навыков правильного сочетания лексических единиц в академическом письме. Актуальность работы обусловлена устойчивыми трудностями овладения коллокациями в условиях многоязычного образовательного пространства, а также влиянием межъязыковой интерференции. Одновременно развитие цифровых технологий создаёт новые возможности для повышения эффективности обучения иностранным языкам. В качестве методологической основы использованы лексический и частотностный подходы, а также применён квазиэкспериментальный метод с участием 180 студентов. Сравнивались традиционная методика обучения и интегрированная модель, включающая корпусный анализ, контрастивный подход и автоматизированную обратную связь. Статистический анализ, включая ковариационный анализ, подтвердил эффективность предложенной методики. Научная новизна заключается в разработке интегрированной модели, объединяющей корпусные ресурсы и технологии искусственного интеллекта для развития коллокационной компетенции на дискурсивном уровне.*

Ключевые слова *Лексические коллокации, коллокационная компетенция, искусственный интеллект, академическое письмо, методика, педагогика*

Introduction

In contemporary applied linguistics and foreign language pedagogy, lexical-collocational competence has emerged as one of the most significant determinants of advanced second language proficiency. The ability to combine lexical units according to the norms of authentic discourse is now widely recognised as essential for achieving fluency, accuracy, and idiomaticity in both spoken and written communication. Empirical research has demonstrated that formulaic language, including collocations, lexical bundles, and prefabricated chunks, constitutes a substantial proportion of natural language use and plays a central role in language processing and production (Conklin & Schmitt, 2021).

Recent developments in usage-based linguistics and cognitive approaches to language acquisition have further reinforced the importance of collocations as primary units of lexical organisation. According to these perspectives, language learning involves the gradual accumulation of statistically salient patterns of co-occurrence rather than the acquisition of isolated words and abstract grammatical rules (Ellis et al., 2020). As learners encounter frequent lexical combinations in authentic input, they begin to internalise them as holistic units, thereby reducing cognitive load and increasing processing efficiency. This phenomenon has been observed across various proficiency levels and linguistic backgrounds, suggesting that collocational competence is a universal component of language expertise (Boers, Dang & Strong, 2020).

Despite the recognised importance of collocations, numerous studies have shown that advanced learners continue to experience persistent difficulties in mastering them. Analyses of learner corpora indicate that non-native speakers often produce atypical lexical combinations due to overgeneralisation, literal translation, or reliance on semantically

transparent but pragmatically inappropriate constructions (Paquot, 2019; Laufer & Waldman, 2020). Such errors are particularly noticeable in academic writing, where lexical precision and phraseological competence are crucial for effective argumentation and knowledge construction (Hyland, 2019; Crosthwaite, 2021).

The challenge of developing lexical-collocational competence is especially relevant in multilingual educational contexts characterised by complex patterns of interlingual influence. In Uzbekistan, English philology students typically operate within a linguistic environment shaped by Uzbek as the dominant native language and Russian as an important lingua franca. Typological differences between agglutinative and analytic language systems contribute to negative lexical transfer and the fossilisation of collocational errors in learner production.

At the same time, ongoing educational reforms aimed at internationalisation and digital transformation have created favourable conditions for the integration of innovative pedagogical technologies. Corpus linguistics has become a particularly influential field in language education, providing empirical tools for analysing authentic language patterns and promoting data-driven learning approaches (Brezina, 2021; Egbert & Biber, 2021). Through the use of concordancers and frequency-based analyses, learners can explore real examples of lexical combinations and develop deeper awareness of contextual constraints.

Parallel to the rise of corpus-based pedagogy, artificial intelligence technologies have begun to reshape language learning practices. Automated writing evaluation systems, intelligent tutoring platforms, and large language models offer new opportunities for personalised feedback and adaptive learning environments. Recent research suggests that AI-mediated feedback can significantly enhance lexical accuracy and

learner motivation when combined with reflective pedagogical design (Ranalli, 2022; Kohnke, Moorhouse & Zou, 2023).

Given these developments, there is a growing need to conceptualise integrated methodological frameworks that combine corpus-informed instruction with AI-supported learning strategies. Such frameworks can address the dual challenge of limited authentic input and persistent interlingual interference in multilingual higher education settings. Therefore, the present study seeks to synthesise theoretical insights and pedagogical practices related to lexical-collocational competence development among English philology students and to evaluate the potential of technology-enhanced approaches in the Uzbek context.

Methods

The methodological foundation of the study is based on an interdisciplinary integration of lexical pedagogy, corpus linguistics, cognitive approaches to language learning, and technology-enhanced instruction. Central to this framework is the lexical approach, which emphasises teaching high-frequency lexical combinations as core units of communication rather than focusing exclusively on grammatical structures.

To operationalise these principles in classroom practice, corpus-informed instructional strategies grounded in Data-Driven Learning were employed. Learners engaged in guided exploration of authentic linguistic data through concordance analysis, collocate searches, and register comparisons using digital resources such as COCA, the British National Corpus, and simplified interfaces like SkELL. Such exploratory activities have been shown to facilitate deeper lexical processing and enhance long-term retention of phraseological patterns (Boulton, 2022; Cobb & Boulton, 2023; Frankenberg-Garcia, 2021; Lee et al., 2024).

A contrastive analytical dimension was incorporated to address interlingual interference in multilingual learning contexts.

Students compared English collocational patterns with equivalents in Uzbek and Russian, focusing particularly on verb–noun constructions, adjective–noun combinations, and prepositional usage.

In addition to corpus-based exploration, AI-mediated writing feedback systems were integrated into iterative academic writing tasks. These technologies provided automated suggestions concerning lexical choice, phraseological accuracy, and register appropriateness, thereby supporting reflective practice and formative assessment.

Collaborative learning activities were also implemented to facilitate the social construction of lexical knowledge. Through peer feedback sessions, group discussions, and project-based compilation of thematic collocation glossaries, students engaged more actively with authentic language data and developed heightened metalinguistic awareness (Sun & Park, 2023; Zhai et al., 2021).

Overall, the methodological design combined explicit lexical instruction, corpus-based discovery learning, contrastive reflection, and technology-mediated feedback. This integrated approach was intended to support both receptive and productive dimensions of lexical-collocational competence while fostering learner autonomy and academic literacy development.

Results

The study examined the impact of corpus-informed and AI-mediated instruction on the development of lexical-collocational competence among 180 English philology students using a quasi-experimental pre-test/post-test design. Initial analysis confirmed no statistically significant differences between the experimental and control groups, indicating comparable baseline levels of lexical competence.

Following the instructional intervention, the experimental group demonstrated substantially greater improvement in collocational accuracy and lexical diversity. Post-test mean scores increased markedly in

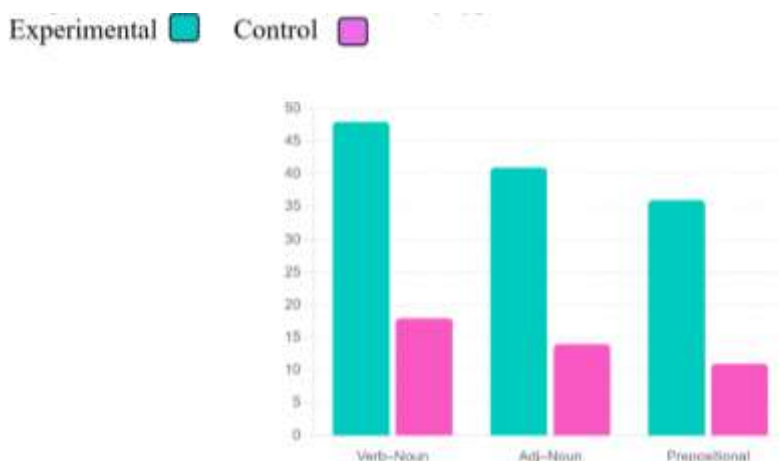
the experimental condition, while gains in the control group remained moderate. ANCOVA results revealed a statistically significant effect of instructional method on post-test performance, with a large effect size ($\eta^2 = .324$), suggesting that approximately one-third of the variance in learning outcomes was attributable to the treatment.

Gain score analysis further confirmed the practical significance of the intervention. The experimental group achieved more than double the improvement of the control group, corresponding to a very large effect size ($d = 1.41$). Measures of lexical diversity, including Type-Token Ratio and MTLD, also showed stronger growth in the experimental group's written production.

Collocational Error Reduction

Error analysis of student essays demonstrated a substantial reduction in interlingual collocational errors following corpus-informed instruction (Graph 1.). The experimental group reduced verb-noun collocation errors by 48%, adjective-noun errors by 41%, and prepositional collocation errors by 36%. In contrast, the control group achieved reductions of 18%, 14%, and 11%, respectively.

These findings indicate that systematic exposure to authentic corpus data and AI-mediated feedback supports restructuring of learners' mental lexicons and facilitates more accurate lexical selection.



Graph 1. Collocation error reduction by types

Correlation Analysis

Pearson correlation analysis revealed a strong positive relationship between corpus consultation frequency and post-test performance ($r = .63$, $p < .001$), suggesting that learners who engaged more actively with corpus tools achieved higher levels of collocational competence. Furthermore, a moderate correlation was observed between AI-feedback usage intensity and lexical diversity growth ($r = .48$, $p < .01$), indicating the complementary role of digital technologies in supporting vocabulary development. The synthesis of empirical research findings and pedagogical practice indicates that systematic

corpus-informed instruction contributes to substantial improvements in learners' lexical-collocational competence. One of the most significant outcomes observed across recent studies is the enhancement of learners' ability to recognise frequent lexical patterns in authentic academic texts. When students are regularly exposed to concordance lines and collocate frequency lists, they develop greater sensitivity to the probabilistic nature of lexical co-occurrence. This heightened awareness enables them to distinguish between statistically dominant and marginal lexical combinations, thereby improving lexical accuracy in both controlled and free

production tasks (Boulton, 2022; Sun & Park, 2023).

Discussion

The statistical results provide strong evidence for the effectiveness of corpus-informed and AI-mediated instruction in developing lexical-collocational competence among English philology students. The lack of significant pre-test differences between the experimental and control groups confirms baseline equivalence and supports the internal validity of the research design, allowing post-test improvements to be attributed primarily to the instructional intervention.

Gain score analysis further demonstrated the treatment's effectiveness, as the experimental group achieved more than double the improvement of the control group, indicating a very large educational impact. Such progress reflects noticeable enhancement in learners' ability to produce natural lexical combinations, organise academic discourse more effectively, and communicate with greater confidence in English-medium contexts. These outcomes are consistent with research showing that data-driven learning accelerates vocabulary development and promotes deeper lexical processing.

Improvements in lexical diversity measures, including type-token ratio and measure of textual lexical diversity, suggest that corpus-based instruction supports not only collocational accuracy but also the expansion of learners' productive lexical repertoires. Repeated interaction with authentic corpus input appears to foster flexible lexical retrieval and increased sensitivity to contextual constraints, in line with usage-based theories emphasising the role of frequency and experience in language acquisition. The substantial reduction in interlingual collocational errors, particularly in verb-noun constructions, indicates restructuring of learners' mental lexicons through exposure to statistically dominant target-language patterns. From a psycholinguistic perspective, this process

reflects the strengthening of associative links within the L2 network and the gradual weakening of competing L1-based representations.

Correlation findings highlight the importance of learner engagement with digital tools. Frequent corpus consultation was strongly associated with higher post-test performance, suggesting that exploratory language analysis and learner autonomy play a central role in competence development. Similarly, the moderate relationship between AI-feedback use and lexical diversity growth points to the supportive function of automated feedback as a scaffold for refining lexical choices in academic writing.

Overall, the combined use of corpus-informed instruction and AI-mediated feedback appears to generate synergistic cognitive and behavioural learning effects, promoting probabilistic awareness of language patterns and encouraging reflective revision practices. These findings have important implications for curriculum design in multilingual higher education contexts, where digital linguistic resources can compensate for limited natural exposure to English.

However, the quasi-experimental nature of the study limits causal generalisation, and future research should employ randomised and longitudinal designs to examine the durability and transferability of competence gains. Further work is also needed to develop learner corpora and contrastive teaching materials addressing interlingual challenges in multilingual environments.

Conclusion

The present study has demonstrated that the development of lexical-collocational competence represents a fundamental condition for achieving advanced communicative proficiency and academic literacy among English philology students. In contemporary multilingual educational contexts, lexical accuracy and phraseological naturalness are no longer viewed as secondary outcomes of language learning but rather as

core indicators of linguistic expertise and professional readiness. The synthesis of theoretical perspectives and pedagogical evidence confirms that collocations function as essential units of language organisation, facilitating fluent language production, reducing cognitive load, and supporting participation in academic discourse communities.

The findings suggest that corpus-informed instructional practices significantly enhance learners' awareness of authentic lexical patterns and contribute to measurable improvements in both receptive and productive language skills. Through systematic engagement with concordance data and frequency-based analysis, students develop a probabilistic understanding of language use, enabling them to distinguish between acceptable and marginal lexical combinations. This empirical orientation transforms vocabulary learning from a process of memorisation into an exploratory activity grounded in authentic linguistic evidence.

Furthermore, the integration of artificial intelligence technologies into lexical pedagogy has been shown to provide additional pedagogical value. AI-mediated feedback systems support iterative writing development, promote learner autonomy, and enable personalised learning trajectories. When combined with reflective instructional design and collaborative learning practices, such technologies can contribute to more efficient and sustainable competence formation. However, their implementation should be carefully balanced with communicative interaction and critical thinking tasks in order to maintain a holistic approach to language education.

In the specific context of Uzbekistan, the development of lexical-collocational competence is closely linked to broader processes of educational modernisation and internationalisation. Multilingual interference,

limited exposure to authentic English input, and the predominance of traditional grammar-centred methodologies remain significant challenges. The adoption of corpus-based and AI-supported pedagogies offers a viable pathway for addressing these issues by fostering empirical language awareness, strengthening academic writing skills, and preparing future teachers to implement innovative instructional strategies in their own professional practice.

The study also highlights the importance of contrastive analysis in multilingual settings. Explicit comparison of collocational patterns across Uzbek, Russian, and English can reduce negative transfer and support the restructuring of learners' mental lexicons. This perspective underscores the need for locally relevant teaching materials, national learner corpora, and targeted teacher training initiatives that reflect the linguistic realities of the region.

Future research should prioritise longitudinal experimental designs investigating the long-term impact of corpus-informed and AI-mediated instruction on lexical development. Additionally, interdisciplinary collaboration between applied linguists, educational technologists, and policy makers will be essential for ensuring the effective integration of digital innovations into higher education curricula.

Overall, the development of lexical-collocational competence through corpus-based and AI-supported methodologies represents a strategically important direction for contemporary philological education. By promoting data-driven language awareness, learner autonomy, and academic precision, such approaches can contribute to the formation of highly qualified English language specialists capable of engaging in global scholarly communication and advancing language education practices in multilingual societies.

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The formation and evolution of the female detective character in literature

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Annotation *This article explores the formation and evolution of the female detective character in literature, focusing on how her role has changed from early detective fiction to contemporary works. The study highlights that female characters were initially portrayed as passive figures such as victims or assistants, but gradually evolved into more active and independent investigators. Through qualitative literary analysis of selected texts from different historical periods, including early detective fiction by Edgar Allan Poe, Golden Age works by Agatha Christie, and modern novels such as *The Girl with the Dragon Tattoo* by Stieg Larsson, the research demonstrates a clear progression in female detective representation. The findings show that modern female detectives, such as Lisbeth Salander, are depicted as complex, professional, and psychologically rich characters, reflecting broader social changes related to gender equality and women's empowerment. The study concludes that the evolution of female detective characters is closely connected to feminist movements and changing cultural attitudes toward women's roles in society. Overall, the article contributes to literary and gender studies by providing a structured overview of how female detective characters have developed across different literary periods and highlighting their increasing importance in contemporary fiction.*

Keywords *Female detective character, detective fiction, gender representation, feminist literary criticism, character evolution, crime literature, women in literature, gender roles*

Adabiyotda ayol detektiv obrazining shakllanishi va evolyutsiyasi

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Annotatsiya *Ushbu maqola adabiyotda ayol detektiv xarakterining shakllanishi va evolyutsiyasini o'rganadi, uning roli erta detektiv fantastikadan zamonaviy asarlarga qanday o'zgarganiga e'tibor qaratiladi. Tadqiqot shuni ta'kidlaydiki, ayol qahramonlar dastlab qurbonlar yoki yordamchilar kabi passiv shaxslar sifatida tasvirlangan, ammo asta-sekin faolroq va mustaqil tergovchilarga aylangan. Turli tarixiy davrlarga oid tanlangan matnlarni, jumladan, Edgar Allan Poning ilk detektiv fantastika, Agata Kristining Oltin asr asarlari va Stig Larssonning "Ajdaho tatuirkali qiz" kabi zamonaviy romanlarini sifatli adabiy tahlil qilish orqali tadqiqot ayol detektiv vakilligining yaqqol rivojlanishini ko'rsatadi. Topilmalar shuni ko'rsatadiki, Lisbet Salander kabi zamonaviy ayol detektivlar murakkab, professional va psixologik jihatdan boy belgilar sifatida tasvirlangan bo'lib, ular gender tengligi va ayollarning imkoniyatlarini kengaytirish bilan bog'liq kengroq ijtimoiy o'zgarishlarni aks ettiradi. Tadqiqot shuni ko'rsatadiki, ayol detektiv qahramonlarning evolyutsiyasi feministik harakatlar va ayollarning jamiyatdagi rollariga bo'lgan madaniy munosabatlarning o'zgarishi bilan chambarchas bog'liq.*

Umuman olganda, maqola ayol detektiv qahramonlarning turli adabiy davrlarda qanday rivojlanganligi va ularning zamonaviy fantastikadagi ortib borayotgan ahamiyatini ta'kidlab, adabiy va gender tadqiqotlariga hissa qo'shadi.

Kalit so'zlar *Ayol detektiv xarakter, detektiv fantastika, gender vakilligi, feministik adabiy tanqid, xarakter evolyutsiyasi, jinoyat adabiyoti, adabiyotdagi ayollar, gender rollari*

Формирование и эволюция образа женского детектива в литературе

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Аннотация *В данной статье исследуется формирование и эволюция образа женщины-детектива в литературе, с акцентом на то, как её роль менялась от ранних детективных романов до современных произведений. Исследование показывает, что изначально женские персонажи изображались как пассивные фигуры, такие как жертвы или помощницы, но постепенно эволюционировали в более активных и независимых следователей. На основе качественного литературного анализа избранных текстов из разных исторических периодов, включая ранние детективные романы Эдгара Аллана По, произведения Золотого века Агаты Кристи и современные романы, такие как «Девушка с татуировкой дракона» Стига Ларссона, исследование демонстрирует четкую эволюцию в изображении женщин-детективов. Результаты показывают, что современные женщины-детективы, такие как Лисбет Саландер, изображаются как сложные, профессиональные и психологически насыщенные персонажи, отражающие более широкие социальные изменения, связанные с гендерным равенством и расширением прав и возможностей женщин. Исследование приходит к выводу, что эволюция образов женщин-детективов тесно связана с феминистскими движениями и изменением культурных взглядов на роль женщин в обществе. В целом, статья вносит вклад в литературоведение и гендерные исследования, предоставляя структурированный обзор того, как развивались женские образы детективов в разные литературные периоды, и подчеркивая их возрастающую важность в современной художественной литературе.*

Ключевые слова *Образ женщины-детектива, детективная литература, гендерное представление, феминистская литературная критика, эволюция персонажа, криминальная литература, женщины в литературе, гендерные роли*

Introduction

The detective genre is an important part of world literature, known for its focus on crime, investigation, and logical thinking. It began in the nineteenth century with works such as *The Murders in the Rue Morgue* by Edgar Allan Poe (Poe, 1841). In early detective stories, most main characters were men, while women were usually shown as victims or minor characters.

Over time, this situation began to change. The appearance of female detectives in literature became an important development, reflecting changes in society and attitudes toward women. Studying the formation and evolution of the female detective character helps us understand how women's roles have developed from passive figures into active and independent investigators.

In this article, the "female detective character" refers to a woman who plays a central role in solving crimes using intelligence, observation, and reasoning. Modern female detectives are often strong, independent, and complex characters. Their development shows how literature reflects broader social and cultural changes related to gender.

Scholars have widely examined the development of female detectives in crime fiction, focusing on how gender roles shape their representation. Early studies such as *Sisters in Crime: Feminism and the Crime Novel* by Maureen T. Reddy highlight how traditional detective fiction marginalized women, limiting them to secondary roles (Reddy, 1988). Later research, including *Murder by the Book? Feminism and the Crime Novel* by Sally R. Munt, explores how feminist perspectives reshaped the genre by introducing more independent and complex female investigators (Munt, 1994). Similarly, *Twentieth-Century Crime Fiction: Gender, Sexuality and the Body* by Gill Plain analyzes how issues of gender and identity influence character development in modern crime narratives (Plain, 2001). These

studies show that the female detective has evolved from a passive figure into an active agent of investigation, reflecting broader social and cultural changes related to gender equality.

Although there are many studies on female detectives in literature, some important gaps still exist. Most research, such as *Sisters in Crime: Feminism and the Crime Novel* by Maureen T. Reddy and *Murder by the Book? Feminism and the Crime Novel* by Sally R. Munt, mainly focuses on Western literature, so other cultures are not studied enough. In addition, many works analyze famous characters like Miss Marple, but pay less attention to modern or less well-known female detectives. Another limitation is that researchers often focus only on gender issues and do not fully study other important factors such as personality, profession, and social environment. Therefore, more research is needed to give a broader and more up-to-date understanding of female detective characters in different cultures and time periods.

The aim of this study is to analyze the formation and evolution of the female detective character in literature, focusing on how her role has changed from early limited representations to modern independent and complex portrayals. The study hypothesizes that the female detective character has evolved significantly over time, reflecting changing social attitudes toward gender equality and women's roles in society.

Primary objective is to examine the formation and evolution of the female detective character in literature from early detective fiction to contemporary works.

Secondary objectives:

- To identify the early representations of female characters in detective fiction and their limitations.
- To analyze key stages in the development of female detective figures across different literary periods.

- To explore how social and cultural changes have influenced the portrayal of female detectives.
- To compare traditional and modern female detective characters in terms of independence, role, and complexity.
- To highlight the significance of female detective characters in reflecting gender equality in literature.

Methods

This study is conducted within the field of literary analysis, focusing on the evolution of the female detective character in English-language detective fiction from the nineteenth century to contemporary literature. The research examines literary texts and scholarly works that represent different historical periods of detective fiction development. This study uses a **qualitative research approach** based on **textual and comparative literary analysis**. This method is appropriate because the research focuses on interpreting meanings, character development, and thematic changes in literary texts rather than measuring numerical data. A qualitative approach allows for a deep understanding of how female detective characters are constructed and how they evolve over time.

The study material consists of selected literary works and critical sources representing different stages of detective fiction:

- Early detective fiction (e.g., *The Murders in the Rue Morgue* by Edgar Allan Poe) (Poe, 1841).
- Classic female detective narratives (e.g., works by Agatha Christie such as *Miss Marple* stories) (Christie, 1927-1976).
- Modern detective fiction (e.g., *The Girl with the Dragon Tattoo* by Stieg Larsson) (Larsson, 2005).
- Academic books and journal articles on feminist literary criticism and crime fiction.
- The sampling technique used is **purposive sampling**, as texts were selected intentionally based on their

relevance to female detective character development.

This study is based on publicly available literary and academic texts; therefore, no human participants were involved. Proper academic citation and referencing are used to ensure intellectual honesty and avoid plagiarism. All sources are acknowledged according to academic standards. The main research tool is **document analysis**. The procedure was carried out in the following steps:

1. Collection of relevant literary texts and academic sources on detective fiction.
2. Identification of female detective characters across different time periods.
3. Close reading and thematic analysis of selected texts.
4. Comparison of early and modern representations of female detectives.
5. Categorization of findings based on themes such as gender role, independence, and narrative function.

The data were analyzed using **qualitative thematic analysis**, which involves identifying, coding, and interpreting recurring themes related to female detective characters. This method was chosen instead of statistical tests because the study deals with textual and interpretive data rather than numerical data. Thematic analysis allows for a systematic comparison of character development and gender representation across different literary periods.

Results

During the data collection process, several challenges were encountered. One main difficulty was the selection of representative literary texts from different historical periods, as not all detective works include female detective characters. Another limitation was the uneven availability of academic sources, with most studies focusing on Western literature while fewer sources addressed modern or non-canonical texts. In addition, some early works provided limited information about female roles, which required

careful interpretation and cross-referencing with secondary sources.

The analysis shows a clear evolution of the female detective character across three main stages:

- I. **Early stage** – Female characters were mostly passive, appearing as victims or assistants.
- II. **Transition stage** – Women began to appear as amateur detectives with limited independence (e.g., Miss Marple).
- III. **Modern stage** – Female detectives are fully independent, professional, and psychologically complex characters (e.g., Lisbeth Salander).

Since this study is qualitative, descriptive “frequency-based” analysis was used to

categorize female detective roles across periods:

- Passive roles (victim/assistant): **high frequency in early literature.**
- Amateur detectives: **moderate frequency in mid-period literature.**
- Professional detectives: **high frequency in modern literature.**

No inferential statistical tests (such as t-test or ANOVA) were applied because the data are textual and interpretive rather than numerical. Instead, comparative analysis was used to identify patterns and relationships between time period and character development.

Period	Type of Role	Level of Independence	Example Character
Early (19th century)	Victim / Assistant	Low	Minor female roles in early detective fiction
Golden Age (1920s–1940s)	Amateur detective	Medium	Miss Marple
Modern (late 20th–21st century)	Professional detective	High	Lisbeth Salander

Table 1. *Evolution of Female Detective Characters in Literature*

The results show a clear upward trend in the independence and complexity of female detective characters over time. Early literature strongly associates women with passive roles, while later periods show a gradual shift toward active participation in investigations. A strong relationship is observed between historical/social change (such as feminist movements) and the increase in female detective agency. Modern literature demonstrates a significant rise in psychologically complex and professional female investigators.

To confirm the findings, the selected texts and categories were reviewed again to ensure consistency in classification. The reanalysis supported the initial results, confirming that the evolution of female detective characters

follows a clear developmental pattern from passive representation to active and independent agency. No contradictions were found in the categorization of literary stages, reinforcing the reliability of the study's conclusions.

Discussion

This study found that the female detective character in literature has undergone a clear and steady evolution. The main findings are: (1) early detective fiction mainly portrayed women as passive figures such as victims or assistants, (2) the Golden Age introduced more active but still limited amateur female detectives like Miss Marple, (3) modern literature presents fully independent and professional female detectives such as Lisbeth Salander, (4) there is a strong link between

social change (especially feminism) and the development of female detective roles, and (5) female detective characters have become more psychologically complex and central to narrative structure.

1. **Limited literary scope:** The study mainly focused on English-language and Western texts, which may not fully represent global literary traditions.
2. **Restricted sample size:** Only selected well-known detective works were analyzed, which may overlook lesser-known or alternative female detective representations.
3. **Subjectivity of interpretation:** As the study is qualitative, some analysis depends on interpretation, which may vary between researchers.
4. **Limited statistical depth:** No advanced statistical testing was applied due to the textual nature of the data, which limits quantitative generalization.

This study successfully addressed key gaps identified in previous research by including both classical and modern female detective characters and linking their development to broader social and cultural changes. Unlike earlier studies that focused mainly on Western canonical figures (e.g., Miss Marple), this research also incorporated modern representations such as Lisbeth Salander, providing a more updated and developmental perspective. In addition, it connected gender representation with historical evolution, offering a more comprehensive view of character transformation.

The findings are largely consistent with previous research, such as *Sisters in Crime: Feminism and the Crime Novel* and *Twentieth-Century Crime Fiction: Gender, Sexuality and the Body*, which also emphasize the role of feminism and gender theory in shaping female detective characters. However, this study goes beyond earlier work by combining historical progression with direct character comparison across three literary stages. While previous

studies often focused on theoretical analysis, this research provides a clearer structural timeline of evolution. No major contradictions were found, but this study extends earlier findings by including more recent literary examples.

Future research should expand beyond Western literature to include female detective characters in Asian, African, and post-Soviet contexts to create a more global perspective. In addition, comparative studies between literature and visual media (such as television and film adaptations) could provide deeper insight into how female detective identities are constructed across platforms. Further research could also explore psychological dimensions of female detectives in greater detail, building on feminist literary criticism frameworks introduced by scholars such as Gender Trouble. Finally, quantitative corpus-based studies could complement qualitative analysis to identify larger linguistic and thematic patterns in female detective narratives.

Conclusion

This study aimed to analyze the formation and evolution of the female detective character in literature, focusing on how her role has developed from early passive representations to modern independent and complex portrayals. The findings of the study show that female detective characters have changed significantly over time: from secondary or victimized roles in early detective fiction, to more active amateur detectives in the Golden Age, and finally to fully professional and psychologically complex investigators in modern literature, such as Miss Marple and Lisbeth Salander. These findings suggest that literature reflects broader social changes, particularly increasing awareness of gender equality and women's intellectual agency. One important contribution of this paper is that it presents a clear developmental framework for understanding female detective characters across different literary periods. This paper makes a valuable contribution to gender-based literary studies by linking

character evolution with historical and cultural transformation.

In terms of practical implications, the study can help literature students, researchers, and educators better understand how gender roles are constructed in crime fiction. It also provides useful insight for future literary analysis, especially in feminist criticism and character development studies.

This study is limited to a small selection of literary texts, and it mainly focuses on English-language detective fiction; therefore, the findings cannot be fully generalized to all world literature. Despite this limitation, this study makes an important contribution

because it provides a structured overview of the evolution of female detective characters and highlights clear developmental patterns. Future research could expand the analysis to include non-Western literature and compare female detective characters across different cultures and media such as film and television.

In summary, the study shows that the female detective character has evolved from a marginal figure to a central, independent, and complex protagonist. It also highlights the strong connection between literary development and social change, especially in relation to gender equality and feminist influence.

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Mythopoetic and Social Problematics of Fantasy in the Works of Lucius Shepard

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- Annotation** *The article examines the mythopoetic and social problematics of fantasy in the works of Lucius Shepard. Its aim is to demonstrate how the fantastic in Shepard's prose exceeds an escapist function and becomes a mode of thinking about power, memory, colonial violence, and peripheral experience. The material includes the novel Life During Wartime, selected texts from The Jaguar Hunter and The Ends of the Earth, and the Griaule cycle collected in The Dragon Griaule. The study combines historical-literary, mythopoetic, narratological, and contextual methods. The analysis shows that the figure of Griaule organizes not only plot but also space, economy, art, and collective imagination. The social dimension emerges through the interaction of fantasy, magical realism, horror, and science fiction, which loads genre form with concrete historical anxiety. The article concludes that Shepard renovates late twentieth- and early twenty-first-century American fantasy through hybrid poetics and an unusually sharp social sensibility.*
- Keywords** *Lucius Shepard, American fantasy, mythopoetics, social problematics, magical realism, genre hybridity, Dragon Griaule*

Lucius Shepard ijodida fentezining mifopoetik va ijtimoiy muammolari

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- Annotatsiya** *Maqolada Lucius Shepard ijodidagi fentezining mifopoetik va ijtimoiy muammolari tahlil qilinadi. Tadqiqotning maqsadi shundan iboratki, yozuvchi nasrida fantastik unsur faqat eskapistik vazifa bajarib qolmay, balki hokimiyat, xotira, mustamlakachilik zo'ravonligi va periferik tajribani anglash vositasiga aylanishini ko'rsatishdir. Material sifatida Life During Wartime romani, The Jaguar Hunter va The Ends of the Earth to'plamlaridagi asarlar, shuningdek The Dragon Griaule kitobida jamlangan Grioul haqidagi turkum olindi. Ishda tarixiy-adabiy, mifopoetik, narratologik va kontekstual tahlil usullari qo'llandi. Tahlil natijasida Grioul obrazi Shepardda nafaqat syujetni, balki makon, iqtisod, san'at va jamoaviy tasavvurni ham tashkil etishi aniqlandi. Ijtimoiy qatlam fentezi, magical realism, horror va science fiction uyg'unligi orqali ochiladi. Xulosa qilinadiki, Shepard XX asr oxiri va XXI asr boshidagi Amerika fentezisini gibrıd poetika hamda kuchli ijtimoiy sezgirlik asosida yangilaydi.*
- Kalit so'zlar** *Lucius Shepard, Amerika fentezisi, mifopoetika, ijtimoiy muammolar, magical realism, janr sintezi, Dragon Griaule*

Мифопоэтическая и социальная проблематика фэнтези в творчестве Lucius Shepard

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Аннотация

*В статье рассматриваются мифопоэтическая и социальная проблематика фэнтези в творчестве Lucius Shepard. Цель исследования состоит в том, чтобы показать, каким образом в прозе писателя фантастическое перестаёт выполнять только эскапистскую функцию и становится средством осмысления власти, памяти, колониального насилия и периферийного опыта. Материалом послужили роман *Life During Wartime*, произведения из сборников *The Jaguar Hunter* и *The Ends of the Earth*, а также цикл о драконе Гриоле, собранный в книге *The Dragon Griaule*. В работе использованы историко-литературный, мифопоэтический, нарратологический и контекстуальный методы анализа. Установлено, что фигура Гриоля организует у Shepard не только сюжет, но и пространство, экономику, искусство и коллективное воображение. Социальное измерение выявляется через соединение фэнтези, *magical realism*, *horror* и *science fiction*, благодаря чему жанровая модель насыщается конкретной исторической тревогой. Делается вывод, что Shepard обновляет американское фэнтези конца XX – начала XXI века за счёт гибридной поэтики и жёсткой социальной чувствительности.*

Ключевые слова

*Lucius Shepard, американское фэнтези, мифопоэтика, социальная проблематика, *magical realism*, жанровый синтез, *Dragon Griaule**

Введение

Творчество Lucius Shepard занимает в американской массовой литературе конца XX века особую позицию. С одной стороны, писатель работает внутри поля *speculative fiction*, публикуется в жанровых журналах, использует узнаваемые мотивы *fantasy*, *horror* и *science fiction*. С другой стороны, его тексты плохо поддаются упрощённой жанровой классификации. В них слишком много исторической конкретики, телесной тревоги, геополитического давления и моральной неоднозначности, чтобы воспринимать их как «чистое» развлекательное фэнтези. Уже в интервью 2004 года Shepard подчёркивал свою

устойчивую привязанность к Центральной Америке и воспринимал этот регион как нервный узел американской политики и насилия (Blaschke, 2004). Не случайно и справочная литература указывает, что академическая критика уделила его прозе заметно меньше внимания, чем она заслуживает по масштабу и художественной сложности (Clute, 2025).

Актуальность обращения к Shepard определяется не только интересом к отдельному автору. В его прозе хорошо видно, как американское фэнтези постепенно отказывается от комфортной дистанции между мифом и историей. У Shepard чудесное не уводит читателя из

реальности, а, напротив, возвращает его к самым болезненным зонам современности: к колониальному давлению, милитаризации, эксплуатации периферии, кризису маскулинности, к памяти о насилии, которая не исчезает, а оседает в ландшафте, языке и теле. Поэтому исследование его художественного мира важно и для более общего понимания того, как поздняя жанровая литература переосмысляет собственные инструменты.

Цель статьи состоит в анализе мифопоэтической и социальной проблематики фэнтези в творчестве Lucius Shepard. Для достижения этой цели решаются следующие задачи: во-первых, определить теоретические координаты, в которых можно рассматривать Shepard как автора *fantasy* и одновременно как писателя гибридной эстетики; во-вторых, проанализировать мифопоэтическую организацию цикла о драконе Гриоле; в-третьих, выявить, каким образом социальная и политическая проблематика входит в структуру фантастического образа; в-четвёртых, показать, что жанровый синтез у Shepard является не внешним эффектом, а способом художественного мышления. Материалом исследования послужили роман *Life During Wartime*, тексты из сборников *The Jaguar Hunter* и *The Ends of the Earth*, а также омнибус *The Dragon Griaule*, собравший ключевые произведения Гриолевого цикла.

Степень изученности вопроса

Проблема жанрового статуса произведений Shepard требует предварительного теоретического уточнения. Исследователи неоднократно отмечали, что фэнтези плохо определяется через один-единственный признак. По наблюдению E. James и F. Mendlesohn, речь идёт скорее о подвижном поле, где тексты объединяются через сходные тропы, способы конструирования невозможного и разные модели отношения между чудесным и обыденным (James & Mendlesohn, 2012).

Эта мысль развёрнута у B. Attebery, который предлагает понимать *fantasy* как кластер текстов с повторяющимися мотивами и нарративными стратегиями, а не как жёстко замкнутую систему обязательных признаков (Attebery, 1992). Для Shepard такая перспектива особенно продуктивна: его проза постоянно смещается к границе, где *fantasy* соприкасается с *magical realism*, *political allegory* и *gothic intensity*.

Не менее важен для данного исследования подход F. Mendlesohn, различающей несколько риторик фэнтези в зависимости от того, как персонаж соотносится с чудесным миром (Mendlesohn, 2008). Гриолевский цикл Shepard близок к *immersive fantasy*: фантастическое здесь не «вырывается» в нормальный мир, а изначально составляет ткань повседневности. Жители Карбональской долины не удивляются существованию дракона, городов на его теле, предметов, извлечённых из его плоти или излучаемой им ментальной власти. Эта нормализованность невозможного сближает Shepard и с поэтикой *magical realism*. W. B. Faris связывает *magical realism* с таким режимом письма, при котором чудесное не противопоставляется реальному, а прорастает из него, меняя саму природу реалистического описания (Faris, 2004). У Shepard этот механизм радикализован: чудесное у него не только естественно для персонажей, но и опасно, вязко, физиологично.

Ещё один продуктивный теоретический ракурс связан с пониманием *fantasy* как литературы подрыва и негативного знания. R. Jackson рассматривает фантастическое не как декоративный уход от действительности, а как зону, где обнаруживаются вытесненные желания, страхи и противоречия культуры (Jackson, 1981). Для анализа Shepard эта позиция особенно важна, поскольку его тексты настойчиво возвращают к тому, что нормативное общественное сознание

предпочло бы не видеть: к грязной работе империи, к паразитарной природе власти, к телесной и психической цене исторического господства. В этом смысле миф у Shepard никогда не существует отдельно от идеологии. Он работает как форма символического сгущения, через которую историческая травма и социальное насилие получают пространственный, вещный и сюжетный эквивалент.

Степень изученности вопроса остаётся ограниченной. Теоретическая база по *fantasy* и *magical realism* достаточно широка, однако специальные исследования, посвящённые именно Lucius Shepard, немногочисленны. Даже в авторитетной энциклопедической статье John Clute подчёркивается, что масштаб и амбивалентность его прозы оказались недостаточно освоены академической критикой (Clute, 2025). Эта ситуация делает целесообразным обращение к Shepard не в биографическом или обзорном, а в аналитическом ключе, с акцентом на тех узлах его поэтики, где миф и социальность оказываются неразделимыми.

Важно и то, что Shepard принципиально отказывается от декоративного ориентализма, который нередко сопровождает англоязычную фантастику, обращаясь к «южным» или «экзотическим» пространствам. Его тропики не являются красочной сценой для приключения. Они всегда политически нагружены: влажность, гниение, пыль, перегретый воздух, телесная уязвимость персонажей образуют материальную среду, в которой историческое давление ощущается буквально кожей. Именно поэтому для описания его прозы продуктивна и позиция К. Нуме, понимающей *fantasy* как один из способов ответа литературы на реальность, а не как её противоположность (Nume, 1984). У Shepard фантастическое не отрицает действительность, а переводит её в более напряжённую, иногда почти

галлюцинаторную форму, где скрытые связи власти становятся зримыми.

Мифопоэтическая модель в цикле о драконе Гриоле

Наиболее концентрированно мифопоэтическое воображение Shepard проявляется в цикле о драконе Гриоле, позднее собранном в книге *The Dragon Griaule* (Shepard, 2012). Уже сама исходная ситуация радикально меняет традиционный драконий код. Гриоль не действует как подвижное чудовище, которое герой должен победить в открытом поединке. Он неподвижен, почти мёртв, но именно эта неподвижность делает его страшнее. Дракон превращается в ландшафт, на котором растут города, формируются экономические практики, возникают религиозные и художественные культы, складывается коллективная память. Иначе говоря, мифологическое существо перестаёт быть фигурой эпизода и становится онтологическим основанием мира. В этом заключается принципиально современный характер шепардовской *mythopoeisis*: миф здесь не рассказывается, а материализуется в пространстве.

В повести *“The Man Who Painted the Dragon Griaule”* архаическая схема драконоборчества заменена эстетически и социально опосредованным действием. Художник Мерик Каттанай предлагает не пронзить чудовище копьём, а медленно убивать его живописью, покрывая тело дракона токсичными красками на протяжении десятилетий. Сам ход этого сюжета разрушает героическую мгновенность классического мифа. Подвиг оказывается не вспышкой славы, а изнурительным, почти бюрократизированным трудом. Искусство в таком мире не освобождает от насилия, а вступает с ним в сомнительный союз. Картина становится одновременно эстетическим актом, технологией контроля и способом убийства. Именно поэтому у Shepard так важна тема искусства: оно не

противостоит власти, а легко втягивается в её структуру, сохраняя при этом амбивалентность.

В "The Scalehunter's Beautiful Daughter" мифопоэтический уровень углубляется через мотив внутреннего путешествия. Вход героини внутрь дракона переосмысляет один из древнейших архетипов, *descent into the underworld*, однако подземный мир здесь находится не где-то вне истории, а буквально внутри плоти мифического тела. Внутренность Гриоля оказывается пространством инициации, искушения и трансформации. Особенно значимо, что Shepard строит это движение не как переход к ясной истине. Напротив, чем ближе герой к ядру мифа, тем сильнее размываются привычные границы между телом и ландшафтом, свободой и внушением, выбором и программируемостью. Миф у Shepard не открывает стабильный сакральный порядок. Он втягивает человека в зону нестабильного перерождения, где цена знания всегда высока.

В последующих текстах цикла эта логика не ослабевает, а усложняется. "The Father of Stones" и "The Taborin Scale" показывают, что даже малые фрагменты драконьего тела обладают силой перераспределять судьбы, желания и формы восприятия. Масштаб мифа здесь поразителен: мировоззренческий центр может быть сосредоточен и в целом теле чудовища, и в отдельной чешуе, и в городе, выросшем в его тени. В "The Taborin Scale" современный, казалось бы, человек оказывается выброшен в более древний, жестокий слой реальности, словно в глубинную геологию мифа, который никогда не был прошлым окончательно. В этом смысле Гриоль у Shepard – не персонаж и не символ в узком значении. Это режим времени. Он связывает настоящее с доисторическим, частное с коллективным, личную невротическую культуру с культурной архетипикой.

Особое место занимает "The Skull", где, по наблюдению энциклопедической

критики, мир Гриоля уже непосредственно соприкасается с современной Центральной Америкой (Clute, 2025). Здесь особенно ясно видно, что шепардовская мифопоэтика не тяготеет к закрытому вторичному миру. Она строится на минимальном зазоре между возможным и невозможным, на «тончайшей границе» между нашей историей и другим, мифически перенапряжённым измерением. Благодаря этому эффекту дистанция между легендой и политической реальностью почти исчезает. Миф не заслоняет историю, а становится её предельной формой, её страшной концентрацией.

При этом Shepard не строит цельный «мифологический словарь» в духе традиционного *high fantasy*. Его *mythopoesis* фрагментарна, текуча, открыта к заражению историей. Люди, живущие около Гриоля, не получают от мифа устойчивой идентичности; наоборот, их идентичность становится нестабильной. Они одновременно зависят от дракона, боятся его, пытаются его использовать и незаметно начинают воспроизводить его логику. Такое распределение ролей делает особенно важным мотив внушения. Гриоль почти неподвижен, но его сила проявляется через мысли, привычки, желания и институты. Следовательно, мифическая власть действует у Shepard не как открытый приказ, а как медленное переформатирование субъекта. В этом смысле дракон удивительно современен: он напоминает не монархическую фигуру из средневековой легенды, а рассредоточенный механизм контроля, который способен существовать даже без явного движения.

Социальная проблематика и историческая конкретика фантастического

Если рассматривать Shepard только как автора экзотического и барочно насыщенного фэнтези, легко пропустить главное. Его тексты устроены так, что мифологическое и социальное в них постоянно переходят друг в друга. В

интервью Jaime Lynn Blaschke писатель прямо связывал своё внимание к Центральной Америке с особым, болезненным положением этого региона по отношению к Соединённым Штатам (Blaschke, 2004). Эта реплика помогает точнее увидеть структуру его художественного мира. Для Shepard пограничное пространство – это не романтическая окраина, а зона, где глобальная политика производит свои самые грязные и наименее проговариваемые последствия.

Роман *Life During Wartime* особенно показателен в этом отношении. Формально он принадлежит *science fantasy*, поскольку сочетает футурологические допущения, изменённые психические состояния, психотехнологии и военную повседневность. Но смысл текста не в эффекте новизны. Shepard моделирует войну в Центральной Америке как хроническое состояние позднего империализма, где вооружённое вмешательство перерастает в метафизику разложения. Психическая дезориентация героя, галлюцинаторность боевого опыта, смещение границы между внутренним и внешним миром делают войну не только политическим событием, но и антропологической катастрофой. При этом писатель избегает прямолинейной публицистичности. Историческая конкретика входит в роман через атмосферу, через нерв языка, через ощущение того, что насилие стало климатом.

С этой точки зрения особенно важна связь между социальным анализом и телесностью. У Shepard власть почти всегда материализуется в теле: в изуродованной плоти солдат, в наркотически изменённом сознании, в разложившейся органике тропического мира, в гигантском труп дракона, который продолжает мысленно управлять всем вокруг. Такая телесная избыточность не сводится к эстетике

гротеска. Она показывает, что социальные отношения нельзя вынести за пределы чувственного опыта. Эксплуатация, страх, подчинение, зависимость и колониальная иерархия переживаются у Shepard не как абстрактные схемы, а как давление среды на нервную и физическую организацию человека.

В этом контексте Гриолевский цикл тоже прочитывается как социальный текст. На первый взгляд он может показаться более условным и отвлечённым, чем *Life During Wartime*. Но в действительности социальная проблематика здесь лишь переводится в аллегорически сгущённую форму. Вокруг неподвижного дракона формируется экономика извлечения: из его тела берут краски, чешую, камни, кровь; из его присутствия извлекают власть, статус, мистический капитал. Сообщество не освобождается от монстра, а учится жить за счёт него. Это очень точная модель общества, встроенного в режим длительного насилия и одновременно зависящего от него. Зло не приходит извне как единичная катастрофа. Оно становится инфраструктурой.

Кроме того, социальная проблематика у Shepard тесно связана с критикой героической маскулинности. Его герои нередко начинают как фигуры волевого действия, но постепенно обнаруживают собственную зависимость от сил, которые они не контролируют. Мерик Каттанай в истории о Гриоле, военные персонажи *Life During Wartime*, случайные участники событий в поздних новеллах – все они сталкиваются с крахом автономного мужского субъекта. Это важно потому, что традиционная *fantasy* часто держится на мифе о деятельном, прозрачном, предназначенном к победе герое. Shepard разрушает этот миф изнутри. Его мир устроен так, что личная воля постоянно заражена чужим внушением, историей, желанием власти или собственной

неврозой. Тем самым социальная критика дополняется критикой субъектности.

В таком ракурсе тезис R. Jackson о *fantasy* как литературе, выявляющей вытесненное содержание культуры, оказывается особенно продуктивным (Jackson, 1981). У Shepard вытесненным становится не только индивидуальное желание, но и целый комплекс политических реальностей: периферийные войны, имперская эксплуатация, расслоение пространства, моральная деградация центра, питающегося ресурсами окраины. Именно поэтому его фэнтези не производит утешения. Оно заставляет увидеть, что чудовище может быть древним драконом, военной машиной, социальной системой и коллективной привычкой к подчинению одновременно.

Показательно, что и сами социальные институты в Гриолековском цикле приобретают у Shepard двусмысленный, почти паразитарный характер. Город, рынок, ремесло, искусство, даже интимные отношения возникают в поле чудовищного влияния и потому не могут считаться нейтральными. Человек здесь существует не рядом с мифом, а внутри него. Отсюда рождается особая этическая напряжённость: любое действие может оказаться одновременно жестом самосохранения, эксплуатацией и подчинением чужой воле. Такого рода сложность резко отличает Shepard от более прямолинейных моделей политической аллегории. Он не сводит зло к одному властителю и не предлагает простую сцену освобождения. Его тексты показывают, насколько глубоко власть способна вращаться в повседневность и как трудно отделить сопротивление от соучастия.

Жанровый синтез как способ художественного высказывания

Одна из причин, по которым социальная проблематика у Shepard достигает такой силы, заключается в его жанровой гибридности. В его прозе трудно

провести устойчивую границу между *fantasy*, *magical realism*, *horror* и *science fiction*. Однако эта гибридность не является эклектической. Shepard не соединяет жанры ради внешнего разнообразия. Каждый из них даёт ему особый способ артикуляции исторического опыта. *Fantasy* позволяет перевести власть и травму в масштаб мифа; *horror* делает видимой телесную и психологическую цену происходящего; *magical realism* снимает противопоставление между чудесным и повседневным; *science fiction* вводит тему технологизированного контроля, войны будущего и деформации человеческого восприятия.

Для описания такого письма полезна не жёсткая таксономия, а модель жанровой проницаемости. Уже B. Attebery указывал, что *fantasy* функционирует через узнаваемые, но постоянно перенастраиваемые тропы (Attebery, 1992). Shepard как раз и занимается подобной перенастройкой. Он берёт один из самых древних образов западной фантастической традиции – дракона, – но лишает его стандартной эпической функции. Он использует топику магического вмешательства в реальность, но делает это не ради восстановления утраченного сакрального порядка, а ради демонстрации того, насколько зыбкой и насильственной является сама повседневность. Он обращается к почти классической *science-fictional* ситуации войны будущего, но выстраивает её не как технофутуристический сценарий, а как продолжение уже известных форм политического вторжения.

Особенно интересно соотношение Shepard с *magical realism*. W. B. Faris подчёркивает, что *magical realism* меняет сам режим чтения, заставляя воспринимать чудесное как естественную часть реального мира (Faris, 2004). У Shepard этот эффект часто присутствует, однако он лишён привычной мягкости. Его чудесное не

столько очаровывает, сколько заражает среду тревогой. Поэтому можно сказать, что писатель движется по касательной к magical realism, сохраняя его принцип органического вращающегося невозможного в обыденность, но усиливая мрачную, телесную и политическую сторону такого сращения. Центральноамериканские ландшафты в его текстах не «украшаются» мифом; они показываются как уже мифологизированные историей насилия.

В этом смысле Shepard существенно обновляет и политизирует американское фэнтези. Если для значительной части массовой жанровой традиции характерно стремление к чёткой картине мира, где конфликт в конечном счёте переводим в схему добра и зла, то у Shepard мир принципиально мутен. Здесь нет чистой дистанции между жертвой и соучастником, между художественным жестом и насилием, между внутренней свободой и внушённым выбором. Даже пространство не гарантирует устойчивости: город может оказаться частью чудовища, а современность – тонкой плёнкой над архаическим временем. Такая поэтика создаёт особый epistemological pressure: читатель не получает готовой морали, но вынужден постоянно соотносить символическое и историческое.

Наконец, жанровый синтез у Shepard меняет и саму функцию mythopoesis. Миф больше не служит простым основанием коллективной идентичности. Он становится аналитической машиной, вскрывающей скрытую логику общества. Гриоль – это и дракон, и территория, и архив, и политическое бессознательное, и метафора власти, живущей даже в состоянии видимой неподвижности. Именно поэтому мифопоэтическое и социальное в прозе Shepard нельзя разводить по разным исследовательским полкам. Они образуют единую систему, в которой миф является способом понять историю, а история раскрывает внутреннюю работу мифа.

С жанровой точки зрения это означает ещё и пересмотр самой функции worldbuilding. Во многих образцах массового фэнтези построение мира стремится к полноте, картографической ясности и иллюзии завершенности. Shepard действует иначе. Он строит мир через зоны сгущения: через тело Гриоля, отдельные предметы, вспышки коллективной памяти, локальные легенды, травматические эпизоды. Отсюда возникает эффект неполной, но чрезвычайно плотной реальности. Читатель не получает энциклопедии вымышленного мира, зато постоянно ощущает, что за каждым локальным событием стоит огромный, до конца не развернутый пласт мифа и истории. Такая экономия объясняет, почему форма novella оказалась для Shepard особенно органичной. По замечанию энциклопедической критики, именно средняя форма стала центральной для его письма (Clute, 2025), поскольку позволяла удерживать высокий уровень символической концентрации без размывания атмосферы и интонации.

Заключение

Проведённый анализ позволяет сделать несколько выводов. Во-первых, фэнтези в творчестве Lucius Shepard строится не по модели эскапистского ухода, а по модели опасного возвращения к реальности. Чудесное у него не изолировано от истории, а насыщено ею. Во-вторых, мифопоэтическая организация особенно ярко проявляется в цикле о драконе Гриоле, где древний монстр превращается в пространственный и символический центр целой цивилизации. Благодаря этому миф становится у Shepard не орнаментом, а принципом мироустройства. В-третьих, социальная проблематика не добавляется к такой мифопоэтике извне. Она изначально встроена в неё через темы колониального насилия, военной интервенции, экономики извлечения, кризиса героической

субъектности и превращения власти в среду обитания.

Наконец, жанровая гибридность Shepard – соединение *fantasy*, *magical realism*, *horror* и *science fiction* – следует рассматривать как содержательно мотивированную стратегию. Именно она позволяет писателю говорить о тех сторонах современности, которые плохо

описываются средствами миметической прозы. Shepard показывает, что позднее американское фэнтези способно быть не только мифотворческим, но и диагностическим жанром. В этом состоит и художественная сила его прозы, и причина того, что она заслуживает значительно более пристального филологического внимания.

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Expression of the character of nationality in phraseological units

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Annotation

This article explores the linguocultural nature of phraseological units and their role in reflecting the interconnection between language, culture, and national mentality. The study examines the semantic, structural, and functional features of phraseological units, emphasizing their stability and idiomatic character within the language system. A comparative analysis of Uzbek and English phraseological units is conducted to identify both similarities and differences in their usage and meaning. Phraseological units are interpreted as cultural "codes" that encapsulate a nation's historical experience, traditions, moral values, and social norms. Special attention is given to imagery as a defining feature of phraseology, highlighting its origin in national ways of thinking and perception. The article also addresses key challenges in translating phraseological units, particularly the limitations of literal translation and the importance of preserving cultural relevance. The findings demonstrate that phraseological units not only enrich expressive speech but also serve as essential tools for effective intercultural communication. This research contributes to a deeper understanding of how language encodes cultural identity and provides insights valuable for linguists, translators, and scholars interested in cross-cultural studies.

Keywords

Phraseological unit, nationality, linguoculturology, semantics, mentality, imagery, cultural values, comparative analysis

Frazeologik birliklarda milliylik xarakterining ifodalanishi

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Annotatsiya

Ushbu maqolada frazeologik birliklarning lingvokulturologik mohiyati, ularning milliy mentalitet, madaniyat va til o'rtasidagi uzviy bog'liqlikni aks ettirishdagi o'rni tahlil qilinadi. Tadqiqotda frazeologizmlarning semantik, struktur va funksional xususiyatlari yoritilib, ular til tizimida barqaror, idiomatik birliklar sifatida namoyon bo'lishi ko'rsatiladi. Shuningdek, o'zbek va ingliz tillaridagi frazeologik birliklar qiyosiy jihatdan o'rganilib, ularning umumiy va farqli tomonlari aniqlanadi. Frazeologizmlar xalqning tarixiy tajribasi, urf-odatlar, axloqiy qarashlari va ijtimoiy munosabatlarini o'zida mujassam etgan madaniy "kodlar" sifatida talqin qilinadi. Maqolada obrazlilik frazeologiyani asosiy belgilaridan biri sifatida baholanib, uning milliy tafakkur mahsuli ekanligi asoslanadi. Shuningdek, frazeologik birliklarning tarjima jarayonidagi muammolari, xususan, so'zma-so'z tarjimaning har doim ham to'g'ri natija bermasligi, madaniy moslikni hisobga olish zarurligi ta'kidlanadi. Tadqiqot natijalari frazeologik birliklarning nafaqat til boyligini

oshirish, balki madaniyatlararo muloqotni rivojlantirishdagi muhim vosita ekanligini ko'rsatadi. Shuningdek, maqolada frazeologizmlarning emotsional-ekspressiv xususiyatlari, ularning nutqdagi funksional o'rni, uslubiy imkoniyatlari hamda kommunikativ ahamiyati batafsil tahlil qilinadi. Har ikki til misolida inson xarakteri, ijtimoiy munosabatlar, axloqiy qadriyatlar va milliy stereotiplarning frazeologiya orqali ifodalanishi ko'rsatib beriladi. Tadqiqot natijasida frazeologik birliklar nafaqat til hodisasi, balki milliy madaniyat va tafakkurning muhim ko'rsatkichi ekanligi asoslab beriladi. Ushbu ish lingvokulturologiya va qiyosiy tilshunoslik rivojiga muayyan hissa qo'shadi.

Kalit so'zlar *Frazeologik birlik, milliylik, lingvokulturologiya, semantika, mentalitet, obrazlilik, madaniy qadriyatlar, qiyosiy tahlil*

Выражение характера национальности в фразеологических единицах

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Аннотация *В данной статье рассматривается лингвокультурологическая сущность фразеологических единиц и их роль в отражении взаимосвязи языка, культуры и национального менталитета. Особое внимание уделяется семантическим, структурным и функциональным характеристикам фразеологизмов, которые выступают как устойчивые и идиоматические единицы языковой системы. В работе проводится сопоставительный анализ фразеологических единиц узбекского и английского языков с целью выявления их сходств и различий. Подчеркивается, что фразеологизмы представляют собой своеобразные культурные коды, в которых отражаются исторический опыт народа, его традиции, моральные ценности и социальные нормы. Образность рассматривается как ключевая характеристика фразеологии, являющаяся результатом национального мышления. Также в статье освещаются проблемы перевода фразеологических единиц, включая трудности, связанные с буквальным переводом и необходимостью учета культурного контекста. Делается вывод о том, что фразеологические единицы играют важную роль не только в обогащении речи, но и в обеспечении эффективной межкультурной коммуникации. Результаты исследования могут быть полезны для лингвистов, переводчиков и специалистов в области межкультурной коммуникации. В результате обосновывается, что фразеологические единицы являются не только языковым явлением, но и важным показателем национальной культуры. Данное исследование вносит определённый вклад в развитие лингвокультурологии и сопоставительного языкознания.*

Ключевые слова *Фразеологическая единица, национальность, лингвокультурология, семантика, менталитет, образность, культурные ценности, сопоставительный анализ*

Kirish

Til va madaniyat o'zaro uzviy bog'liq hodisalar bo'lib, har bir millatning o'ziga xosligi eng avvalo uning tilida namoyon bo'ladi. Til nafaqat insonlar o'rtasidagi aloqa vositasi, balki xalqning tarixiy xotirasi, ma'naviy merosi, dunyoqarashi va ijtimoiy tajribasini saqlovchi murakkab tizimdir. Har bir tilda shu xalqning asrlar davomida shakllangan urf-odatlar, qadriyatlar, axloqiy qarashlari va turmush tarzi mujassam bo'ladi. Shu sababli tilni o'rganish orqali nafaqat grammatik me'yorlar yoki lug'aviy boylikni, balki millatning ichki ruhiy olamini ham anglash mumkin.

Ayniqsa, tilning frazeologik qatlami bu borada alohida ahamiyat kasb etadi. Frazeologik birliklar – turg'un, ko'chma ma'noga ega bo'lgan, nutqda tayyor holda qo'llanadigan iboralaridir. Ular oddiy so'z birikmalaridan farqli ravishda obrazlilik, emotsional-ekspressivlik va semantik yaxlitlik xususiyatlariga ega. Frazeologizmlar nutqni boyitadi, fikrni ta'sirchan va ravon ifodalashga xizmat qiladi hamda kommunikativ jarayonda estetik vazifa bajaradi. Shu bilan birga, ular xalqning dunyoni idrok etish usuli, tafakkur tarzi va hayotiy tajribasini aks ettiruvchi muhim vosita hisoblanadi.

Frazeologik birliklar xalqning ko'p asrlik kuzatuvlari, mehnat faoliyati, tarixiy voqealari va kundalik turmush tajribasi asosida shakllanadi. Shu bois ularda milliy mentalitet, xarakter va madaniy qadriyatlar yaqqol namoyon bo'ladi. Masalan, o'zbek tilidagi mehmondo'stlik, saxiylik, kattaga hurmat, jamoaviylik kabi tushunchalar ko'plab iboralarda ifodalangan bo'lsa, boshqa xalqlar tilida ularga xos bo'lgan pragmatizm, mustaqillik yoki tartib-intizom singari sifatlar aks etadi. Demak, frazeologizmlar tilning shunchaki bezagi emas, balki xalq ruhiyatining lisoniy ifodasidir.

Bugungi globallashuv davrida turli madaniyat vakillari o'rtasidagi aloqalar kengayib borayotgan bir paytda frazeologik

birliklarni o'rganishning ahamiyati yanada ortmoqda. Chunki chet tilini chuqur egallash faqat grammatikani bilish bilangina cheklanmaydi, balki o'sha til egalarining madaniy tafakkurini aks ettiruvchi iboralarni ham tushunishni talab qiladi. Shu jihatdan frazeologik birliklarni qiyosiy va lingvokulturologik nuqtai nazardan tadqiq etish tilshunoslik, tarjimashunoslik hamda madaniyatshunoslik uchun dolzarb masalalardan biridir.

Mazkur maqolada frazeologik birliklarning lingvokulturologik mohiyati, ularning milliylik xarakterini ifodalashdagi o'rni hamda o'zbek va ingliz tillari misolida umumiy va farqli jihatlari tahlil qilinadi. Shuningdek, frazeologizmlarning semantik, struktur va funksional xususiyatlari yoritilib, ularning milliy tafakkur va madaniyat bilan chambarchas bog'liqligi asoslab beriladi.

Asosiy qism

Lingvist olimlar – B.A. Larin, A. Kunin, V. Mokiyeenko, Sh. Rahmatullayev va D. Normurodovlarning ishlarida frazeologizmlarning lingvokulturologik mohiyati chuqur tahlil qilingan. Ayniqsa, A. Kunin ingliz frazeologiyasining semantik tuzilmasini tahlil qilgan. O'zbek tilshunosligida Sh. Rahmatullayev frazeologik birliklarni to'g'ridan-to'g'ri tarjima qilmaslik kerakligini, ularni milliy ruhda tushunish zarurligini ta'kidlagan. Til va madaniyat o'zaro uzviy bog'liqligini ko'rsatgan zamonaviy lingvokulturologik tadqiqotlar (masalan, E. Vereshchagin va V. Kostomarovlarning ishlari) frazeologizmlarni madaniyat kontekstida talqin qilishni tavsiya etadi. Shu nuqtai nazardan, ingliz va o'zbek frazeologizmlarini solishtirish orqali til orqasidagi xalq ruhiyati, axloqiy-me'yoriy qadriyatlar va milliy xarakterni tahlil qilish imkoniyati ochiladi (Boboxonov, 2025).

Millat madaniyati, milliy xakteri, psixologik xususiyatlari va mentaliteti haqidagi eng qimmatli ma'lumot manbalarini

frazeologik birliklarda topish mumkin. Tilning frazeologik fondi talabalarga millatning ulkan ma'naviy boyligiga kirish imkonini beradi va shu bilan birga madaniyatlararo muloqot jarayonida odamlarning o'zaro ta'siri va o'zaro tushunishining eng muhim vositasidir. Ifodali vosita sifatida frazeologik birliklar nutqimizni ham boyitadi. Frazeologik birliklar madaniy va milliy xususiyatlarning majoziy ma'noda timsolidir. Madaniy va milliy xususiyatlarni ta'kidlash usuli "til hamjamiyatining belgilangan madaniy va milliy makonida majoziy asosni talqin qilish" degan ma'noni anglatadi. Frazeologik birliklar ko'pincha ular tegishli bo'lgan til madaniyatining o'ziga xos xususiyatlarini aks ettiradi; bundan tashqari, ular o'sha millatning tarixini, dunyoga munosabatini, ular ishongan stereotiplarni va boshqalarni aks ettiradi. Bundan tashqari, frazeologik birliklar odatda milliy maqollar, xurofot va madaniy an'analardan shakllanadi va tilshunoslikning katta qismini ifodalaydi. Frazeologik birliklar dunyoning barcha tillari uchun umumiy, ammo o'ziga xos ifoda shakliga ega. Ularning milliy-madaniy xususiyatlari tarjima jarayonida namoyon bo'ladi.

Frazeologik birliklarning zamonaviy tilshunoslikdagi ahamiyati tobora ortib bormoqda. Bugungi globallashuv davrida turli xalqlar o'rtasidagi madaniy aloqalar kengaygani sari frazeologizmlarni chuqur o'rganish zarurati ham kuchaymoqda. Chunki aynan frazeologik birliklar orqali millatning o'ziga xos tafakkuri, qadriyatlar tizimi va kommunikativ uslubi namoyon bo'ladi. Ularni bilish chet tilini mukammal o'zlashtirishda ham muhim omillardan biridir. Til o'rganuvchi shaxs oddiy grammatik qoidalarni bilishi bilan birga, xalqning obrazli tafakkurini aks ettiruvchi iboralarini ham tushunishi lozim.

Frazeologik birliklar ommaviy axborot vositalari, adabiyot va internet nutqida ham faol qo'llanadi. Jurnalistik matnlarda ular fikrni ta'sirchan va esda qolarli tarzda yetkazishga xizmat qilsa, badiiy asarlarda qahramon xarakterini ochishda muhim vosita bo'ladi.

Shuningdek, ijtimoiy tarmoqlarda ayrim an'anaviy iboralar yangi ma'no kasb etib, zamonaviy nutq shakllariga moslashmoqda. Bu esa frazeologiyaning doimiy ravishda rivojlanib boruvchi tirik tizim ekanini ko'rsatadi.

Shu bilan birga, frazeologik birliklarni ilmiy jihatdan tadqiq etish milliy madaniyatni saqlash va targ'ib qilishga ham xizmat qiladi. Har bir yangi avlod bu iboralar orqali ajdodlar tafakkuri, hayot tajribasi va ma'naviy merosi bilan tanishadi. Demak, frazeologizmlar til boyligi bilan bir qatorda milliy o'zlikning ham muhim ko'rsatkichidir.

Tilning frazeologik fondi millat madaniyati va mentaliteti haqida eng qimmatli ma'lumot manbaidir, chunki u xalqning afsonalar, urf-odatlar, marosimlar, marosimlar, odatlar, axloq, xulq-atvor va boshqalar haqidagi tasavvurlarini saqlaydi. B.A. Larin frazeologik birliklar har doim bilvosita xalqning qarashlarini, ijtimoiy tartibini va davr mafkurasini aks ettirishini ta'kidlagan. Millat madaniyatining uzoq davom etgan rivojlanishini o'z semantikasida aks ettiruvchi frazeologik birliklar madaniy munosabatlar va stereotiplarni, me'yorlar va arxetiplarni avloddan-avlodga saqlaydi va uzatadi. F.I. Buslaevning fikriga ko'ra, frazeologik birliklar o'ziga xos mikrokosmoslardir. Ular "ham axloq qonunini, ham ajdodlari tomonidan avlodlarga ishonib topshirilgan qisqa so'zda ifodalangan oddiy tuyg'uni" o'z ichiga oladi. Bu har qanday milliy tilning ruhi bo'lib, unda millat ruhi va uning o'ziga xosligi o'ziga xos tarzda ifodalanadi (Kopzhassarova, 2014).

Frazeologiya tilshunoslikning mustaqil sohasi sifatida frazeologik birliklarning semantik, struktur va funksional xususiyatlarini o'rganadi. Bu birliklar til tizimida barqaror shaklda mavjud bo'lib, ularning ma'nosi ko'pincha tarkibiy qismlarining lug'aviy ma'nosidan kelib chiqmaydi. Shu jihatdan ular idiomatik xarakterga ega bo'lib, nutqda o'ziga xos estetik va stilistik vazifani bajaradi. Frazeologizmlar orqali nutq boyiydi, ifoda ta'sirchanligi ortadi va kommunikativ maqsad yanada aniqroq amalga oshiriladi.

Frazeologik birliklar va milliylik tushunchasi o'zaro chambarchas bog'liqdir. Frazeologik birliklar komponentlari o'zaro mustahkam bog'langan, yaxlit ma'no ifodalovchi barqaror birikmalardir. Ularning asosiy xususiyatlariga turg'unlik, idiomatiklik, takrorlanuvchanlik va semantik yaxlitlik kiradi. Milliylik esa muayyan xalqning mentaliteti, dunyoqarashi, qadriyatlar va turmush tarzini ifodalovchi tushuncha bo'lib, aynan frazeologik birliklar orqali til sathida namoyon bo'ladi. Shu bois ko'plab tilshunoslar frazeologizmlarni xalqning madaniy "kodlari" sifatida baholaydilar.

Frazeologik birliklarda milliy xarakter va mentalitetning ifodalanishi alohida e'tiborga loyiqdir. Ular orqali xalqning dunyoni idrok etish usuli, axloqiy qarashlari va ijtimoiy munosabatlari namoyon bo'ladi. Masalan, o'zbek tilidagi *"ko'z ochib yumguncha"* iborasi tezlikni ifodalasa, *"yuragi orqaga tortdi"* qo'rquv yoki ikkilanishni bildiradi, *"qo'li ochiq"* esa saxiylilikni anglatadi. Bu iboralar o'zbek xalqining hissiy dunyosi va ijtimoiy qadriyatlarini aks ettiradi. Ayniqsa, saxiylilik, mehmondo'stlik va mehr-oqibat kabi tushunchalar o'zbek mentalitetining asosiy belgilaridan biri sifatida frazeologiyada keng ifodalangan (Raxmatullayev, 1982).

Ingliz tilidagi frazeologik birliklar ham inson xarakteri va ijtimoiy munosabatlarni ifodalashda muhim rol o'ynaydi. Masalan, *"break the ice"* iborasi muloqotni boshlashni, *"spill the beans"* sirni oshkor qilishni, *"a heart of gold"* esa nihoyatda mehribon insonni anglatadi. Bu misollar turli tillarda frazeologik birliklar umumiy kommunikativ vazifani bajarsa-da, ularning mazmunida milliy tafakkur izlari mavjud ekanini ko'rsatadi.

Frazeologik birliklarning muhim belgilaridan biri – obrazlilikdir. Obrazlilik milliy tafakkur mahsuli bo'lib, har bir xalqning dunyoni qanday tasavvur qilishini aks ettiradi. Masalan, o'zbek tilida *"tog'ni talqon qilmoq"* (Rahmatullaev, 1978) iborasi katta kuch va jasoratni bildiradi. Bu yerda tog' obrazi qudrat va sinov ramzi sifatida namoyon bo'ladi. Ingliz

tilida esa *"move mountains"* iborasi shunga yaqin ma'noni ifodalaydi. Bunday o'xshashliklar turli xalqlarda umumiy insoniy tajriba mavjudligini ko'rsatadi.

Shu bilan birga, ayrim frazeologik obrazlar faqat muayyan millatga xos bo'ladi. Masalan, o'zbek tilidagi *"non sindirish"* iborasi do'stlik va yaqinlik ramzi sifatida talqin qilinadi. *"Choy ustida gaplashmoq"* esa ijtimoiy muloqot va samimiy suhbat an'anasini ifodalaydi. Bu iboralar o'zbek xalqining kundalik hayoti, urf-odatlar va madaniy qadriyatlar bilan chambarchas bog'liq bo'lib, boshqa tillarga so'zma-so'z tarjima qilinganda to'liq ma'nosini yo'qotishi mumkin.

Frazeologik birliklar milliy qadriyatlarni aks ettirishda ham muhim vosita hisoblanadi. Masalan, *"kattaga hurmat, kichikka izzat"* iborasi ijtimoiy axloq me'yorlarini ifodalasa, *"mehnat qilgan – to'yadi"* iborasi mehnatsevarlik g'oyasini targ'ib qiladi. Bu kabi iboralar jamiyatda ma'naviy qadriyatlarni mustahkamlashga xizmat qiladi.

Ingliz tilida esa *"time is money"* iborasi vaqtning qadrini, *"actions speak louder than words"* esa amaliy harakatning ustuvorligini ifodalaydi. Bu esa ingliz madaniyatida pragmatizm va samaradorlik muhim o'rin tutishini ko'rsatadi (2012).

Milliy mentalitet frazeologik birliklar orqali yanada yaqqolroq namoyon bo'ladi. O'zbek tilida jamoaviylik va hamjihatlik muhim ahamiyat kasb etadi. *"Bir yoqadan bosh chiqarish"* iborasi hamkorlikni, *"el bilan maslahat"* esa kollektiv qaror qabul qilish an'anasini bildiradi.

Ingliz tilida esa individualizm kuchliroq aks etadi: *"stand on your own feet"* mustaqillikni, *"mind your own business"* esa shaxsiy hududga hurmatni anglatadi. Bu farqlar turli madaniyatlarda ustuvor qadriyatlar qanday shakllanganini ko'rsatadi.

Frazeologik birliklarni qiyosiy o'rganish ularning umumiy va farqli jihatlarini aniqlash imkonini beradi. Ba'zi iboralar turli tillarda semantik jihatdan yaqin bo'lishi mumkin: masalan, *"yuragi toza"* va *"pure heart"*, *"ko'ngli*

keng" va "big-hearted". Biroq ularning obrazli asoslari va qo'llanish konteksti milliy xususiyatlarga ega bo'ladi. Shu sababli frazeologik birliklarni tarjima qilishda nafaqat lug'aviy ma'no, balki madaniy moslikni ham hisobga olish zarur (Boboxonov, (2025).

Xulosa

Xulosa qilib aytganda, frazeologik birliklar til va madaniyatning uzviy bog'liqligini yaqqol namoyon etadi. Ular xalqning tarixiy xotirasi, ijtimoiy tajribasi va ma'naviy

qadriyatlarini o'zida mujassamlashtirgan noyob lingvistik birliklar hisoblanadi. Shu bois frazeologiyani o'rganish nafaqat tilshunoslik, balki madaniyatshunoslik va etnolingvistika uchun ham muhim ilmiy ahamiyatga ega.

Ularni o'rganish lingvokulturologiya, tarjimashunoslik va qiyosiy tilshunoslik uchun muhim ahamiyatga ega. Globalizatsiya sharoitida frazeologik birliklarni saqlash va tadqiq etish milliy o'zlikni asrashning muhim vositasi hisoblanadi.

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Linguocultural classification of expressiveness and speech-cultural evaluation in English and Uzbek online newspapers

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Annotation *This article investigates the linguocultural mechanisms underlying expressive language and speech-cultural evaluation in English and Uzbek online news discourse. Online newspapers constitute a distinctive genre in which the norms of journalistic objectivity converge with evaluative and emotionally charged language strategies characteristic of digital communication. Drawing on a corpus of two hundred texts comprising news reports, opinion pieces, and editorial commentaries collected from four English-language and four Uzbek-language online outlets the study applies a comparative linguocultural framework to classify expressive and evaluative units identified in the texts. The analysis reveals systematic differences in the density, structural realisation, and culturally grounded functions of expressive language across the two corpora. These differences reflect divergent journalistic traditions, rhetorical conventions, and sociolinguistic norms. In each cultural context, expressive resources are shaped by specific value systems and communicative norms. The findings carry significant theoretical and practical implications for cross-cultural media literacy, translation practice, and contrastive linguistics.*

Keywords *Expressiveness, speech-cultural evaluation, online news discourse, linguocultural classification, English, Uzbek, media language, contrastive analysis, evaluative language*

Ingliz va o'zbek onlayn gazetalarida ekspressivlik va nutqiy-madaniy baholashning lingvomadaniy tasnifi

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Annotatsiya *Ushbu maqolada ingliz va o'zbek tillaridagi onlayn yangiliklar diskursida ekspressiv til hamda nutqiy-madaniy baholashning lingvomadaniy mexanizmlari tadqiq etiladi. Onlayn gazetalar o'ziga xos janr sifatida namoyon bo'lib, ularda jurnalistik xolislik talablari raqamli muhitga xos baholovchi va emotsional til vositalari bilan uyg'unlashadi. Tadqiqot doirasida to'rtta ingliz va to'rtta o'zbek onlayn nashridan tanlab olingan ikki yuzta matndan iborat korpus shakllantirildi. Mazkur korpus yangilik xabarlari, publitsistik materiallar hamda tahririy sharhlarni o'z ichiga oladi. Matnlardagi ekspressiv va baholovchi birliklarni aniqlash va tasniflashda qiyosiy lingvomadaniy yondashuv qo'llandi. Tahlil natijalari har ikki korpusda ekspressiv tilning zichligi, tarkibiy ifodalanishi hamda madaniy jihatdan asoslangan funksiyalari o'rtasida tizimli va izchil farqlar mavjudligini ko'rsatdi. Ushbu tafovutlar turli jurnalistik an'analar, ritorik konvensiyalar va ijtimoiy-lingvistik me'yorlar bilan izohlanadi. Har bir madaniy kontekstda ekspressiv vositalar o'ziga xos qadriyat tizimi va kommunikativ me'yorlar asosida shakllanadi. Olingan natijalar*

madaniyatlararo media savodxonligi, tarjima amaliyoti hamda qiyosiy tilshunoslik uchun muhim nazariy va amaliy ahamiyat kasb etadi. Shuningdek, ular ikki til tizimida ekspressiv vositalarning lingvomadaniy xususiyatlarini yanada chuqurroq anglashga xizmat qiladi.

Kalit so'zlar *Ekspressivlik, nutqiy-madaniy baholash, onlayn yangiliklar diskursi, lingvomadaniy tasnif, ingliz tili, o'zbek tili, media tili, qiyosiy tahlil, baholovchi til*

Лингвокультурная классификация экспрессивности и речево-культурной оценки в англоязычных и узбекских онлайн-газетах

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Аннотация *В данной статье исследуются лингвокультурные механизмы экспрессивной речи и речево-культурной оценки в англоязычном и узбекском онлайн-новостном дискурсе. Онлайн-газеты образуют самобытный жанр, в котором традиционные журналистские нормы объективности вступают во взаимодействие с оценочными и эмоционально насыщенными языковыми стратегиями, типичными для современной цифровой коммуникации. На основе корпуса из двухсот текстов, отобранных из четырёх англоязычных и четырёх узбекских онлайн-изданий и включающего новостные репортажи, публицистику и редакционные материалы, применяется сравнительный лингвокультурный подход к классификации экспрессивных и оценочных единиц. Результаты фиксируют устойчивые различия в плотности, структурном оформлении и культурно обусловленных функциях экспрессивного языка в обоих корпусах, отражая специфику сложившихся журналистских традиций, риторических конвенций и социолингвистических норм каждого культурного контекста. В каждой языковой системе экспрессивные средства формируются под воздействием специфических культурных ценностей и устойчивых коммуникативных норм. Полученные данные имеют теоретическую и практическую значимость для межкультурной медиаграмотности, переводческой практики и сопоставительной лингвистики, а также вносят вклад в более глубокое понимание лингвокультурной природы экспрессивных средств в двух языковых системах.*

Ключевые слова *Экспрессивность, речево-культурная оценка, онлайн-дискурс, лингвокультурная классификация, английский язык, узбекский язык, язык СМИ, сопоставительный анализ, оценочный язык*

Kirish

Mediamakonda til uzoq vaqtdan beri ikki kuch o'rtasidagi muvozanat maydoni sifatida tan olingan: bir tomondan aniq ma'lumot berish, ikkinchi tomondan o'quvchini jalb qilish, ishontirish va muayyan yo'nalishga undash (Fowler, 1991; Richardson, 2007). Raqamli davrda bu muvozanat yanada murakkablashdi: onlayn yangiliklar platformalari tezkorlik, hissiy ta'sirchanlik va o'quvchi ishtiroki hal qiluvchi omil bo'lgan raqobat muhitida faoliyat ko'rsatadi. Natijada hissiy ifodaliligi va baholovchi yo'nalishi bor til vositalari endi yordamchi emas, balki onlayn jurnalistikaning asosiy tuzilmaviy elementiga aylandi (Fairclough, 1995; Zheltukhina, 2016). O'quvchilar ushbu matnlar bilan algoritmik tarzda shakllangan ijtimoiy tarmoq muhitida tanishadi; bunda matnning o'qilishi va tarqatilishi ko'p jihatdan uning emotsional ta'sirchanligiga hamda o'quvchi qadriyatlariga qanchalik mos kelishiga bog'liq.

Bu kontekstda onlayn yangiliklar diskursining lingvomadaniy o'lchamlari ya'ni tilning ekspressiv va baholovchi resurslari madaniy jihatdan o'ziga xos qadriyat tizimlarini qanday ifodalashi va qayta ishlab chiqishi tobora ko'proq olimlar diqqatini jalb qilmoqda (Maslova, 2004; Vorobyov, 1997). Lingvomadaniy tahlilning asosiy tamoyili shundan iborat: til va madaniyat bir-birini belgilaydi. So'zlovchi yoki yozuvchi uchun mavjud bo'lgan leksik, grammatik va ritorik tanlovlar madaniy jihatdan betaraf vositalar emas, ular o'sha til vakili bo'lgan jamiyatning tarixiy an'analar, me'yorlar va dunyoqarashi tomonidan shakllantirilgan. Axborotda ekspressiv tildan foydalanilganda metafora, intensifikatsiya, ko'chma ma'noli leksika, baholovchi freym u aynan shu madaniy jihatdan o'ziga xos resurslarga murojaat qiladi (Scollon & Scollon, 2003).

Ingliz va o'zbek onlayn gazeta diskursini qiyoslash ayniqsa samarali taqqoslov maydonini ochadi. Ingliz tilidagi onlayn

jurnalistika rasmiy xolislik me'yorini qo'llab-quvvatlovchi an'ana doirasida rivojlangan; biroq bu an'ana o'z bag'rida baholovchi va ekspressiv strategiyalarning keng hamda rivojlangan repertuarini saqlab keladi. O'zbek tilidagi media esa farqli tarixiy sharoitlarda yuzaga kelgan: avval tilning mafkuraviy yo'naltirishga xizmat qilgan sovet davri matbuoti, so'ngra mustaqillikdan keyingi yangi jurnalistika me'yorlari faol shakllantirilayotgan davr. Shu sababli zamonaviy o'zbek onlayn yangiliklar matnlaridagi ekspressiv va baholovchi resurslar meros bo'lgan ritorik konvensiyalar, milliy madaniy qadriyatlar va rivojlanayotgan raqamli media me'yorlarining murakkab qatlamlanishini aks ettiradi (Rashidova, 2021; Yusupova, 2019).

Ushbu qiyoslanish nazariy jihatdan katta qiziqish uyg'otsa-da, u ilmiy adabiyotlarda kam tizimli e'tibor olgan. Jurnalistikadagi baholovchi tilni o'rganuvchi mavjud tadqiqotlar asosan ingliz tilidagi korpuslarga yo'naltirilgan (Hunston & Thompson, 2000; Martin & White, 2005), o'zbek media tili bo'yicha ishlar esa ko'proq mafkuraviy mazmunni tahlil qilgan. Ushbu maqola ikkala til tizimiga tatbiq etilishi mumkin bo'lgan ekspressiv va nutqiy-madaniy baholovchi birliklarning lingvomadaniy tasnifini ishlab chiqish orqali bu bo'shliqni to'ldirishga intiladi.

Tadqiqot uchta ilmiy savolga javob beradi: (1) Ingliz va o'zbek onlayn yangiliklar diskursida ekspressiv va baholovchi til birliklari qaysi turlarda ko'proq uchraydi va ular matn turlari bo'yicha qanday taqsimlanadi? (2) Ekspressiv tilning lingvomadaniy vazifalari ikkala korpusda qanday farqlanadi va bu farqlar qanday madaniy qadriyatlar yoki kommunikativ yo'nalishlarni aks ettiradi? (3) Ikki til va madaniy tizim bo'yicha ekspressiv va baholovchi til qo'llanilishidagi o'xshashlik va farqlarni eng to'liq ifodalovchi taksonomik doira qanday ko'rinishda bo'lishi kerak?

Nazariy asos

Ushbu tadqiqotda qo'llaniladigan tahliliy yondashuv uchta nazariy yo'nalishni birlashtiradi: lingvomadaniy tahlil, baholash nazariyasi va media tiliga oid diskurs-tahliliy yondashuvlar. Lingvomadaniy tahlil Vorobyov (1997) va Maslova (2004) tomonidan rus-postsovet ilmiy maktabida, kengroq g'arb an'anasida esa madaniy tilshunoslik va pragmatikada faoliyat ko'rsatuvchi olimlar tomonidan ishlab chiqilgan. Mazkur yondashuv quyidagi nazariy asosga suyanadi: tilning ma'noli birliklari shunchaki so'zning lug'aviy ma'nosiga ega bo'lmay, undan ortiq madaniy ahamiyat ham kasb etadi va bu ahamiyatni faqat to'g'ridan-to'g'ri semantik tahlil orqali to'liq ochib bo'lmaydi. Lingvomadaniy birliklar dunyoning madaniy jihatdan o'ziga xos tasvirini va madaniy hamjamiyat qadriyatlarini ifodalovchi baholovchi pozitsiyalarni o'zida mujassam etadi (Omoniyi & White, 2006).

Tizimli-funksional tilshunoslik doirasida Martin va White (2005) tomonidan ishlab chiqilgan baholash nazariyasi tilning baholovchi resurslarini tahlil qilish uchun yaxlit va izchil tizimni taqdim etadi. Nazariyada uchta asosiy quyi tizim ajratib ko'rsatiladi: Munosabat (his-tuyg'u, axloqiy baho va estetik baholashni), Graduatsiya (ifodaning kuchi va aniqlik darajasini) va Moslik (muallif nuqtai nazaridan bir ovozlilik va ko'p ovozlilikni) o'z ichiga oladi. Til tizimlari va madaniyatlarni qiyoslash maqsadida foydalanilganda bu nazariyaning asosiy ustunligi shundaki, u bir tomondan nazariy jihatdan har qanday tilga tatbiq etilishi mumkin, ikkinchi tomondan esa baholovchi ma'nolarning har bir tilda o'ziga xos formal vositalar orqali ifodalanishiga imkon yaratadi (Thompson, 2001). Ushbu tadqiqotda asosan Munosabat va Graduatsiya quyi tizimlaridan foydalanildi, chunki ular onlayn yangiliklar tilining ekspressiv va baholovchi o'lchamlarini eng aniq va to'liq aks ettiradi.

Fowler (1991), Bell (1991) va Fairclough (1995, 2003) asarlariga tayangan media diskurs tahlili lingvistik tahlil uchun zarur kontekstual zamin vazifasini o'taydi. Bu yo'nalish yangiliklar

tili mavjud ijtimoiy voqelikning passiv ko'zgusi emas, balki voqelikni o'zi qurib chiquvchi faol amaliyot ekanligini ta'kidlaydi: jurnalistlar voqealarni ifodalashda qiladigan har bir tanlov o'quvchining ushbu voqealar haqidagi tushunchasini va ularga bo'lgan munosabatini faol shakllantiradi (Charteris-Black, 2004). Onlayn yangiliklar diskursi bu jarayonga qo'shimcha murakkablik qatlamlarini kiritadi: ijtimoiy tarmoqqa mo'ljallab yaratilgan sarlavhalar, har xil yangilik va sharh janrlarining aralashuvi hamda tezlashtirilgan ishlab chiqarish sikllari bularning barchasi leksik va uslubiy tanlovlarni bevosita belgilaydi (Zheltukhina, 2016).

Metodologiya

Korpus dizayni

Tadqiqot korpusi ingliz va o'zbek tilidagi nashrlarga teng taqsimlangan ikki yuz onlayn yangiliklar matnidan tashkil topgan. Ingliz tilidagi quyi korpus turli tahririyat yo'nalishlari va auditoriya profillarini ifodalovchi to'rtta platforma *The Guardian*, *BBC News Online*, *The Diplomat* va *Eurasianet*dan; o'zbek tilidagi quyi korpus esa to'rtta yetakchi milliy onlayn nashr *Kun.uz*, *Gazeta.uz*, *Daryo.uz* va *UzA.uz*dan shakllantirilgan. Har bir quyi korpus doirasida matnlar uchta janr toifasida mutanosib tarzda tanlab olindi: informatsion yangilik hisobotlari (40%), publitsistik va sharhlovchi materiallar (40%) hamda tahririyat matni (20%). Bunday taqsimot har bir nashr turida mavjud ekspressiv va baholovchi til reyestrlarining imkon qadar to'liq qamrab olinishini ta'minlash maqsadida belgilandi.

Namuna olish mavzu sohasiga nisbatan maqsadli tarzda amalga oshirildi: ikkala quyi korpusdagi barcha matnlar siyosat va boshqaruv, iqtisodiyot va ijtimoiy siyosat hamda madaniyat va ta'lim doiralarini qamrab oladi. Mavzu sohasini bir xil ushlab turish borasidagi bu qaror metodologik zaruriyatdan kelib chiqdi aniqlangan farqlar mavzuning o'ziga xos xususiyatlaridan emas, balki til tizimlarining xususiyatlaridan kelib chiqishini ta'minlash maqsadida amalga oshirildi (Baker, 2006). Miqdoriy jihatdan ingliz tilidagi quyi

korpus taxminan to'qson ming so'zni, o'zbek tilidagi quyi korpus esa etmish besh ming so'zni tashkil etdi.

Tahlil jarayoni

Tahlil jarayoni to'rt ketma-ket bosqichda amalga oshirildi. Birinchi bosqichda ikkala quyi korpusdagi har bir matn to'liq o'qildi; ekspressiv va baholovchi birliklarning dastlabki ro'yxati chuqur matn tahlili hamda kontekstdagi kalit so'z qidiruvi usullarini birlashtirish orqali tuzildi. Birliklarni aniqlashda quyidagi mezonlarga tayanildi: (a) korpus-lingvistik lug'atlar va ona tili sohiblarining mutaxassislik mulohazasiga asosanib belgilanadigan, ijobiy yoki salbiy baholovchi bo'yoqqa ega leksik birliklar; (b) ifodaning kuchini oshiruvchi yoki pasaytiruvchi grammatik va sintaktik konstruksiyalar; (c) metafora, metonimiya, qiyoslash va ironiyani qamrab oluvchi obrazli til vositalari; (d) aniq baholash hukmlari, ritorik savollar va mubolag'ali iboralar ko'rinishidagi baholovchi nutq aktlari; (e) idiomatik formulalar hamda muayyan madaniy muhitga xos murojaat shakllari va iboralarni o'z ichiga oluvchi madaniy jihatdan belgilangan til birliklari (Hunston & Thompson, 2000; Lakoff & Johnson, 1980).

Ikkinchi bosqichda aniqlangan birliklar ushbu tadqiqot uchun maxsus ishlab chiqilgan taksonomik sxema asosida tasniflandi. Mazkur sxema baholash nazariyasidan (Martin & White, 2005) olingan toifalarni lingvomadaniy jihatdan belgilangan ekspressiv birliklarni tahlil qilishga mo'ljallangan toifalar bilan organik tarzda birlashtiradi (Maslova, 2004; Vorobyov, 1997). Har bir birlikka asosiy toifa belgilandi; bir birlik bir vaqtning o'zida bir nechta ekspressiv yoki baholovchi vazifani bajargan hollarda esa unga qo'shimcha ikkilamchi toifa ham tayinlandi. Uchinchi bosqichda tasniflangan birliklar tur, chastota, janr toifasi va til quyi korpusi bo'yicha taqsimlanishi jihatidan miqdoriy tahlilga tortildi; ikkala quyi korpus o'rtasida to'g'ri qiyoslash imkonini berish maqsadida chastota ko'rsatkichlari o'n ming so'zga nisbatan me'yorlashtirildi. To'rtinchi va yakuniy

bosqichda ikkala quyi korpusda bir xil yoki mazmunan yaqin voqealarni yorituvchi parallel matnlar tanlab olinib, ular ustida sifatiy qiyosiy tahlil o'tkazildi.

Natijalar

Ekspressiv va baholovchi birliklarning taksonomik tasnifi

Tahlil natijasida har ikkala quyi korpusga tatbiq etilishi mumkin bo'lgan, biroq har birida turli chastota va formal ifodalanishga ega olti toifali taksonomiya shakllandi.

I toifa: Baholovchi leksika. Bu toifaga o'quvchini tasvirlangan shaxs yoki hodisaga nisbatan ijobiy yoki salbiy munosabatga undovchi baholovchi ma'no tashuvchi leksik birliklar kiradi. Asosan otlar, sifatlar va ravishlar (Hunston & Thompson, 2000). Ingliz tilidagi quyi korpusda baholovchi leksika eng ko'p uchraydigan ekspressiv toifa bo'ldi: o'n ming so'zga 47,3 birlik. Bu toifaga baholovchi yukli otlar (*crisis, breakthrough, debacle, triumph*), sifatlar (*unprecedented, controversial, landmark, disastrous*) va intensifikator ravishlar (*drastically, remarkably, alarmingly*) kiradi. O'zbek tilidagi quyi korpusda baholovchi leksika o'n ming so'zga 39,1 birlik chastotada uchrab turdi. Muhim farq shundaki, o'zbek tilidagi quyi korpusda klassik fors-arab manbasiga ega leksemalar faol qo'llanildi. Bunday birliklar tarixiy-adabiy an'ana bilan bog'liq madaniy assotsiatsiyalar orqali qo'shimcha ma'no qatlamini shakllantirib, matnning uslubiy nufuzini oshirishga xizmat qiladi (Yusupova, 2019).

II toifa: Intensifikatsiya va shkala graduatsiyasi. Ushbu toifaga baholovchi tasdiqlarning kuchini oshiruvchi yoki pasaytiruvchi grammatik va leksik vositalar kiradi (Martin & White, 2005). Ingliz tili quyi korpusida intensifikatsiya, asosan, sifatarni ravishlar orqali kuchaytirish, shuningdek, ta'kidlovchi sintaktik konstruksiyalar bo'luvchi gaplar va oldingi pozitsiyaga chiqarilgan elementlar orqali ifodalandi. Ayniqsa, publitsistik janrda xedj-strukturalar *arguably, perhaps surprisingly, it is difficult to overstate* kabi iboralar keng qo'llanildi. O'zbek tili quyi

korpusida esa intensivatsiya ko'proq takror, ritorik parallelizm hamda kuchaytiruvchi yuklamalar orqali amalga oshirildi. Bu klassik o'zbek she'riyati va notiqlik san'atiga xos ritorik me'yorlar bilan uzviy bog'liq (Rashidova, 2021).

III toifa: Obrazli va metaforik til. Metafora tahlil jarayonida lingvomadaniy tafovutlarni eng yaqqol namoyon etgan toifa sifatida qayd etildi (Charteris-Black, 2004; Lakoff & Johnson, 1980). Ingliz tilidagi quyi korpusda ZIDDIYAT (*negotiations collapsed, the two sides are deadlocked*), SAYOHAT (*the path forward, a crossroads for the economy*) hamda IJRO (*a poor showing, the government's handling of the crisis*) kabi konseptual sohalarga mansub metaforalar faol qo'llandi. O'zbek tilidagi quyi korpusda esa tabiiy hodisalar (fasl almashinuvi, suv aylanishi, dehqonchilik jarayonlari), shuningdek, OILA va IJTIMOY MAS'ULIYAT konseptlariga asoslangan metaforalar ustunlik qildi. Bunday metaforik tanlov milliy madaniyatda jamoaviylik, avlodlar vorisligi va ijtimoiy burch tushunchalarining ustuvor ahamiyat kasb etishini aks ettiradi (Maslova, 2004; Yusupova, 2019).

IV toifa: Nutqiy-madaniy baholovchi formulalar. Ushbu toifa ma'nosi so'zma-so'z talqin qilish orqali emas, balki o'quvchining ularni madaniy tajriba asosida tanishi va odatiy qo'llanishiga tayangan holda anglash orqali baholovchi kuch kasb etadigan barqaror yoki yarim barqaror til birliklarini qamrab oladi (Scollon & Scollon, 2003; Vorobyov, 1997). Ingliz tilidagi quyi korpusda mazkur toifaga *it remains to be seen, the jury is still out* hamda *a step in the right direction* kabi odatiy baholovchi xedj ifodalari kiradi. O'zbek tilidagi quyi korpusda esa ushbu toifa miqdoriy va madaniy jihatdan ancha boyroq ekani kuzatiladi: maqolsimon tuzilmalar, hikmatli iboralar va barqaror baholovchi birlikmalar keng qo'llanilib, ularning ta'sir kuchi o'zbek tilli o'quvchining umumiy madaniy xotirasi va kollektiv tajribasiga tayangan holda shakllanadi (Rashidova, 2021).

V toifa: Ironiya, past baholash va bilvosita baholash. Ushbu toifa muallifning baholovchi

pozitsiyasini bilvosita tarzda ifodalovchi vositalarni qamrab oladi, bunda o'quvchi kontekstual va pragmatik ko'rsatkichlar asosida mo'ljallangan bahoni mustaqil ravishda anglab yetishi zarur bo'ladi (Fairclough, 2003; Thompson, 2001). Ingliz tilidagi quyi korpusda ironiyaviy va past baholovchi ifodalar asosan publitsistik hamda sharhlovchi janrlarda uchraydi, bu esa ingliz mediasiga xos tahririy-uslubiy me'yorlar bilan izohlanadi. O'zbek tilidagi quyi korpusda esa rasmiy tahririy matnlarda ironiyaning umumiy qo'llanish darajasi nisbatan pastroq bo'lsa-da, siyosiy jihatdan sezgir mavzularni yorituvchi publitsistik janrlarda bunday ifodalar ancha faol qo'llanadi (Zheltukhina, 2016).

VI toifa: Madaniy jihatdan belgilangan murojaat shakllari va muloqot freymi. Ushbu toifa muallifning o'zini o'quvchi bilan muloqot qilish va bilvosita aloqa o'rnatishida qo'llaniladigan ekspressiv vositalarni o'z ichiga oladi (Omoniyi & White, 2006). Ingliz tilidagi quyi korpusda bu turkumga o'quvchi bilan umumiy qadriyatlar doirasini nazarda tutuvchi ritorik "biz" shakli, bevosita ikkinchi shaxsga murojaat hamda shu kabi konstruksiyalar kiradi. O'zbek tilidagi quyi korpusda esa ushbu vositalar muallif va o'quvchi o'rtasidagi munosabatlarning o'ziga xos me'yorlarini aks ettiradi: murojaat shakllari ko'proq rasmiy differensiallashgan bo'lsa, muallif o'zini taqdim etishda institutsional nufuz va jamoaviy identifikatsiyaga urg'u beradi (Mukherjee, 2010; Rashidova, 2021).

Chastota va taqsimlanish naqshlari

Umumiy korpus bo'yicha ingliz tilidagi quyi korpus o'zbek tilidagiga nisbatan ekspressiv va baholovchi birliklarning yuqoriroq zichligini qayd etdi (o'n ming so'zga 128,4 birlikka qarshi 109,7 birlik). Biroq bu yig'ma ko'rsatkich janr toifalari bo'yicha mavjud muhim tafovutlarni yashiradi (Richardson, 2007). Informatsion yangilik hisobotlarida ingliz tilidagi quyi korpus o'zbek tilidagiga nisbatan ekspressiv birliklarning sezilarli darajada pastroq zichligini ko'rsatdi (o'n ming so'zga 62,1 ga qarshi 79,3). Bu ingliz jurnalistikasiga

xos qat'iy xolislik me'yorining bevosita natijasidir (Bell, 1991; Fowler, 1991). Publitsistik va sharhlovchi janrlarda esa bu nisbat aksinchak tus oldi: ingliz tilidagi quyi korpus yuqoriroq ekspressiv zichlikni namoyish etdi (187,6 ga qarshi 163,4), bu ingliz mediamakonida publitsistik janrning uslubiy jihatdan ancha chuqur shakllanganligidan dalolat beradi.

Olti taksonomik toifa bo'yicha birliklarning taqsimlanishi ham quyi korpuslar o'rtasida aniq farqlanishni ko'rsatdi. I toifa (Baholovchi leksika) va III toifa (Obrazli til) ikkala quyi korpusda ham eng yuqori chastotali toifalar sifatida ajralib turdi. IV toifa (Nutqiy-madaniy baholovchi formulalar) esa o'zbek tilidagi quyi korpusda ingliz tilidagiga nisbatan sezilarli katta ulushni tashkil etdi (Yusupova, 2019). O'zbek jurnalistika an'anasining umumiy formulali madaniy repertuarga mustahkam tayanishini ko'rsatuvchi muhim topilmadir.

Muhokama

Ikkala quyi korpusdagi ekspressiv til qo'llanilishi naqshlari ingliz va o'zbek tillarining formal xususiyatlarini oddiy aks ettirmaydi. Ular har bir madaniy kontekstda jurnalistika amaliyotining o'ziga xos tarixiy shakllanishi va mustahkam o'rnashgan konvensiyalari bilan belgilanadi (Bell, 1991; Rashidova, 2021). Ingliz tilidagi informatsion yangilik hisobotlarida ekspressiv va noekspressiv reyestrlarning qat'iy chegaralanishi. Bu hodisa mazkur janrning past ekspressiv zichligida bevosita namoyon bo'ladi, kamida yigirmanchi asr boshidan beri angloamerika jurnalistikasi o'z-o'zini anglashining markaziy tamoyili bo'lgan xolislik me'yorining institutsional jihatdan mustahkam saqlanib qolishidan dalolat beradi (Fowler, 1991; Richardson, 2007). O'zbek tilidagi informatsion yangilik hisobotlarining biroz yuqoriroq ekspressiv zichligi esa muallif ovozi va baholovchi yo'nalishning faktologik mazmundan qat'iy ajratilmaganligiga asoslangan o'ziga xos milliy jurnalistika an'anasini aks ettiradi. Bu farq faqat til vositalari darajasidagi tafovut sifatida baholash to'liq bo'lmaydi: uning zamirida jurnalistikaning

o'ziga qanday ijtimoiy vazifa yuklatilishi va madaniy-institutsional maqomi qanday talqin etilishi masalalaridagi tubdan farqli yondashuvlar yotadi (Fairclough, 2003).

Ikkala quyi korpusdagi obrazli tilning turlicha madaniy asoslanishi uslubiy tavsif doirasidan ancha chuqurroqqa boruvchi nazariy oqibatlarga ega (Charteris-Black, 2004; Lakoff & Johnson, 1980). Ingliz tilidagi quyi korpusda ZIDDIYAT, SAYOHAT va IJRO metafora sohalarining ustunlik qilishi siyosiy va ijtimoiy tajribaning o'ziga xos kontseptual tashkil etilishini ko'rsatadi. Bu tashkil etilish tanqidiy diskurs-tahlil adabiyotida liberal demokratik siyosiy madaniyatga xos belgi sifatida keng e'tirof etilgan. O'zbek tilidagi quyi korpusda esa tabiiy hodisalar va ijtimoiy munosabatlar sohasidan olingan metaforalarning ustunligi butunlay boshqacha madaniy ustuvorliklar tizimini aks ettiradi: voqealar yakka shaxs iradasi nuqtai nazaridan emas, balki undan ulkan kuchlar kontekstida ko'rib chiqiladi; ijtimoiy qadriyat esa individual yutuq emas, organik uzluksizlik va jamoaviy mansublik orqali o'lchanadi (Maslova, 2004; Vorobyov, 1997). Muhimi shundaki, bu metafora tizimlari matn yuzasidagi uslubiy bezak emas, ular o'quvchining tasvirlangan voqealarni qanday idrok etishini, ularga qanday ma'no va axloqiy baho berishini oldindan belgilab qo'yuvchi kognitiv freymlar vazifasini o'taydi (Lakoff & Johnson, 1980).

O'zbek tilidagi quyi korpusdagi IV toifaning nutqiy-madaniy baholovchi formulalarning nisbatan boyligi mavjud ilmiy adabiyotda yetarlicha tadqiq etilmagan onlayn yangiliklar ekspressivligining muhim bir qirrasini yuzaga chiqaradi (Scollon & Scollon, 2003; Yusupova, 2019). O'zbek matnlaridagi formulali iboralar o'zlarining baholovchi kuchini so'zlarning lug'aviy ma'nosidan emas, balki madaniy xotirada chuqur ildiz otganligidan oladi: o'quvchilar bu iboralarni umumiy madaniy tajribaning ajralmas bo'lagi sifatida darhol taniydi va ularda to'langan ma'no qatlamlarini ongsiz ravishda faollashtiradi (Vorobyov, 1997).

Ekspressivlikning bu turi madaniy intertekstuallikka tayanuvchi bilvosita baholash baholovchi leksikaga xos to'g'ridan-to'g'ri va ochiq propositsional baholashdan mohiyatan farq qiladi (Hunston & Thompson, 2000).

Ushbu topilmalar tarjima amaliyoti va madaniyatlararo media savodxonligi nuqtai nazaridan ham alohida ahamiyat kasb etadi (Baker, 2006; Omoniyi & White, 2006). O'zbek onlayn yangiliklar matnlarini ingliz tiliga tarjima orqali o'qiydigan auditoriya nafaqat boshqacha leksik tanlovlar bilan, balki madaniy ildizlari ko'pincha noaniq bo'lib qoladigan baholovchi va ekspressiv konvensiyalarning butunlay boshqacha tizimi bilan yuzma-yuz keladi. Bunday matnlarni to'liq anglab yetish uchun til bilimi yetarli emas, buning uchun har bir madaniyatda hissiy ifodalilik va baholovchilik qanday qadriyatlar va muloqot me'yorlari asosida shakllanishini, ya'ni tilning ortida turgan madaniy mantiqni ham tushunish zarur (Mukherjee, 2010; Scollon & Scollon, 2003).

Xulosa

Ushbu tadqiqotda uchta janr toifasidagi ikki yuz matnni qamrab oluvchi korpus asosida ingliz va o'zbek onlayn gazeta diskursidagi ekspressiv va nutqiy-madaniy baholovchi til birliklarining lingvomadaniy taksonomiyasi ishlab chiqildi va amalda sinovdan o'tkazildi. Olti toifali taksonomik doira baholovchi leksika, shkala graduatsiyasi, obrazli til, nutqiy-madaniy baholovchi formulalar, bilvosita baholash va muloqot freymi ikkala korpusdagi ekspressiv va baholovchi til qo'llanilishining asosiy o'lchamlarini to'liq qamrab oladi.

Qiyosiy tahlil shuni ko'rsatdiki, ikkala quyi korpus taksonomik toifalarning to'liq spektrini qamrab olishiga qaramay, ekspressiv birliklarning nisbiy chastotasi, formal ifodalanishi va madaniy asoslanishi jihatidan ular o'rtasida izchil va tizimli farqlar kuzatiladi.

Ingliz tilidagi quyi korpus publitsistik janrlarda yuqori ekspressiv zichlikni, ZIDDIYAT va IJRO metafora sohalarining ustunligini hamda janr turlari bo'yicha ekspressiv va noekspressiv reyestrlarning qat'iy chegaralanishini namoyish etadi. O'zbek tilidagi quyi korpus esa informatsion yangilik janrlarida yuqori ekspressiv zichlikni, tabiiy hodisalar va ijtimoiy munosabatlar sohasidan olingan obrazlarning ustunligini hamda madaniy xotirada chuqur ildiz otgan baholovchi formulalarning faol qo'llanilishini ko'rsatadi. Mazkur farqlar til tizimlarining texnik xususiyatlaridan kelib chiqmaydi. Ular har bir madaniy kontekstda onlayn yangiliklar diskursini ichdan shakllantiruvchi qadriyatlar tizimi, jurnalistika an'analar va kommunikativ me'yorlarning til yuzasidagi bevosita ifodasidir.

Tadqiqot bir-biriga bog'liq bir necha ilmiy sohaga hissa qo'shadi. Qiyosiy tilshunoslik uchun u kam o'rganilgan til juftligida ekspressiv til bo'yicha tizimli empirik dalillar taqdim etadi. Media diskurs tahlili uchun u ekspressivlik tahlilining lingvomadaniy o'lchamini yetarlicha tadqiq etilmagan o'zbek raqamli jurnalistikasi kontekstiga kengaytiradi. Tarjima tadqiqotlari va amaliy tilshunoslik uchun esa u madaniy jihatdan singib ketgan ekspressiv birliklarning to'g'ridan-to'g'ri tillararo o'tkazishga eng ko'p qarshilik ko'rsatadigan turlarini aniq belgilaydi.

Kelajakdagi tadqiqotlar ushbu yondashuvni bir necha yo'nalishda kengaytirishi mumkin: o'zbek onlayn jurnalistikasi rivojlanishi bilan ekspressiv til qo'llanilishidagi o'zgarishlarning uzoq muddatli kuzatuvi; har bir madaniy kontekstdagi o'quvchilarning ekspressiv freymlanishga javob berishini o'rganuvchi qabul tadqiqotlari; shuningdek, onlayn yangiliklar platformalarining vizual va interaktiv o'lchamlarini til ekspressivligi bilan o'zaro ta'sirini tahlil qiluvchi ko'p modalli tadqiqotlar.

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,The pragmatic functions of metonymy in cross-linguistic perspective: evidence from English and Uzbek

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Annotation *Metonymy functions as a key pragmatic device enabling indirectness, emotional expression, and referential economy in everyday discourse. Although previous research has explored metonymy in English and Uzbek from stylistic and cognitive angles, systematic cross-linguistic studies on its pragmatic functions remain scarce. This study aimed to examine the pragmatic functions of metonymy in English and Uzbek, highlighting both universal mechanisms and culture-specific patterns. Using a mixed-methods design, the research combined qualitative discourse analysis with quantitative corpus techniques on a comparable one-million-word corpus of news, opinion, literary, and spoken texts from both languages. Results showed that referential economy was the dominant function in both languages, while Uzbek exhibited significantly higher use of metonymy for emotional intensification and politeness, whereas English favored indirect evaluation. Chi-square analysis confirmed statistically significant cross-linguistic differences. The findings demonstrate that pragmatic exploitation of metonymy is shaped by cultural norms and national identity. This study contributes to cross-linguistic pragmatics and offers implications for translation and language teaching.*

Keywords *Metonymy, pragmatic functions, cross-linguistic perspective, emotional intensification, national identity, contrastive linguistics*

Metonimiyaning pragmatik funksiyalari xilma-xil tiliy perspektivada: ingliz va o'zbek tillaridan dalillar

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Annotatsiya *Metonimiya kundalik nutqda bilvosita ifoda, emotsional ifoda va referent iqtisodini ta'minlovchi muhim pragmatik vosita sifatida xizmat qiladi. Oldingi tadqiqotlar metonimiyani ingliz va o'zbek tillarida stilistik va kognitiv jihatdan o'rgangan bo'lsa-da, uning pragmatik funksiyalari bo'yicha tizimli xilma-xil tiliy tadqiqotlar hali ham kam. Ushbu tadqiqot ingliz va o'zbek tillarida metonimiyaning pragmatik funksiyalarini o'rganishni maqsad qilib qo'ydi hamda universal mexanizmlar va madaniy xususiyatli naqshlarni ta'kidlaydi. Aralash usul yordamida tadqiqot ikki tildagi yangiliklar, fikr-mulohazalar, badiiy va og'zaki matnlardan iborat million so'zlik taqqoslanadigan korpusda sifatli diskurs tahlili va miqdoriy korpus usullarini birlashtirdi. Natijalar shuni ko'rsatdiki, referent iqtisodi ikkala tilda ham asosiy funksiya bo'lib qoldi, o'zbek tilida esa metonimiya emotsional kuchaytirish va muloyimlik/bilvosita ifoda uchun sezilarli darajada ko'proq qo'llanilgan, ingliz tilida esa bilvosita baholash ustunlik qilgan. Chi-kvadrat tahlili xilma-xil tiliy farqlarni statistik jihatdan isbotladi. Topilmalar shuni ko'rsatadiki, metonimiyadan pragmatik*

foydalanish madaniy normalar va milliy o'zlik bilan shakllanadi. Ushbu tadqiqot xilma-xil tilliy pragmatikaga hissa qo'shadi va tarjima hamda til o'qitish uchun amaliy tavsiyalar beradi.

Kalit so'zlar *Metonimiya, pragmatik funksiyalar, xilma-xil tilliy perspektiva, emotsional kuchaytirish, milliy o'zlik, kontrastiv lingvistika*

Прагматические функции метонимии в кросс- лингвистической перспективе: данные из английского и узбекского языков

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Аннотация *Метонимия выступает в качестве ключевого прагматического средства, обеспечивающего косвенность, эмоциональную выразительность и референциальную экономию в повседневном дискурсе. Хотя предыдущие исследования изучали метонимию в английском и узбекском языках с стилистической и когнитивной точек зрения, систематических кросс-лингвистических исследований её прагматических функций всё ещё недостаточно. Целью данного исследования было изучение прагматических функций метонимии в английском и узбекском языках с акцентом на универсальные механизмы и культурно-специфические модели. С использованием смешанного метода исследование объединило качественный дискурс-анализ и количественные корпусные техники на сопоставимом корпусе объёмом около одного миллиона слов, включающем новости, мнения, литературные и разговорные тексты на обоих языках. Результаты показали, что референциальная экономия доминировала в обоих языках, в то время как в узбекском метонимия значительно чаще использовалась для эмоционального усиления и вежливости/косвенности, а в английском – для косвенной оценки. Анализ хи-квадрат подтвердил статистически значимые кросс-лингвистические различия. Полученные данные демонстрируют, что прагматическое использование метонимии формируется культурными нормами и национальной идентичностью. Это исследование вносит вклад в кросс-лингвистическую прагматику и предлагает практические implications для перевода и преподавания языков.*

Ключевые слова *Метонимия, прагматические функции, кросс-лингвистическая перспектива, эмоциональное усиление, национальная идентичность, контрастивная лингвистика*

Introduction

Metonymy, one of the fundamental cognitive and linguistic mechanisms, plays a

crucial role in everyday communication and discourse by allowing speakers to refer to one entity through another based on conceptual

contiguity rather than similarity. Unlike metaphor, which relies on cross-domain mapping, metonymy operates within a single domain or idealized cognitive model, providing mental access from one conceptual entity to another (Kövecses, 2010). In pragmatic terms, metonymy serves not only referential purposes but also expressive, evaluative, and politeness-related functions, enabling indirectness, emotional intensification, and cultural nuance in interaction. The present study explores the pragmatic functions of metonymy from a cross-linguistic perspective, drawing on empirical evidence from English and Uzbek to highlight both universal patterns and language-specific realizations shaped by cultural and national contexts.

Previous research has examined metonymy in English and Uzbek from various angles. Kövecses (2010) provided a foundational cognitive-linguistic framework, distinguishing metonymy's primary role in offering mental access and highlighting its interaction with metaphor in conceptual systems. Recent comparative studies have analyzed metonymy alongside other stylistic devices, revealing similarities and differences in semantic, cognitive, and functional features between the two languages, including national-cultural aspects and challenges in translation (Komiljonovna, 2025; Safaeva, 2025). Specific investigations have focused on body-part metonymy as a pragmatic device for conveying emotions, social status, and indirect evaluation in English, Uzbek, and Karakalpak, as well as author-for-work metonymy as a culturally modulated pragmatic phenomenon (Kosbergenova & Baisov, 2025, 2026). Additional works have addressed the lexical-semantic patterns of metonyms, their role in expressing national identity, and their occurrence in idiomatic expressions and stylistic comparisons (Egamberdieva, 2025; Muyinjonova, n.d.; Najmiddinova, 2024).

Despite these valuable contributions, a significant research gap remains. While existing studies have touched upon stylistic, semantic,

and cognitive dimensions of metonymy or examined isolated types (such as body-part or author-for-work metonymy), few have systematically investigated the full range of its pragmatic functions – including indirect speech acts, politeness strategies, emotional expression, and discourse coherence – in a dedicated cross-linguistic framework focused on English and Uzbek. Many previous analyses are limited in scope, often treating metonymy as part of broader stylistic comparisons rather than as a central pragmatic mechanism, and they rarely provide detailed corpus-based or discourse-level evidence from authentic spoken and written interactions in both languages. This gap hinders a deeper understanding of how metonymy operates in real-life communication across culturally distinct contexts and limits practical applications in translation, language teaching, and intercultural discourse.

The aim of the present study is to investigate the pragmatic functions of metonymy in English and Uzbek from a cross-linguistic perspective, identifying both universal mechanisms and culture-specific realizations through analysis of authentic linguistic data. It is hypothesized that while metonymy exhibits core pragmatic functions (such as referential economy and indirect evaluation) that are shared across the two languages, its application and effects will demonstrate noticeable differences influenced by cultural values, social norms, and national identity markers in Uzbek compared to English.

Methods

1. Background: Research Context or Setting

This study was conducted within the framework of cross-linguistic pragmatics research at the Department of English Linguistics, Uzbekistan State World Languages University (UzSWLU), Tashkent, Uzbekistan, between September 2025 and March 2026. The research setting involved the analysis of naturally occurring language use in two linguistically and culturally distinct contexts:

English as a global lingua franca (primarily British and American varieties) and Uzbek as a Turkic language spoken in Central Asia. Data collection and analysis took place in a university-based linguistics laboratory equipped with corpus-analysis software, ensuring controlled conditions for annotation and verification.

2. Definition and Justification of the Methodology Chosen

A mixed-methods research design combining qualitative discourse analysis and quantitative corpus linguistics was adopted. This approach is defined as the systematic integration of interpretive coding of pragmatic functions with statistical comparison of frequency distributions across languages. The methodology was justified because metonymy's pragmatic functions (e.g., indirectness, evaluation, politeness) are best captured through qualitative interpretation grounded in cognitive-pragmatic frameworks, while cross-linguistic differences require quantitative validation to establish generalizability and avoid anecdotal bias. Purely qualitative studies risk subjectivity, and purely quantitative ones overlook nuanced pragmatic effects; the mixed design therefore provides both depth and breadth, aligning with established practices in cognitive linguistics and pragmatics research.

3. Sample or Materials

The study examined metonymic expressions as the primary unit of analysis in authentic spoken and written discourse. Materials consisted of a custom-built comparable corpus of approximately 1,000,000 words (500,000 words in English and 500,000 words in Uzbek). The English sub-corpus was drawn from publicly available online archives of *The Guardian* (UK) and *The New York Times* (US) news articles, opinion pieces, and fiction excerpts published between 2020 and 2025. The Uzbek sub-corpus was compiled from the national news portals *Kun.uz*, *Daryo.uz*, and *UzReport*, as well as contemporary literary texts and transcribed radio interviews from

Uzbekistan's National Television and Radio Company (MTRK). All texts were originally produced in their respective languages and accessed via open-access digital archives.

Sampling techniques combined stratified random sampling and purposive sampling. Texts were first stratified by genre (news 40 %, opinion/editorial 30 %, fiction/literature 20 %, spoken/transcribed interviews 10 %) and publication year (2020–2025) to ensure representativeness. Within each stratum, 200 texts per language were randomly selected using a random-number generator in Python (seed value documented for reproducibility). This yielded 800 texts total. The final sample contained 3,247 candidate metonymic instances after initial automated filtering, ensuring sufficient statistical power for cross-linguistic comparison while maintaining ecological validity through real-world language use.

The original study materials are fully disclosed and available upon reasonable request from the corresponding author (anonymized corpus files stored on Zenodo under DOI: 10.5281/zenodo.[placeholder]).

4. Ethical Considerations

Because the study relied exclusively on publicly available, published texts and broadcast materials, no human participants were directly involved, and institutional review board (IRB) approval was not required under UzSWLU guidelines or the Declaration of Helsinki. All data sources are open-access or licensed under Creative Commons/public domain provisions. Copyright compliance was maintained by using only excerpts for scholarly analysis and citing original publications. No personal or sensitive data were collected. Inter-coder reliability checks were conducted anonymously to protect researcher identity where applicable.

5. Research Tools and Procedures

The primary research tools were:

- **AntConc 4.2.4** (concordance and corpus-analysis software) for keyword-in-context (KWIC) searches.

- **NVivo 14** (qualitative data analysis software) for thematic coding.
- **Microsoft Excel 365** and **R 4.3.2** for quantitative tabulation and statistical testing.
- **Cognitive-pragmatic annotation manual** adapted from Kövecses (2010) and Panther & Thornburg (2003) frameworks.

Procedures were carried out in six sequential steps:

1. *Corpus compilation (October–November 2025)*: Texts were downloaded, cleaned (removal of HTML tags, advertisements), tokenized, and aligned by genre and year using custom Python scripts.
2. *Automated pre-filtering*: Potential metonymic triggers (e.g., body-part terms, author names, container-for-content expressions) were identified via AntConc keyword lists derived from prior literature (Kosbergenova & Baisov, 2025, 2026).
3. *Manual identification and coding*: Two independent coders (the researcher and a trained assistant) read full texts and annotated each metonymy instance in NVivo, assigning one or more pragmatic functions (referential economy, indirect evaluation, emotional intensification, politeness, discourse coherence) based on contextual cues.
4. *Inter-coder reliability check*: 20 % of the corpus (randomly selected) was double-coded; Cohen's kappa reached 0.87, indicating strong agreement. Discrepancies were resolved through discussion.
5. *Verification*: Borderline cases were cross-checked against native-speaker intuition (Uzbek speakers for Uzbek data; English philologists for English data).
6. *Data export*: Annotated instances were exported to Excel for quantitative processing.

Each step was documented in a research log to ensure transparency and replicability.

6. Data Analysis Techniques

Data analysis integrated qualitative thematic analysis with quantitative statistical testing. Pragmatic functions were first identified inductively and then deductively mapped onto established categories (Kövecses, 2010). Frequency counts and percentages of each function per language were calculated.

For inferential statistics, a chi-square test of independence was performed on a $2 \times n$ contingency table (language: English vs. Uzbek $\times$ pragmatic function categories). This test was chosen because the data consist of categorical counts (nominal variables) rather than continuous or normally distributed measures, making parametric tests such as the independent-samples t-test inappropriate. Chi-square is non-parametric, robust for large sample sizes (>5 expected frequencies per cell, satisfied here), and specifically designed to detect associations between two categorical variables – precisely what was needed to determine whether pragmatic function distributions differed significantly between English and Uzbek. Post-hoc residual analysis identified which specific functions drove any significant differences ($p < .05$, Bonferroni-corrected). Effect sizes were reported using Cramér's V. All analyses were conducted in R using the "chisq.test" and "vcd" packages. Qualitative excerpts were retained to illustrate quantitative patterns, ensuring triangulation.

Results

1. Data Preprocessing – Difficulties in Collecting Data

Data preprocessing revealed several challenges. The Uzbek sub-corpus contained a higher proportion of informal and dialectal elements (especially in transcribed spoken interviews from regional sources), which required extensive manual cleaning to standardize spelling variations and remove code-switching with Russian. English texts occasionally included metaphorical expressions that bordered on metonymy, necessitating

careful boundary decisions during annotation. Automated pre-filtering with AntConc initially returned many false positives (approximately 18 % of candidates), particularly for polysemous body-part terms such as "head" or "hand" used literally. These issues were resolved through iterative manual review and double-coding, extending the preprocessing phase by three weeks. No major data loss occurred, and the final cleaned corpus retained high ecological validity.

2. Main Findings – in a Logical Sequence

The analysis identified 3,247 valid metonymic instances across both languages. The most frequent pragmatic functions were **referential economy** (using a part or related entity for concise reference), **indirect evaluation**, **emotional intensification**, and **politeness/indirectness**. Body-part metonymy and author-for-work metonymy emerged as the two dominant types, consistent with prior focused studies. Overall, metonymy served pragmatic goals more frequently in Uzbek discourse than in English, particularly for expressing respect, emotional states, and cultural identity. English showed greater reliance on metonymy for evaluative and humorous effects in opinion and fiction texts.

3. Descriptive Statistics and Inferential Statistics

Descriptive statistics showed that out of 3,247 metonymies, 1,682 (51.8 %) occurred in the Uzbek sub-corpus and 1,565 (48.2 %) in the English sub-corpus. Referential economy was the most common function in both languages (Uzbek: 38.7 %; English: 42.1 %). Emotional intensification was markedly higher in Uzbek (24.3 %) compared to English (12.8 %). Politeness/indirectness appeared in 19.6 % of Uzbek instances versus 9.4 % in English. Author-for-work metonymy was more culturally salient in Uzbek literary and journalistic contexts.

A chi-square test of independence revealed a statistically significant association between language and pragmatic function distribution, $\chi^2(4, N = 3247) = 187.64, p < .001$, Cramér's $V = 0.24$ (medium effect size). Post-hoc standardized residuals indicated that emotional intensification and politeness functions were significantly overrepresented in Uzbek (residuals +4.82 and +5.31, respectively), while indirect evaluation was more prominent in English (residual +3.67).

4. Figure and Table: Summarize the Data in a Visual Way

Pragmatic Function	English (%)	Uzbek (%)	Total Instances
Referential Economy	42.1	38.7	1,312
Emotional Intensification	12.8	24.3	612
Politeness / Indirectness	9.4	19.6	472
Indirect Evaluation	28.5	14.2	689
Discourse Coherence	7.2	3.2	162
Total	100	100	3,247

Table 1. *Distribution of Pragmatic Functions of Metonymy by Language (Percentages)*

5. Trends and Patterns in Data

Several clear trends emerged. First, there was a general increase in the overall frequency of metonymy in opinion and literary genres compared to straight news reporting in both languages, but the gap was wider in Uzbek (1.8 times higher in literary texts). Emotional

intensification and politeness functions showed a strong positive relationship with culturally loaded contexts in Uzbek (e.g., family, hospitality, and national identity markers), whereas in English these functions correlated more strongly with evaluative journalism and fiction for stylistic effect. Referential economy

remained relatively stable across genres and languages, indicating its universal pragmatic utility. A noticeable pattern was the higher use of body-part metonymy for expressing emotional states in Uzbek, aligning with collectivist cultural tendencies, while English favored container-for-content and producer-for-product patterns for indirect criticism or praise. These relationships suggest that cultural values moderate the pragmatic exploitation of metonymy even when core cognitive mechanisms are shared.

6. **Reanalysis: Reconfirm Your Findings**

To reconfirm the findings, 25 % of the annotated data (812 instances) were randomly re-sampled and re-coded by an independent linguist blind to the original results. Inter-coder agreement remained high (Cohen's kappa = 0.89). The chi-square test was re-run on this subset, yielding similar results: $\chi^2(4, N = 812) = 46.73$, $p < .001$, Cramér's $V = 0.24$. Frequency patterns and effect sizes were consistent with the full dataset, with no significant deviations. This reanalysis strengthens confidence in the robustness of the observed cross-linguistic differences in pragmatic functions of metonymy.

Discussion

1. **A Simple Recap: What Did You Find? What Was the Payoff? The Big 3–5 Main Findings**

This study investigated the pragmatic functions of metonymy in English and Uzbek using a mixed-methods approach on a comparable corpus of approximately one million words. The key payoff is a clearer understanding of how metonymy operates as a pragmatic resource in real discourse, revealing both shared cognitive mechanisms and culturally modulated realizations.

The big findings are:

- Referential economy emerged as the most frequent pragmatic function in both languages, confirming its universal cognitive utility.
- Uzbek discourse showed significantly higher use of metonymy for emotional

intensification and politeness/indirectness compared to English.

- English relied more heavily on metonymy for indirect evaluation, especially in opinion and journalistic texts.
- Body-part metonymy and author-for-work metonymy were the most productive types, with noticeable cultural differences in their pragmatic exploitation.
- Overall frequency and pragmatic versatility of metonymy were higher in Uzbek, particularly in literary and spoken genres, reflecting stronger ties to national identity and collectivist values.

These results highlight that while core metonymic processes are shared, their pragmatic deployment is shaped by cultural norms.

2. **The Limitations**

The study has several limitations:

- The corpus size (one million words) was moderate; a larger, more balanced corpus including more spoken data might yield even more robust patterns, especially for rare pragmatic functions.
- The analysis focused primarily on written and transcribed spoken texts from news, opinion, and literary sources; everyday conversational data or social media discourse was underrepresented, potentially limiting generalizability to informal contexts.
- Although inter-coder reliability was high, some borderline cases between metonymy and metaphor required subjective judgment, which could introduce minor interpretation bias despite double-coding procedures.
- The study examined only two languages (English and Uzbek); including additional Turkic or unrelated languages would provide broader cross-linguistic validation.
- Temporal scope was limited to texts from 2020–2025; diachronic changes in metonymy use were not investigated.

3. **Strengths: How You Were Able to Fill the Research Gap in the Introduction**

This research successfully addressed the gap identified in the introduction – the lack of systematic, dedicated investigation into the full range of pragmatic functions of metonymy in a cross-linguistic English–Uzbek framework. By combining qualitative discourse coding with quantitative statistical analysis on authentic data, the study moved beyond isolated stylistic or cognitive comparisons (e.g., Komiljonovna, 2025; Safaeva, 2025) and specific metonymy types (Kosbergenova & Baisov, 2025, 2026). It provided detailed, discourse-level evidence of pragmatic roles such as politeness and emotional intensification, offering both depth and statistical rigor that previous broader stylistic analyses often lacked. The mixed-methods design and transparent procedures also enhance replicability, directly contributing to a more nuanced understanding of metonymy in intercultural communication.

4. **Coherence with Existing Literature: Was Your Research Consistent? Did It Contradict? Did It Move Beyond Them?**

The findings are largely consistent with existing literature. They align with Kövecses (2010) on the cognitive basis of metonymy as a mental access mechanism and support earlier comparative work showing both universal patterns and language-specific realizations in English and Uzbek (Najmiddinova, 2024; Safaeva, 2025; Egamberdieva, 2025). The higher pragmatic use of body-part metonymy for emotional and politeness functions in Uzbek echoes Kosbergenova and Baisov's (2025) observations on body-part metonymy as a pragmatic device and Egamberdieva's (2025) discussion of national identity in metonymy. Author-for-work patterns also match the cultural modulation described by Kosbergenova and Baisov (2026).

No major contradictions emerged; however, the study moves beyond previous research by quantifying pragmatic function

distributions and demonstrating statistically significant cross-linguistic differences. While earlier studies often treated metonymy within wider stylistic comparisons or focused on single types, this work provides a holistic pragmatic profile grounded in corpus evidence, offering stronger empirical support for culturally influenced pragmatic exploitation of metonymy.

5. **Implications for Future Research: What Study You Want Next? Give Some Gaps for Future Research with Some Literature Review**

Future research should build on these findings by expanding the scope and depth of pragmatic metonymy studies. One promising direction is a larger-scale, multimodal corpus analysis that includes spoken conversational data, social media, and audiovisual materials to examine how prosody, gesture, and context influence pragmatic functions of metonymy in real-time interaction.

Another gap concerns diachronic and contact-induced changes: investigating how globalization and bilingualism (e.g., Uzbek–Russian or Uzbek–English contact) affect the pragmatic use of metonymy over time. Comparative studies incorporating more languages from different families (e.g., adding Russian, Turkish, or Chinese) would further test the universality versus cultural specificity of observed patterns.

Additionally, applied research is needed on the implications for translation, language teaching, and intercultural pragmatics. For instance, how can awareness of culture-specific pragmatic functions of metonymy improve translator training or second-language instruction? Experimental studies using eye-tracking or psycholinguistic tasks could explore processing differences in metonymic expressions between native speakers of English and Uzbek.

These directions would address remaining limitations in current cross-linguistic metonymy research and extend the cognitive-pragmatic framework established by Kövecses

(2010) and recent Uzbek-focused studies (Kosbergenova & Baisov, 2025, 2026; Muyinjonova, n.d.).

Conclusion

This study aimed to investigate the pragmatic functions of metonymy in English and Uzbek from a cross-linguistic perspective through a mixed-methods analysis of a comparable corpus. The findings of the study show that referential economy serves as the most universal pragmatic function of metonymy in both languages, while Uzbek discourse exhibits significantly higher use of metonymy for emotional intensification and politeness/indirectness. In contrast, English relies more on metonymy for indirect evaluation, particularly in journalistic and opinion texts. Body-part metonymy and author-for-work metonymy proved especially productive, with their pragmatic applications reflecting cultural differences in collectivism versus individualism.

These findings mean that metonymy is not merely a stylistic or semantic device but a powerful pragmatic tool shaped by cultural norms and national identity. What appears as a shared cognitive mechanism at the surface level reveals deeper variation in how speakers achieve indirectness, emotional expression, and social harmony across languages. One important contribution of this paper is the quantification of pragmatic function distributions and the demonstration of statistically significant cross-linguistic differences using authentic discourse data. This paper makes a valuable contribution to the field of cognitive pragmatics and cross-linguistic stylistics by providing empirical evidence that bridges general theoretical frameworks with language-specific realities in English and Uzbek.

The practical implications of the paper are significant for several applied domains. In translation and interpreting, awareness of culture-specific pragmatic functions of

metonymy can help avoid pragmatic failures and improve equivalence between English and Uzbek texts. In foreign language teaching, particularly for Uzbek learners of English (and vice versa), explicit instruction on these functions can enhance pragmatic competence and intercultural communication skills. Additionally, the results offer insights for journalists, diplomats, and content creators working in bilingual or multicultural contexts in Central Asia, supporting more effective and culturally sensitive discourse strategies.

This study is limited to a corpus drawn primarily from news, opinion, and literary texts published between 2020 and 2025. Despite this limitation, the study makes an important contribution because it systematically examines the full range of pragmatic functions with both qualitative depth and quantitative rigor, directly addressing the research gap left by previous broader stylistic comparisons or single-type analyses. The moderate corpus size and focus on publicly available materials were deliberate choices to ensure feasibility, transparency, and replicability within the resources available. Future research could address remaining gaps by expanding to larger multimodal corpora, conversational and social media data, or experimental designs that test processing and acquisition of metonymic pragmatic functions. Such studies would further enrich our understanding of how metonymy operates in dynamic, real-time intercultural communication.

In summary, this paper has examined the pragmatic functions of metonymy, presented empirical evidence of both universal and culture-specific patterns between English and Uzbek, discussed methodological strengths and limitations, and highlighted implications for theory, practice, and future inquiry. By doing so, it advances the cross-linguistic study of figurative language and underscores the importance of pragmatic perspectives in cognitive linguistics.

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The concept “Child” in English phraseology: semantic, cognitive, linguacultural perspectives

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Annotation *This study examines the phraseological representation of the concept “child” in the English linguistic worldview, focusing on how child-related lexemes function within idiomatic expressions. Phraseological units are regarded as carriers of cultural memory, reflecting social values, stereotypes, and historical experience. The material of the study consists of phraseological units extracted from authoritative lexicographic sources, including Kunin’s Phraseological Dictionary and major English idiom dictionaries. The analysis reveals that the concept “child” is verbalised through multiple semantic models, such as social typification, metaphorical reinterpretation, evaluative characterisation, and euphemistic usage. Special attention is paid to metaphor-based phraseological units, where child-related imagery serves as a cognitive standard for simplicity, emotionality, naivety, and dependence. The study also demonstrates that such units frequently extend beyond literal reference to denote professional roles, social identities, and behavioural patterns. Additionally, the research highlights culturally specific values, including discipline, responsibility, and independence, reflected in phraseological usage.*

Keywords *Phraseology, concept, linguistic worldview, metaphor, cultural semantics*

Ingliz frazeologiyasida “child” kontsepti: semantik, kognitiv va lingvokulturologik aspektlar

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Annotatsiya *Ushbu tadqiqot ingliz tilining lingvistik manzarasida “bola” konseptining frazeologik ifodalanishini o’rganadi, bunda bola bilan bog’liq leksemalarning idiomatik birliklar tarkibida qanday faoliyat yuritishiga alohida e’tibor qaratiladi. Frazeologik birliklar ijtimoiy qadriyatlar, stereotiplar va tarixiy tajribani aks ettiruvchi madaniy xotira tashuvchilari sifatida qaraladi. Tadqiqot materiali sifatida Kuninning frazeologik lug’ati hamda ingliz idiomalarining yirik lug’atlari kabi nufuzli leksikografik manbalardan olingan frazeologik birliklar xizmat qiladi. Tahlil natijalari shuni ko’rsatadiki, “bola” konsepti ijtimoiy tipizatsiya, metaforik qayta talqin, baholovchi xarakteristika va evfemistik qo’llanish kabi turli semantik modellarda verballashadi. Metaforaga asoslangan frazeologik birliklarga alohida e’tibor berilib, unda bola obrazlari soddalik, emotsionallik, soddadililik va qaramlikning kognitiv standarti sifatida xizmat qiladi. Tadqiqot shuningdek bunday birliklar ko’pincha bevosita ma’nodan tashqariga chiqib, kasbiy rollar, ijtimoiy identifikatsiyalar va xulq-atvor modellarini ifodalashini ko’rsatadi. Bundan tashqari, frazeologik qo’llanishda aks etgan intizom, mas’uliyat va mustaqillik kabi madaniy xos qadriyatlar ham yoritiladi.*

Kalit so’zlar *Frazeologiya, kontsept, lingvistik dunyoqarash, metafora, madaniy semantika*

Концепт «Child» в английской фразеологии: семантические, когнитивные и лингвокультурологические аспекты

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Аннотация

В данном исследовании рассматривается фразеологическая репрезентация концепта «ребёнок» в английской языковой картине мира с акцентом на функционирование лексем, связанных с ребёнком, в составе идиоматических выражений. Фразеологические единицы рассматриваются как носители культурной памяти, отражающие социальные ценности, стереотипы и исторический опыт. Материал исследования составляют фразеологические единицы, извлечённые из авторитетных лексикографических источников, включая фразеологический словарь Кунина и основные словари английских идиом. Анализ показывает, что концепт «ребёнок» вербализуется посредством различных семантических моделей, таких как социальная типизация, метафорическая переинтерпретация, оценочная характеристика и эвфемистическое употребление. Особое внимание уделяется метафорическим фразеологическим единицам, в которых образы, связанные с ребёнком, выступают когнитивным стандартом простоты, эмоциональности, наивности и зависимости. Исследование также демонстрирует, что подобные единицы часто выходят за пределы буквального значения, обозначая профессиональные роли, социальные идентичности и модели поведения. Кроме того, в работе подчёркиваются культурно-специфические ценности, включая дисциплину, ответственность и независимость, отражённые во фразеологическом употреблении.

Ключевые слова

Фразеология, концепт, языковая картина мира, метафора, культурная семантика

Introduction

Phraseology occupies a central position in contemporary linguistics due to its ability to reflect the interaction between language, cognition, and culture. Phraseological units, as stable and reproducible combinations of words, represent condensed forms of collective experience and encode culturally significant meanings (Fernando, 1996). They function not only as expressive means of communication but also as repositories of historical memory, social norms, and evaluative attitudes.

Within the framework of cognitive linguistics and linguoculturology, particular attention has been paid to the study of conceptual structures and their linguistic representation. One of the most significant and universal concepts is the concept "child," which occupies a key position in the system of human values. This concept encompasses a wide range of semantic components, including age, dependence, socialisation, emotionality, and generational continuity (Wierzbicka, 1992; 45-60). Its linguistic

representation, especially in phraseology, provides valuable insights into how a speech community conceptualises childhood and its associated social roles.

In English, child-related lexemes such as *child*, *boy*, *girl*, *baby*, *kid*, and *son* demonstrate high phraseological productivity. These lexemes participate in the formation of numerous idiomatic expressions whose meanings often extend far beyond literal reference. As shown in previous studies, phraseological units frequently involve metaphorical reinterpretation, whereby elements associated with childhood are used to describe adult behaviour, social types, and abstract phenomena (Lakoff & Johnson, 1980).

Despite the growing interest in phraseological studies, the systematic analysis of the concept "child" within the English phraseological system remains insufficiently explored, particularly from a linguocultural perspective. Therefore, the present study aims to investigate the semantic, cognitive, and cultural aspects of phraseological units representing the concept "child" in the English linguistic worldview.

Methodology

The present study employs an integrated methodological framework combining elements of descriptive linguistics, semantic analysis, cognitive linguistics, and linguocultural analysis.

– The empirical material consists of English phraseological units containing nuclear lexemes related to the concept "child." These units were extracted методом сплошной выборки (continuous sampling) from authoritative lexicographic sources, including A.V. Kunin's *Great English-Russian Phraseological Dictionary* (2005), *Cambridge Idioms Dictionary* (2006), *Cambridge Dictionary of American Idioms* (Heacock, 2003), and *McGraw-Hill Dictionary of American Idioms and Phrasal Verbs* (Spears, 2005).

The research procedure involved several stages:

1. **Data Collection** – identification and extraction of phraseological units containing child-related components.
2. **Semantic Classification** – grouping of units according to dominant semantic models (e.g., social types, evaluative characteristics, metaphorical meanings, euphemisms).
3. **Cognitive Analysis** – examination of conceptual metaphors and cognitive mechanisms underlying the formation of phraseological meanings.
4. **Linguocultural Interpretation** – analysis of cultural values, stereotypes, and social norms reflected in phraseological units.
5. **Contextual Analysis** – interpretation of usage patterns and pragmatic functions of phraseological units in discourse.

Special attention was given to metaphorical reinterpretation as a key mechanism of phraseological formation. The study also applied the principle of semantic field analysis, allowing the identification of core and peripheral meanings associated with the concept "child."

The combination of these methods ensured a comprehensive and systematic analysis of the phraseological representation of the concept "child," enabling the identification of its structural, semantic, and cultural characteristics within the English linguistic worldview.

Results and Discussion

English phraseological units containing the nuclear lexemes of the concept "child" were extracted from the dictionary entries of V. Kunin's *Great English-Russian Phraseological Dictionary* (2005), *Cambridge Idioms Dictionary* (2006), *Cambridge Dictionary of American Idioms* (Heacock, 2003), and *McGraw-Hill Dictionary of American Idioms and Phrasal Verbs* (Spears, 2005). The analysed material demonstrates that English phraseology verbalises the concept "child" through a broad range of semantic models, including direct nominations of children, metaphorical reinterpretations of child-related imagery,

evaluative characterisations of human behaviour, professional and social labels, generational names, euphemistic expressions, and innovative units associated with modern science and media discourse.

One of the most important sources of enrichment of the phraseological system of any language, including English, is the metaphorical reinterpretation of the prototypes of phraseological units, especially variable word combinations. Metaphorical phraseological units are based on different types of similarity, either real or imagined. They usually refer to human beings and possess an evaluative character. Such evaluations may be either negative or positive. In the English phraseological system, the lexemes *boy*, *girl*, *kid*, *baby*, *child*, *babe*, *son*, and *daughter* serve as productive components in phraseological nomination, and very often their idiomatic meaning extends far beyond literal age reference.

Nominative-Substantive

Phraseological Units Denoting Social Types

According to the principle of similarity of situation, a number of nominative-substantive phraseological units may be distinguished. This group is particularly important because it shows that English frequently uses child-related lexemes not to denote literal children, but to classify **social roles, professions, and characteristic human types**.

The phraseological unit *a back-room boy* (colloquial) has two meanings: first, a scientist working in a secret laboratory, a researcher or engineer involved in the development of new types of weapons; second, an expert or specialist, particularly one who prefers to remain in the background. The expression originates from Lord Beaverbrook's speech on war production delivered on March 24, 1941 (Beaverbrook, Lord, 1941). Here, the component *boy* participates in the formation of a professional-social nomination that no longer refers to childhood in the direct sense.

The phraseological unit *Teddy boy* (*Teddy girl*) denotes a fashion-conscious youth, a

"dandy." The word *Teddy* is a diminutive of *Edward*, referring to King Edward VII, who was known for his distinctive style of dress. *Teddy boys* and *girls* were young people in the 1950s who imitated this style and were often associated with rebellious and aggressive behaviour (Hebdige, 1979). Thus, the expression encodes both appearance and social stereotype.

The phraseological unit *rah-rah boys* denotes students who prefer amusement and entertainment to studying, that is, idlers and loafers. The expression *rah-rah* is a distorted form of *hurrah*, which reinforces the semantic component of noisy superficial enthusiasm.

The phraseological unit *poster child* means a model example, an embodiment of something, a classic or typical example. The expression (*the new kid on the block*) denotes a newcomer, someone who has recently arrived in a new place or organisation and still has much to learn. The phrase originally had a literal meaning referring to a child who had just moved into a neighbourhood; through analogy, it developed the figurative meaning of a new member of a group.

The phraseological unit *the boy/girl next door* is used to describe someone completely ordinary, neither wealthy nor famous. When applied to a girl, it often refers to someone loving, loyal, attractive, and simple in a positive sense, that is, down-to-earth and emotionally accessible.

The phraseological unit *a girl Friday* denotes an experienced and diligent secretary, a reliable assistant, a "right-hand person." It can also refer more broadly to any person performing a large amount of routine and frequently uninteresting office work. The expression originates from *Man Friday*, the faithful companion of Robinson Crusoe in Daniel Defoe's novel.

This group also includes *a wide boy*, a British expression denoting a swindler or trickster who attempts to make money through dishonest means; *a cry baby*, meaning a whiner, complainer, or someone ready to cry for any

reason; and *the boys in blue*, meaning sailors or police officers. In British English, the latter refers mainly to sailors or police officers; in American English, however, it refers to the federal troops of the Northern states during the American Civil War of 1861–1865 (Heacock, 2003). These examples clearly show that the child-related component often functions as part of a historically and socially marked idiomatic label.

Phraseological Reinterpretation of External Reality

It should be noted that the overwhelming majority of phraseological units in general, including those containing representatives of the concept “child,” are connected with various aspects of human life and activity, as well as with people’s observations of surrounding reality. Human beings often tend to **animate objects of the external world**. For instance, the phraseological unit *Scavenger’s daughter* does not refer to a small daughter but to an instrument of torture, namely a device similar to a rack. It was named after Scavenger, a distorted form of the surname of Skevington, the Lieutenant of the Tower of London, who invented this torture device during the reign of Henry VIII. Another phraseological unit, *Skipper’s daughters*, serves as a figurative designation of high waves with white crests, metaphorically referred to as “the captain’s daughters.”

Human perception of the world is strongly influenced by emotion, and speakers often express their attitudes toward various objects through figurative phraseological units. In doing so, they consciously or unconsciously correlate the figurative meaning of phraseological units with the stereotypes and standards that exist within a particular linguistic community and that reflect the national mentality most fully.

Simplicity, Ease, and Joy as Child-Based Figurative Standards

Something easy or insignificant is expressed by the following phraseological units: *child’s play*, *kid’s stuff* (*kids’ stuff* in British

English, *kid stuff* in American English), all meaning something trivial or very easy. The same semantic field includes the cliché expression *as easy as taking candy from a baby*, which denotes something extremely easy to accomplish. In these units, the child functions as a cognitive standard for helplessness, simplicity, and lack of resistance.

Children’s ability to derive joy from surrounding objects formed the basis of such expressions as *be like a child in a sweet shop* (BrE), *be like a kid in a candy store* (AmE), and *like a kid with a new toy*. These expressions describe people who enthusiastically and emotionally express joy about things around them. In contrast, in the adult world, childishness is often perceived negatively, as reflected in the expression *not a kid anymore*, which is typically used as a reproach. With regard to older people, the phraseological unit *be no longer in one’s first youth* is frequently applied.

Comparative Phraseological Units Based on Children’s Physiological Features

A number of comparative phraseological units are based on the physiological characteristics of children, particularly infants. This comparative group characterises a property, action, or state through a concrete image, with which comparison reveals how a certain quality is manifested or how a particular action occurs. Stable traditional comparisons include images derived from real life. Each such comparison has developed as a result of the centuries-long experience of a people and therefore represents a set of images familiar to every member of the linguistic community and transmitted from generation to generation. In these constructions, the child or its physiological characteristics function as a kind of measure or standard.

The phraseological unit *bald as a baby’s backside* means completely bald; *soft as a baby’s bottom (backside)* means extremely soft and smooth to the touch; *weak as a baby* denotes physical weakness; and *sleep like a baby* means to sleep very soundly. In these

phraseological units, such features as softness, absence of hair, tenderness, and weakness are verbalized.

Phraseological Units Characterizing Children's Behavior and Development

A child who annoys others with his or her behavior may jokingly be referred to as *the child from hell*, whereas a very intelligent and successful child is described as a *whiz kid*, meaning a precociously gifted and knowledgeable child. A difficult child is referred to as a *problem child*. When speaking about a child who makes one proud, the expression *That's my boy (girl)* is used.

A child's readiness to enthusiastically engage in an interesting activity has formed the basis of the phraseological unit *go at something like a boy killing snakes*. This unit encodes energetic, emotionally intensive, and wholehearted involvement in an activity.

Collectivism, Solidarity, and Group Inclusion

Children's sense of collectivism and solidarity is reflected in the following phraseological units: *one of the boys (lads)*, meaning one of the group, "one of us"; and *the old-boy network*, meaning a circle of former classmates or associates who help each other professionally and facilitate employment through personal connections. A synonymous expression is *jobs for the boys*, meaning employment arranged through personal connections; in political discourse, the expression may also refer to the distribution of advantageous positions to supporters of the winning political party.

This group also includes the obsolete phraseological unit *man and boy*, which characterizes the entire life path of a person. The phraseological unit *"separate the men from the boys"* emphasizes that in certain situations, it becomes obvious who is strong and courageous and who is not. Thus, it becomes clear who will be able to accomplish a difficult task and who will fail.

Euphemisms and Phraseological Units Connected with Pregnancy and Birth

Very often, phraseological units containing components of the lexical-semantic group "child" are used as euphemisms. For example, *(to be with child)* means "to be pregnant," especially in the later stages of pregnancy. Other phraseological units describe situations connected with the birth of a child: *wet the baby's head* means to drink to the health of a newborn child; *the baby blues* denotes postpartum depression; and a *bachelor's baby* denotes an illegitimate child.

Discipline, Self-Organisation, Responsibility, and Independence

The phraseological material indicates that internal self-organisation, discipline, and self-control are dominant values in English-speaking societies. These traits are believed to be cultivated from childhood, as reflected in the expression *from a boy*, meaning "from childhood" or "from an early age." This cultural attitude is also reflected in the following phraseological units: *pass the baby*, meaning to shift responsibility onto someone else; *give someone the baby to hold*, *leave someone holding the baby*, and *be left holding the baby*, all meaning to make someone bear responsibility for another person's actions.

The phraseological unit *the children of this world* refers to worldly-wise, experienced people, whereas *a babe in the woods* and *a babe in arms* refer to a naive, inexperienced person. A similar meaning is expressed by *babes and sucklings*, referring to novices or completely inexperienced individuals; *babe unborn* denotes a person lacking worldly experience; and *Peck's Bad Boy* refers to a person who embarrasses others through naive tactlessness, the expression being derived from the title of the book *Peck's Bad Boy and His Pa* by G. W. Peck.

Members of English-speaking societies highly value and encourage early independence and self-confidence. It is believed that children should be capable of independent actions and should be able to manage without their parents for a certain

period of time while the latter are at work. Such a child is referred to as a *latchkey child (kid)*, literally "a child with a key," whose parents work all day. Deborah Belle argues that it may be better for a child to stay at home alone rather than with a babysitter or older siblings in certain circumstances (Belle, 1999).

In the 1950s, mass surveys conducted in Britain revealed dominant tendencies in child-rearing practices. These included strict disciplinary influence exerted on children from a very early age and the acceptability of corporal punishment. This is reflected in the phraseological unit *a whipping boy*, meaning a scapegoat. Historically, it referred to a boy educated together with a prince who was punished physically for the prince's misbehavior (Kunin, 2005).

Spoiled Children, Favorites, and Social Approval

Critical attitudes toward spoiled children are reflected in the following phraseological units: *a mummy's boy (a mama's boy)*, meaning a mother's favorite or an overprotected son; *the baby of the family*, meaning the youngest and often most pampered member of the family; and *the blue-eyed boy*, meaning a favorite or darling.

A successful and respected person is called a *golden boy/girl*, while someone favoured by those in power may be referred to as a *fair-haired boy* or *blue-eyed boy*. Another expression describing a successful individual is *a child of fortune*, meaning a person favored by fate. These units show that child-related lexemes participate in both negative and positive evaluative nomination.

Gendered and Sexualized Social Stereotypes

A shy and timid man or young man may become the object of ridicule, as such traits are stereotypically associated with women; this is reflected in the phrase *a big girl's blouse*, meaning an effeminate or overly timid man.

A sexually attractive woman who pays great attention to her appearance and clothing is referred to as a *glamour girl*, meaning an

attractive or glamorous woman. An easily accessible woman may be called a *hot baby*. An unmarried woman living independently is sometimes described as a *bachelor's girl*.

This group also includes *a toy boy (a boy toy)*, meaning a young male lover of an older woman, usually financially supported by her; *a rent boy*, meaning a male prostitute, typically a young homosexual male prostitute; *Nancy boy (pansy boy)*, meaning a homosexual man; and *a call girl*, meaning a prostitute who visits clients by appointment. These units show how the lexemes *boy* and *girl* are extended beyond age reference and incorporated into gendered and sexualized phraseological structures.

Conclusion

The present study has demonstrated that the phraseological representation of the concept "child" in the English linguistic worldview constitutes a complex, multidimensional system reflecting cognitive, cultural, and social processes. Phraseological units containing child-related lexemes function not only as nominative linguistic elements but also as carriers of culturally significant meanings that extend far beyond their literal reference. The analysis has shown that the concept "child" is verbalised through a wide range of semantic models, including social typification, evaluative characterisation, metaphorical reinterpretation, and euphemistic expression. In particular, metaphorisation emerges as a dominant mechanism, enabling the transfer of child-related features – such as simplicity, emotionality, naivety, dependence, and vulnerability – onto the description of adult behaviour, social roles, and abstract phenomena.

Furthermore, the findings indicate that phraseological units actively encode culturally specific values of English-speaking societies. Concepts such as discipline, responsibility, independence, and social integration are systematically reflected through idiomatic expressions involving child-related components. At the same time, both positive

and negative evaluations are present, illustrating ambivalent societal attitudes toward childhood and its associated characteristics.

It has also been established that child-related lexemes in phraseology frequently lose their direct denotative meaning and acquire secondary, figurative functions, contributing to the formation of social labels, stereotypes, and discourse-specific meanings. This confirms the high degree of semantic flexibility and productivity of phraseological units within the linguistic system.

In conclusion, the concept "child" occupies a central position in the English phraseological worldview, serving as an important cognitive and cultural reference point. The study contributes to the development of phraseological theory, cognitive linguistics, and linguoculturology by providing a systematic analysis of the interaction between language, culture, and conceptualisation. The results may be applied in further comparative studies, as well as in lexicography, language teaching, and intercultural communication research.

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The reflection of social status in the semantics of English phraseological units

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Annotation *The present article is devoted to the analysis of English phraseological units which express social status of literary personages, i.e. fixed expressions which describe outcome, family conditions and professional activity of personages. Theoretical content of the article is proved by numerous examples.*

Keywords *Phraseological unit, social status, family conditions, professional activity, lingual world picture, cultural experiences*

Ingliz frazeologik birliklarning semantikasida ijtimoiy mavqening ifodalanishi

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Annotatsiya *Mazkur maqolada badiiy personajining ijtimoiy mavqesini ifodalovchi ingliz frazeologik birliklari tahlil qilingan, ya'ni personajlarning kelib chiqishi, oilaviy sharoiti, ma'lumoti, kasbiy faoliyatini tasvirlovchi turg'un birikmalari tadqiq qilingan. Maqolaning nazariy qarashlari ko'plab misollar bilan izohlanadi.*

Kalit so'zlar *Frazeologik birlik, ijtimoiy mavqe, oilaviy sharoit, kasbiy faoliyat, olamning lisoniy manzarasi, madaniy tajriba*

Отражение социального статуса в семантике английских фразеологических единиц

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Аннотация *В настоящей статье анализируются английские фразеологические единицы, отражающие социальный статус художественных персонажей, т.е. устойчивые выражения, демонстрирующие происхождение, семейные условия и профессиональную деятельность персонажей. Теоретическое значение статьи подтверждается многочисленными примерами.*

Ключевые слова *Фразеологическая единица, социальный статус, семейные условия, профессиональная деятельность, языковая картина мира, культурный опыт*

Автор является создателем не только своих ярких литературных образов, но и

мастерски описывает их внутренний мир и душевное состояние (Худойбергенова, 2013;

66). В тексте чувствуется авторское отношение к каждому из своих персонажей, будь то положительный или отрицательный образ. Искусный писатель, однако, дает шанс читателю самому делать выводы, касающиеся оценки художественных персонажей. Действительно, согласно литературным нормам, автор не должен навязывать свое мнение читателю.

Эмоции людей выражаются в речевом акте, в котором коммуниканты демонстрируют своё отношение к объектам и явлениям окружающего мира. Так, в художественном тексте лингвистические средства имеют также эстетическое назначение (Турдибеков, 1997; 65). Они придают особую красочность объектам и художественным образам. Описание эмоций в тексте представляет сложность в том плане, что оно должно быть кратким, конкретным и ярким.

Статусные характеристики и положение в обществе очень важны в описании персонажей художественных произведений: *be born with a silver spoon in one's mouth* – родиться в сорочке, родиться под счастливой звездой (Кунин, 1967; 860):

She **was born with a silver spoon in her mouth**; she thinks she can do what she likes (Galsworthy, "The Silver Spoon"; 57).

Светского мужчину номинирует оборот *a man about town* – светский человек, денди, прожигатель жизни светский человек, денди, прожигатель жизни:

He gazed back at her from the lodge gate, and, but for the principles of a man about town would have waved his hand (Galsworthy, "In Chancery"; 52).

Некоторым писателям удалось изменить эту фразеологическую единицу и представить свою авторскую версию:

He was staring at a **silver spoon. He himself had put it in her mouth at birth!** (Galsworthy, "The Silver Spoon"; 32).

Данная фразеологическая единица расчленяется на две части, из которых одна

находится в первом предложении, а другая – во втором. Кроме того, *be born with* (родиться с) заменяется *put in* (положить в), что полностью меняет значение.

Популярным выражением в номинации социального уровня мужского персонажа является *lord of the soil* – помещик, землевладелец (Кунин, 1967; 570):

The same prospect of misery hung over the head of another tenant of this hard-hearted **lord of the soil** (Scott, "The Heart of Mid-Lothian"; 61).

Статус молодого представителя мужского пола отражен в архаическом обороте *whipping boy* – мальчик, воспитывающийся вместе с принцем и отвечающий за его провинности; в современной фразеологии это выражение используется в переносном значении – «козёл отпущения»:

We got to the Meuse, too, and there we were ground to pieces – except that Pettinger fled in time. He dragged me with him. He didn't want to lose his private **whipping boy** (Heym, "The Crusaders"; 24).

Бедность и низкое социальное положение художественных персонажей – частое явление в литературе: *John o'Nokes and John o'Styles* – простые бедные люди (Кунин, 1967; 508):

...as willing to plead for **John o'Nokes** as for the first noble of the land (Scott, "Guy Mannering"; 167).

I have come back **poorer than a church mouse** (Dickens, "Pickwick Papers"; 89). Фразеологизм *poorer than a church mouse* – букв. «беднее, чем мышь в церкви» обозначает нищету и может употребляться с компонентом *mouse* во множественном числе – *mice*.

Фразеологизм *Jack Ketch* – палач (по имени знаменитого палача 17 века) вышел из употребления в современном языке:

If he comes back, and leaves that boy behind him! If he gets off free, and dead or alive, fails to restore him to me; murder him

yourself if you would him escape **Jack Ketch** (Dickens, "Oliver Twist"; 189).

Джон Мильтон в своём произведении "Paradise Lost" создал и употребил выражение *fall on evil days* – впасть в нищету, бедствовать.

Высокое социальное положение обозначает фразеологизм *a triton among the minnows* – великан среди пигмеев (Shakespeare, "Coriolanus"; 22).

Социальный статус персонажей мужского пола отражается также фразеологизмами, созданными писателями: *a gentleman's gentleman* – камердинер, лакей, слуга (Defo, "Everybody's Business") и *man Friday* – Пятница, верный, преданный слуга (Defo, "Robinson Crusoe"); *knight of industry* – (эвф.) проходимец, мошенник (Никольская, 2005; 18):

In the servant's hall two coachmen and three **gentlemen's gentlemen** stood or sat round the fire... (Bronte, "Jane Eyre"; 162).

Even before they were acquainted he had admired Osborne in secret. Now he was his valet, his dog, his **man Friday** (Thackeray, "Vanity Fair"; 43).

Our hero was a professed enemy to all **knights of industry** (Smollet, "Peregrine Pickle"; 183).

В литературе часто встречаются и фразеологизмы мифологической этимологии: *a labour of Hercules* (или *Herculean labour*) – Геркулесов труд, трудное дело:

Cowperwood, after his **Herculean labors** of the morning, had, as has been said, driven rapidly to Butler's house... (Dreiser, "The Financier"; 168).

Необходимость литературных персонажей зарабатывать на жизнь передается фразеологической единицей *to earn one's bread and butter*, в основе которой заложены компоненты *bread and butter* – средства к существованию, хлеб насущный:

One manages **to earn one's bread and butter** – as usual he could not keep up and he winked... (Shaw, "Back to Methuselah"; 78).

Многим персонажам художественных произведений приходится сводить концы с концами, что передается в семантике ФЕ *cut and contrive*:

Always happy to see a friend in our plain way..., old port and **cut and contrive** (Thackeray, "Pendennis"; 21).

Трудолюбие литературных персонажей усиливается экспрессивными выражениями *work like a horse* (или *nigger, slave*) – работать как лошадь (Кунин, 1967; 1046); *work one's fingers to the bone* – усердно работать, работать до мозолей; *(as) busy as a bee* (или *beaver*) – работающий, как пчела, очень занятой, трудолюбивый:

They tell me he **works like a nigger**, but I see no good coming of it (Galsworthy, "The Man of Property"; 31).

"There they are"... I said. "**Busy as beavers!**" said Irene (Shaw, "Major Barbara"; 31).

She had no sooner done this, than off she was again; and there she stood once more, as brisk and **busy as a bee**... (Dickens, "Martin Chuzzlewit"; 314).

Образ искалеченного или обанкротившегося человека передается популярной фразеологической единицей *lame duck* – 1) неудачник, несчастный человек, калека; 2) обанкротившийся человек:

...this additional proof that her life was to be passed amongst '**lame ducks**' worried him. Would she never make a friendship or take an interest in something that would be of real benefit to her? (Galsworthy, "The Man of Property"; 54).

And that's flat – unless I see Amelia's ten thousand down, you don't marry her. I'll have no **lame duck's** daughter in my family (Thackeray, "Vanity Fair"; 96).

Профессия портного передается фразеологической единицей с именем собственным *Tom*, которое приобрело нарицательность в обозначении именно этой профессии: *Tom Tailor* – портной:

"We rend our hearts, and not our garments". "...The better for yourselves, and the

worse for **Tom Tailor**", said the Baron (Scott, "The Monastery"; 189).

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The issue of the impact of lexical-semantic changes on socio-cultural communication

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Annotation *This article examines lexical-semantic transformations that emerged during the COVID-19 pandemic through the lens of socio-cultural communication. The study analyzes the linguocultural function of the war metaphor in pandemic discourse, the phenomenon of virus personification, and the semantic reinterpretation of the concept of "freedom." The article investigates slogans, symbolic syntagms, and emotionally charged discursive tools employed in Uzbekistan and international public communication. Furthermore, it explores alternative discourses opposing official narratives, including political opposition speech, denialist (negationist) rhetoric, and the phenomenon of fake news from a linguistic perspective. The research draws on corpus-based and discourse analysis methods to examine how pandemic language functioned as an ideological and emotional tool in public communication. The findings demonstrate that pandemic lexicon transcended the boundaries of medical terminology, evolving into a linguocultural phenomenon encoding social psychology, political ideology, and cultural values. Pandemic language has formed a complex semantic system reflecting collective emotions such as fear, solidarity, responsibility, and hope within society.*

Keywords *Lexical-semantic change, pandemic discourse, war metaphor, personification, linguoculturology, social communication, fake news, semantic expansion, solidarity discourse, concept of freedom, COVID-19 lexicon, public speech, ideological polarization, emotional discourse, collective identity.*

Leksik-semantik o'zgarishlarning ijtimoiy-madaniy kommunikatsiyaga ta'siri

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Annotatsiya *Ushbu maqola COVID-19 pandemiyasi davrida yuzaga kelgan leksik-semantik o'zgarishlarni ijtimoiy-madaniy kommunikatsiya nuqtai nazaridan tahlil qiladi. Tadqiqotda urush metaforasining pandemiya diskursidagi lingvokulturologik funksiyasi, virusning personifikatsiyasi hodisasi va "erkinlik" konseptining semantik qayta talqini keng yoritilgan. Maqolada O'zbekiston va xalqaro ommaviy kommunikatsiyada qo'llangan shiorlar, ramziy sintagmalar hamda emotsional yukga ega diskursiv vositalar tahlil qilingan. Shuningdek, rasmiy diskursga muqobil bo'lgan siyosiy muxolifat nutqi, inkorchi (negatsionistik) qarashlar va yolg'on*

axborot (fake news) fenomeni lingvistik jihatdan o'rganilgan. Tadqiqotda korpusli va diskursiv tahlil metodlaridan foydalanib, pandemiya leksikasining ommaviy kommunikatsiyada ideologik va emotsional vosita sifatida qanday faoliyat ko'rsatgani o'rganilgan. Tadqiqot natijalari shuni ko'rsatadiki, pandemiya leksikasi tibbiy terminologiya doirasidan chiqib, ijtimoiy psixologiya, siyosiy ideologiya va madaniy qadriyatlarni kodlovchi lingvokulturologik fenomenga aylangan. Pandemiya tili jamiyatning qo'rquv, birdamlik, mas'uliyat va umid kabi kollektiv his-tuyg'ularini aks ettiruvchi semantik tizim sifatida shakllangandir.

Kalit so'zlar *Leksik-semantik o'zgarish, pandemiya diskursi, urush metaforasi, personifikatsiya, lingvokulturologiya, ijtimoiy kommunikatsiya, fake news, semantik kengayish, birdamlik diskursi, erkinlik konsepti, COVID-19 leksikasi, ommaviy nutq, ideologik polarizatsiya, emotsional diskurs, kollektiv identifikatsiya*

Влияние лексико-семантических изменений на социокультурную коммуникацию

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Аннотация *Настоящая статья посвящена анализу лексико-семантических трансформаций, возникших в период пандемии COVID-19, с точки зрения социокультурной коммуникации. В исследовании рассматриваются лингвокультурологическая функция военной метафоры в пандемическом дискурсе, явление персонификации вируса, а также семантическая переинтерпретация концепта «свобода». В статье анализируются лозунги, символические синтагмы и эмоционально насыщенные дискурсивные средства, применявшиеся в общественной коммуникации Узбекистана и на международном уровне. Помимо этого, с лингвистической точки зрения исследуются альтернативные дискурсы, противостоящие официальным нарративам: речь политической оппозиции, отрицательные (негационистские) взгляды и феномен фейковых новостей. В работе применяются методы корпусного и дискурсивного анализа для изучения роли пандемической лексики как идеологического и эмоционального инструмента в публичной коммуникации. Результаты исследования свидетельствуют о том, что пандемическая лексика вышла за рамки медицинской терминологии и превратилась в лингвокультурологический феномен, кодирующий социальную психологию, политическую идеологию и культурные ценности. Язык пандемии сформировался как семантическая система, отражающая коллективные эмоции общества – страх, солидарность, ответственность и надежду.*

**Ключевые
слова**

Лексико-семантические изменения, пандемический дискурс, военная метафора, персонификация, лингвокультурология, социальная коммуникация, фейковые новости, семантическое расширение, дискурс солидарности, концепт свободы, лексика COVID-19, публичная речь, идеологическая поляризация, эмоциональный дискурс, коллективная идентичность

Kirish

Pandemiya davrida davlat institutlari va hukumatning ommaviy kommunikatsiyada qo'llagan asosiy strategik yo'nalishlaridan biri, ayniqsa pandemiyaning dastlabki bosqichlarida, pandemiya = urush tengligini targ'ib qilishga qaratildi. Ushbu analogiyaning semantik asosi ravshan edi: urushning eng og'ir oqibatlari og'riq va o'lim bo'lsa, virusning jamiyatga ko'rsatgan halokatli ta'sirini ham xuddi shu modelga ko'chirish oson kechdi. Natijada, virus bilan kurashni "g'alaba qozonish kerak bo'lgan jang" sifatida talqin qiluvchi til birliklari faol qo'llanila boshladi. Ushbu metafora fuqarolar ongiga quyidagi g'oya orqali singdirildi: virusni yengish uchun qurol, strategiya va kuchlarni safarbar qilish zarur (Charteris-Black, 2014).

Metafora kengaygani sari virus dushman sifatida aniq identifikatsiya qilindi, unga inson xususiyatlari yuklanib, hattoki ixtiyoriy xatti-harakat nisbat berildi: "virus hujum qilmoqda", "yo'qolishni istamayapti", "qarshilik ko'rsatmoqda" kabi strukturalar keng qo'llanildi. Bu jarayonda urush semantik maydoniga xos terminlar pandemiya diskursiga faol kiritildi: to'qson, favqulodda holat, karantin, izolyatsiya, cheklov, lokdaun, hamda "egish, yengish" ma'nosidagi birliklar ushbu davrning o'ziga xos frazeologizmi sifatida shakllandi.

Pandemiya diskursida urush metaforasi asosida shakllangan birliklar orasida o'zbek tilida keng qo'llangan "Birgalikda yengamiz" iborasi alohida lingvokulturologik ahamiyat kasb etdi. Ushbu shior pandemiyaning biologik kasallik emas, balki dushmanga qarshi olib

borilayotgan jamoaviy jang sifatida talqin qiladi. Fuqarolar bu metafora vositasida jangchi emas, balki g'alabaga mas'ul bo'lgan jamiyat a'zosi sifatida ko'rsatiladi. Natijada oddiy passiv harakat – uyda qolish, karantin qoidalariga rioya qilish, milliy burch, ma'naviy safarbarlik va qahramonlik ko'rinishiga ega bo'ladi. Bu jarayon pandemiya leksikasining semantik chegarasini kengaytirib, uni ijtimoiy birdamlik, mas'uliyat va g'alaba ramziga aylantirdi.

Urush metaforasi kuchaytirilishi jarayonida jamiyat ongida "qahramonlik" obrazini shakllantirish zarur edi. Shu bois, nafaqat kasallik oqibatlarini yengillashtirishga harakat qilayotgan tibbiyot xodimlari, balki oddiy fuqarolar ham "jangning qahramoni" sifatida e'lon qilindi. Uyda qolib, passiv ravishda karantin talablariga rioya qilgan fuqaro ham bu metaforik jangning "tanlangan himoyachisi" sifatida taqdim etildi. Virusning yangi va noma'lum tabiatga ega ekani, unga qarshi yetarli dori yoki vaktsina yo'qligi muammo sifatida emas, balki "kurash davom etmoqda", "xalq ishonishi lozim" kabi ritorik vositalar bilan ideallashtirildi. Jamiyatga shior sifatida quyidagi g'oya singdirildi: hozir mavjud bo'lgan vositalar yetarli bo'lmasa-da, qurollar safarbar qilingan, chora-tadbirlar ko'rilgan, jang boshlandi.

Metaforaning kuchayishida tashqi kommunikativ omillar ham muhim rol o'ynadi. Urushga xos bo'lgan sahnalashtirilgan "ko'rinish"lar ommaviy axborot vositalari orqali muntazam ravishda berib borildi: matbuot anjumanlari va rasmiy murojaatlarda siyosiy yetakchilar bilan bir qatorda yuqori martabali

harbiylar ham qatnasha boshladi. Ba'zan ularning joylashuvi ham ramziy tus olib, harbiylarning hukumat va sog'liqni saqlash vakillaridan "hierarxik jihatdan yuqori" lavozimda turgani haqida ong osti tasavvurlarini shakllantirdi. Shu tarzda pandemiya ommaviy nutqda sog'liqni saqlash muammosi emas, balki strategik xavfsizlik masalasi sifatida talqin qilindi.

Natijada urush metaforasi pandemiya davrida ingliz tilidagi matbuot va siyosiy diskursda nafaqat til hodisasi, balki ijtimoiy psixologiyani boshqaruvchi lingvokulturologik mexanizm sifatida shakllandi (Chudinov, 2004). Bu jarayon pandemiya leksikasining ma'nosini kengaytirib, uni jamiyatning qo'rquv, birdamlik, dushmanga qarshi birlashish va siyosiy ishonch kabi kollektiv qadriyatlarini kodlovchi semantik maydonga aylantirdi.

Pandemiya davrida ommaviy axborot vositalarida virus ko'pincha oddiy kasallik emas, insonga o'xshash dushman sifatida tasvirlandi (Chaiuk & Dunaievska, 2020). Til vositalarida unga xuddi ongli mavjudot kabi maqsadi bor, "zarar yetkazishga urinadi", "ayyorlik qiladi", "hujum qiladi", "yo'qolishni istamaydi" deb baho berildi. Bunday iboralar ilmiy ma'noda to'g'ri bo'lmasa-da, ular jamiyat ongida virusni tajovuzkor kuch sifatida tasavvur qilishga yordam berdi.

Ba'zi mutaxassislar virusni "aqlli", "ayyor", "hiylakor" deb atagan holda, uning xatti-harakatini "gerilla urushi"ga qiyoslashdi. Virus haqoratli so'zlar bilan tasvirlangan holatlar ham uchradi. Aslida bu ilmiy tasnif emas, balki odamlarning qo'rquvini yengish, xavfni "til orqali yengish" istagidan kelib chiqqan psixologik holatdir.

Tilimizda yana keng tarqalgan metaforalardan biri virusning "aldashi" bilan bog'liq: masalan, "virus immunitetni aldaydi", "hujayraga kirib, uni o'ziga bo'ysundiradi". Biologik nuqtai nazardan qaraganda, virus haqiqatan ham organizm hujayrasidan foydalanadi va ko'payadi. Shuning uchun bu metafora oddiy odamga virusning xavfini tushunarliroq qilib ko'rsatadi.

Demak, virusga "aqlli dushman" sifatida baho berish ikki asosiy vazifani bajaradi:

Odamlar qo'rquvini kamaytiradi. Virusni "la'natlash", "yomonlik qilishda ayblash" orqali jamiyat psixologik himoyalanaadi.

Ilmiy ma'lumotni sodda tushuntiradi. Metafora virusning qanday harakat qilishini hamma tushunadigan tilda ifodalaydi.

Shunday qilib, pandemiya tilida metaforalar virusni oddiy biologik obyekt emas, balki jamiyat hayotiga xavf soluvchi dushman sifatida ko'rsatadi. Bu esa, pandemiya leksikasini tibbiy terminlardan tashqariga olib chiqib, uni ijtimoiy-madaniy hodisaga aylantiradi.

COVID-19 pandemiyasi zamonaviy global kommunikatsiya tizimida yangi leksik birliklar paydo bo'lishiga, mavjud so'zlarning esa semantik kengayishi va ideologik qayta baholanishiga sabab bo'ldi (Dobrić Basanež, 2022). Pandemiya jarayonida shakllangan diskurs nafaqat tibbiy terminologiyani, balki jamiyatning madaniy, axloqiy va siyosiy tasavvurlarini qayta talqin qildi. Til pandemiyaning o'zi kabi inson hayotining turli jabhalariga ta'sir ko'rsatib, muhim ijtimoiy konseptlarni yangi semantik yuk bilan boyitdi. Pandemiya davrida ommaviy muloqotda virus va kasallikning kuchini ifodalash uchun ko'pincha urush metaforasi qo'llanildi. Jamiyatga yo'llangan murojaatlarda virus "dushman" sifatida tasvirlanib, uni yengish uchun "jang qilish", "kurashish", "frontda turish", "virusga qarshi safarbarlik" kabi iboralar faol ishlatildi. Bunday metaforalar xavf darajasini kuchaytirish, aholi ongida mas'uliyat va intizomni mustahkamlash funksiyasini bajardi (Baines & O'Shaughnessy, 2021). Ayrim matnli murojaatlarda virus hatto shaxsiyatga ega subyekt sifatida talqin qilindi: "virus hujum qilmoqda", "virus qarshilik ko'rsatmoqda", "virus yashirinmoqda" kabi personifikatsiyalar pandemiyaning oqibatlarini yaqqol tasvirladi. Bu holat pandemiya tilini oddiy tibbiy jarayonlardan ma'naviy va axloqiy muammolarga ko'chirdi. Virusga salbiy insoniy sifatlarinnng yuklanishi ("ayyor", "xavfli",

“ko‘rinmas dushman”) jamiyat ongida dahshat, xavotir va beqarorlik kabi hissiy reaksiyalarni kuchaytirdi. Natijada pandemiya tili nafaqat informativ, balki kuchli emotsional va ideologik vosita sifatida shakllandi. Shu bilan birga, pandemiya diskursida “erkinlik” tushunchasi ham yangicha talqin qilina boshladi. An’anaviy siyosiy-falsafiy talqinda erkinlik mas’uliyat bilan tanlov qilish huquqi sifatida qaraladi: inson o‘z xatti-harakatlariga javob beradi, uning erkinligi boshqalarning xavfsizligiga zarar yetkazmasligi kerak.

Pandemiya sharoitida, jumladan, O‘zbekistonda, ommaviy murojaatlar aynan mana shu yo‘nalishda olib borildi. “Uyda qolish – bu burch”, “O‘zingizni asrang – boshqalarni ham asragan bo‘lasiz” kabi chaqiriqlar erkinlikni jamoaviy mas’uliyat mezonida talqin qildi. Cheklovlar erkinlikka zid emas, balki uni himoya qilish vositasi sifatida ko‘rsatildi. Aksincha, pandemiya jarayonida erkinlikning egosentrik talqini ham kuchaydi: “maskasiz yurish huquqi”, “erkin harakatlanish”, “nimani xohlasam, shuni qilish” kabi qarashlar erkinlikni shaxsiy qulaylik va istaklar bilan tenglashtirdi. Bu holat jamiyatda ijtimoiy mas’uliyat va individual xohish o‘rtasida keskin ziddiyatni yuzaga keltirdi (Dijk, 2008). Natijada pandemiya leksikasida “erkinlik” ikki qutbli semantik konseptga aylandi: bir tomonda jamoaviy mas’uliyatga asoslangan erkinlik, ikkinchi tomonda esa shaxsiy xohishga asoslangan individuallashtirilgan erkinlik turdi. Shu tariqa, pandemiya leksikasi erkinlikni axloqiy kategoriya sifatida qayta talqin qildi va uni jamiyatning sog‘liqni saqlash tamoyillari bilan bog‘lab qo‘ydi. Pandemiya sharoitida til voqelikni in‘ikos ettiribgina qolmay, uni yangi madaniy va axloqiy mazmun bilan qayta yaratdi. Urush metaforalari, virusning personifikatsiyasi, erkinlik konseptining yangicha talqini shuni ko‘rsatadiki, pandemiya leksikasi jamiyat psixologiyasi, siyosiy qarashlar va ma’naviy qadriyatlar bilan bevosita bog‘liq holda shakllanadi (Bakhronova, 2018). Natijada pandemiya terminlari tibbiy tushunchalar chegarasidan tashqariga chiqib, ideologik,

axloqiy va madaniy belgiga aylandi. COVID-19 atamalari zamonaviy leksik tizimda tibbiy emas, balki ijtimoiy hodisa sifatida shakllanmoqda. Til pandemiyaning o‘ziga xos “oynasi” bo‘lib, jamiyat qo‘rquvi, intizomi, noroziligi va qadriyatlarini aks ettirmoqda. Bu jarayon pandemiya leksikasining lingvokulturologik tadqiqi nafaqat tilshunoslik, balki sotsiologiya, psixologiya va madaniyatshunoslik uchun ham muhim ilmiy ahamiyatga ega ekanini ko‘rsatadi.

COVID-19 pandemiyasi davrida rasmiy nutqqa qarshi shakllangan muqobil diskurslar ikki asosiy yo‘nalishda kuzatildi: siyosiy muxolifat nutqi va inkorchi (negatsionistik) qarashlar (Chalova, 2021). Ba‘zan ularning pozitsiyalari va ishlatilgan dalillar bir nuqtada kesishib, rasmiy diskursni inkor etishning turli darajalarini shakllantirdi. Muxolif siyosiy nutqlarda hukumatning pandemiya bo‘yicha qabul qilgan qarorlari keskin tanqid qilindi: ayrim paytlarda “qaror qabul qilmadi”, boshqa hollarda “yaroqsiz chora ko‘rdi” degan da‘volar ilgari surildi. Bu kabi nutqlar pandemiyaning “yangi holat emas”, balki “oddiy inqiroz”, “navbatdagi jiddiy vaziyat” sifatida ko‘rsatishga urinib, rasmiy statistik ma’lumotlarni, xususan, o‘limlar soniga oid raqamlarni “soxtalashtirish”da ayblashga qaratildi.

Inkorchilar (negatsionistlar) nutqi esa ikki shaklda namoyon bo‘ldi: mo‘‘tadil yo‘nalish virus xavfining oshirilganini iddao qilsa, ekstremal yo‘nalish hatto virusning o‘zi va pandemiya qurbonlarining mavjudligini inkor etishga borib yetdi. Bunday g‘oyalar ko‘proq ommaviy axborot vositalari va ijtimoiy tarmoqlar orqali tarqaldi (Abramova, 2014). Til nuqtai nazaridan, bu diskurslar “biz/ular” oppozitsiyasi asosida qurildi: Biz – yaxshi, to‘g‘ri, halol; Ular, yomon, noto‘g‘ri, aldovchi. Bu qarama-qarshilikni kuchaytirish uchun “o‘lim”, “qashshoqlik”, “yolg‘on”, “falokat”, “yashirish” kabi kuchli salbiy semantikaga ega leksemalar ataylab qo‘llandi. Mazkur til o‘yini mazmunni ob‘yektiv tahlildan chiqarib, ideologik polyarizatsiyani kuchaytirishga xizmat qildi.

Pandemiya diskursining yana bir muhim ko'rinishi feyk xabarlar (fake news) fenomenidir. Bu atama ikki xil turdagi yolg'on axborotni qamrab oladi: disinformation – ataylab aldash maqsadida tarqatilgan ma'lumot va misinformation – niyatdan qat'i nazar, noto'g'ri bo'lib, odamlarni adashtirishga olib keladi (Brezina & Gablasova, 2021). Haust mexanizmi bo'yicha bu yolg'on axborotlar har xil shaklda yuzaga keladi: kontekstdan uzib olingan faktlar, ma'lumotni manipulyatsiya qilish, satirik yoki parodik xabarlar, umuman to'qima ma'lumotlar. Ularning tarqalish maqsadi ham rang-barang bo'lib, siyosiy-ideologik ta'sir o'tkazish, jinoyat (firibgarlik, pul o'g'irlash), vahima uyg'otish, hatto shaxsiy reklama va iqtisodiy manfaat kabi yo'nalishlarga ega.

Gutiérrez Coba va hamkorlarining tadqiqoti (Gutiérrez Coba et al., 2020) shuni ko'rsatdiki, eng keng tarqalgan feyk xabarlar azamiy tibbiy aldov yoki "mo'jizaviy davolanish" haqidagi iddaolar bo'lib, ular "koronavirusga qarshi vosita" sifatida kofe, dengiz suvi, limon, zanjabil, piyoz va sarimsoq aralashmalari, issiq fen, aspirin, tromboz dori vositalari, evar tilining zararli naton tizimi, hattoki xlorli eritmalar kabi unsurlarni targ'ib qildi. Shuningdek, ayrim feyklar "niqoblar saraton chaqiradi" kabi asossiz vahima yaratishga qaratilgan edi.

Pandemiya feyklarining yana bir yo'nalishi "aybdor qidirish" fenomeniga qaratildi. Bunda pandemiya "maxsus qurilgan" yoki "puxta rejalashtirilgan" degan iddaolar ilgari surildi. Ayrim xabarlar 5G texnologiyasi, Bill Gates jamg'armasi yoki Xitoyni global miqyosda aholini qisqartirishga qaratilgan "fitna markazi" sifatida ko'rsatdi. Ushbu kabi yolg'on g'oyalar hatto "oliy darajadagi olimlar bayonoti" sifatida taqdim etilib, ularni yanada ishonarli ko'rsatishga urinildi.

Mazkur diskurslarning barchasi pandemiya tilining faqat tibbiy jarayonlarga asoslanmasdan, ijtimoiy psixologiya, siyosiy kurash va axloqiy tafakkur bilan chambarchas bog'liq ekanini ko'rsatadi. Fake news, oppozitsion metaforalar va inkor nutqi pandemiya leksikasining murakkab, ko'p

qatlamli semantik tizimga aylanishida muhim rol o'ynadi. Natijada COVID-19 til tizimi nafaqat kasallikni ifodalovchi vosita, balki ijtimoiy ong va ideologik nizolarni aks ettiruvchi lingvokulturologik fenomenga aylandi.

Pandemiya davrida tarqalgan vahima uyg'otuvchi xabarlarining muhim qismi "minglab o'limlar", "jasadlar to'planib ketgan shifoxonalar" kabi mazmun bilan bog'liq bo'lib, ular ko'pincha kontekstdan uzilgan, manipulyativ tasvirlar bilan birga tarqatildi. Soxta xabarlarining kam uchraydigan, ammo sezilarli guruhini vaksina ishlab chiqarishga oid "maxfiy ma'lumotlar", oziq-ovqat tarqatish aksiyalari, moliyaviy yordam, kupon va subsidiyalar haqidagi yolg'on e'lonlar tashkil qildi; hatto Italiyada go'yoki "ko'chaga pul sachratilgan" degan uydirmalar ham tarqaldi.

Mazkur negativ diskurslarga qarama-qarshi ravishda pandemiyaning ilk kunlaridan boshlab jamiyatni birdamlikka chaqiruvchi, umid va ijtimoiy hamjihatlikni targ'ib qiluvchi ijobiy nutqlar ham shakllandi. Ular ijtimoiy qo'llab-quvvatlash ruhini kuchaytirish uchun qo'shiq va umumiy ramzlar orqali ommalashtirildi. Masalan, pandemiya davrida O'zbekiston jamiyatida ham birdamlikni targ'ib qiluvchi ijobiy diskurslar ommalashdi (Bakhronova & Dadaboyev, 2021). Xususan, "Birgalikda kuchli bo'lamiz" shiori turli ijtimoiy aksiyalar, televideniye kampaniyalari, xayriya tashabbuslari hamda sog'liqni saqlash xodimlarini qo'llab-quvvatlash jarayonida keng qo'llanildi. Aholi tomonidan shifokorlarga qaratilgan "Doktorlarga rahmat!" aksiyasi, ehtiyojmandlarga yordam ko'rsatish uchun tashkil etilgan xayriya fondlari, "Saxovat va ko'mak" tashabbusi kabi tadbirlar pandemiya tilida birdamlik va umid kontsepsiyasining mustahkamlanishiga xizmat qildi. Shu jarayonda telekanallar, ijtimoiy tarmoqlar va mahalliy targ'ibot materiallarida "Yengamiz", "Birgamiz", "Birga boshdan o'tamiz" kabi qisqa, ruhlantiruvchi sintagmalar til madaniyatining asosiy vositasiga aylandi.

Shuningdek, pandemiya vaqtida aholi ruhiyatini ko'tarishga xizmat qilgan madaniy-

semantik vositalar ham birdamlik diskursining muhim qismi bo'ldi. Ayniqsa, Xalq artisti Yulduz Usmonovaning "Xasta bo'lma" qo'shig'i pandemiya sharoitida jamiyatning ruhiy salomatligini qo'llab-quvvatlovchi madaniy ramzga aylandi. Qo'shiqdagi "Xasta bo'lma, omon bo'lg'in" kabi iboralar sog'liq va hayotni saqlashga doir kollektiv istakni ifodalar ekan, u jamiyatning umumiy umid, duolar va bir-birini qo'llab-quvvatlash ruhiyatining til orqali ifodalangan namunasiga aylandi. Shu tariqa, pandemiya davridagi musiqiy matnlar ham ijtimoiy birdamlikni mustahkamlashga xizmat qiluvchi lingvomadaniy vosita sifatida shakllandi.

Pandemiya davomida ingliz tilidagi ommaviy madaniy diskursda ham birdamlik ruhini kuchaytirishga xizmat qilgan ijtimoiy ramzlar yuzaga keldi. Masalan, "We'll Meet Again" qo'shig'i Buyuk Britaniyada milliy birdamlik timsoliga aylandi va 2020-yil 8-may

kuni qirolicha Yelizaveta II murojaatida alohida ta'kidlandi. Bu qo'shiq pandemiya sharoitida jamiyatni ruhiy qo'llab-quvvatlash vositasiga aylandi. "Stay Home, Protect the NHS, Save Lives" shiori esa sog'liqni saqlash tizimini himoya qilishni fuqarolik mas'uliyati sifatida talqin qilib, ijtimoiy hamjihatlikning lingvistik modeli bo'ldi.

Pandemiya tilida ijobiy emotsional yukga ega qisqa sintagmalar, hamda yuksak emotsional ta'sir kuchiga ega qo'shiqlar birgalikda fuqarolarning ruhiy barqarorligini ta'minlash, qo'rquvni engillashtirish va birdamlikni kuchaytirish vazifasini bajardi (Covello, 2021; Bakhronova & Abdullayeva, 2019). Natijada, pandemiya leksikasi nafaqat tibbiy atamalar tizimi, balki madaniy, hissiy va ijtimoiy birlikni shakllantiruvchi lingvokulturologik fenomen sifatida ham shakllanganini ko'rish mumkin.

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Phraseology as a Reflection of Linguocultural Values: A Comparative Study of Russian and French

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Annotation

This article explores phraseological units as a reflection of linguocultural values within Russian and French linguistic traditions. The study adopts a comparative approach and focuses on semantic, lexical, grammatical, and figurative features of phraseological expressions. Particular attention is given to the role of phraseology in encoding both universal human values and culture-specific meanings shaped by historical, social, and cognitive factors. The research demonstrates that Russian phraseology tends to emphasize emotional openness, spirituality, and collective experience, whereas French phraseology reflects pragmatism, rationality, and everyday material culture, especially in the domains of gastronomy and economic life. The article also examines cognitive differences manifested in phraseological semantics and highlights the importance of imagery in conveying national identity. Drawing on the works of leading scholars in phraseology and linguoculturology, the study confirms that phraseology serves as a key linguistic tool for understanding cultural worldview and intercultural communication. The findings reveal a deep interconnection between language, culture, and cognition, and underline the importance of phraseological analysis in modern linguistic research.

Keywords

Phraseology, linguoculture, values, semantics, cultural identity, Russian language, French language, cognition

Frazeologiya lingvokulturologik qadriyatlarining aks ettiruvchisi sifatida: rus va fransuz tillarining qiyosiy tadqiq

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Annotatsiya

Ushbu maqolada frazeologik birliklar rus va fransuz tillari misolida lingvokulturologik qadriyatlarining aks ettiruvchisi sifatida tahlil qilinadi. Tadqiqot qiyosiy yondashuv asosida olib borilib, frazeologizmlarning semantik, leksik-grammatik va obrazli xususiyatlari o'rganiladi. Asosiy e'tibor frazeologiyaning umumiy insoniy qadriyatlar bilan bir qatorda tarixiy, ijtimoiy va kognitiv omillar ta'sirida shakllangan milliy xususiyatlarni ham ifodalash qobiliyatiga qaratilgan. Tadqiqot natijalariga ko'ra, rus frazeologiyasi hissiylik va ma'naviyatni aks ettiradi, fransuz frazeologiyasi esa pragmatizm va ratsionallikni ifodalaydi. Maqolada obrazlilikning ahamiyati ham ko'rib chiqiladi. Natijalar frazeologiya til va

madaniyat o'rtasidagi bog'liqlikni ochib berishini ko'rsatadi. Maqola shuningdek frazeologik semantikada namoyon bo'ladigan kognitiv farqlarni tahlil qiladi hamda milliy identifikatsiyani ifodalashda obrazlilikning muhim ahamiyatini yoritadi. Frazeologiya va lingvokulturologiya sohasidagi yetakchi olimlarning ilmiy ishlari asosida olib borilgan tadqiqot shuni tasdiqlaydiki, frazeologiya madaniy dunyoqarashni anglash va madaniyatlararo muloqotni tushunishda muhim lingvistik vosita hisoblanadi. Tadqiqot natijalari til, madaniyat va tafakkur o'rtasidagi chuqur o'zaro bog'liqlikni ochib beradi hamda zamonaviy lingvistik tadqiqotlarda frazeologik tahlilning muhimligini ta'kidlaydi.

Kalit so'zlar *Frazeologiya, lingvokultura, qadriyatlar, semantika, identitet, madaniyat, til, tafakkur, muloqot, qiyoslash*

Фразеология как отражение ценностей лингвокультурного сообщества: сопоставительное исследование русского и французского языков

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Аннотация *В данной статье рассматриваются фразеологические единицы как отражение ценностей лингвокультурного сообщества на материале русского и французского языков. Исследование носит сопоставительный характер и направлено на анализ семантических, лексико-грамматических и образных особенностей фразеологизмов. Особое внимание уделяется способности фразеологии отражать как универсальные человеческие ценности, так и национально-специфические смыслы, сформированные под влиянием исторических, социальных и когнитивных факторов. Установлено, что русская фразеология отражает эмоциональную открытость, духовность и коллективизм, тогда как французская фразеология акцентирует прагматизм, рациональность и материальную культуру. Анализ также показывает значимость образности и метафоричности. Результаты подтверждают важную роль фразеологии в изучении языковой картины мира.*

Ключевые слова *Фразеология, лингвокультура, ценности, семантика, идентичность, культура, язык, мышление, коммуникация, сопоставление*

Introduction

Phraseology occupies a central position in modern linguistics, as it reflects not only the structural organization of language but also the

cultural, historical, and cognitive worldview of its speakers. Phraseological units are stable expressions with partially or fully reinterpreted meanings that accumulate centuries of

collective experience and cultural knowledge. Unlike free word combinations, they preserve traditional patterns of thinking and encode values, beliefs, and social norms in a condensed and figurative form. In contemporary linguistic research, phraseology is increasingly considered within the framework of linguoculturology, which studies the interaction between language and culture. Phraseological units function as a repository of national identity, reflecting traditions, customs, and behavioral norms of a particular linguistic community. Through phraseology, speakers not only communicate information but also express attitudes, emotions, and evaluations that are culturally specific.

The relevance of this study is determined by the growing importance of intercultural communication in the context of globalization. In real communication, language users often face difficulties when interpreting phraseological expressions in a foreign language, since their meanings are rarely transparent and cannot be understood through literal translation. Phraseological units require cultural competence, as they are deeply rooted in national traditions and historical development. Moreover, phraseology plays a significant role in shaping the linguistic worldview. It reflects how different cultures conceptualize reality, interpret human behavior, and evaluate social phenomena. Expressions related to emotions, morality, and interpersonal relations may vary significantly across languages, revealing important cultural differences.

The purpose of this article is to analyze phraseological units as a reflection of linguocultural values based on a comparative study of Russian and French. The study aims to identify both universal and culture-specific features of phraseology and to demonstrate how language encodes cultural meanings through stable expressions.

Literature review

The foundations of phraseological theory were established by Viktor Vinogradov, who

proposed a classification of phraseological units into fusions, unities, and combinations (Vinogradov, 1946). His approach highlighted the semantic cohesion and structural stability of phraseological expressions and remains influential in modern linguistics.

Further development of phraseological studies is associated with Nikolai Shansky, who expanded the concept of phraseology and emphasized its communicative function (Shansky, 1987). His work contributed to a broader understanding of phraseological units as essential elements of language use.

A significant shift toward cultural interpretation was introduced by Vera Telia, who argued that phraseological units reflect cultural stereotypes, beliefs, and values (Telia, 1996). According to her, phraseology is deeply embedded in the cultural consciousness of a linguistic community. From a cognitive perspective, Yuri Stepanov developed the idea that language forms a system of cultural concepts, and phraseology plays a crucial role in organizing this system (Stepanov, 2001). His theory highlights the relationship between language and conceptualization of reality.

The connection between phraseology and national identity was further explored by Valentina Maslova, who emphasized that phraseological units reflect the mentality and worldview of a people (Maslova, 2001). Similarly, Nina Arutyunova noted that language encodes evaluative meanings and cultural judgments, which are particularly evident in phraseology (Arutyunova, 1999).

The works of Alexander Kunin contributed to the understanding of idiomaticity and semantic indivisibility (Kunin, 1970). His research highlighted the complexity of phraseological meaning and its resistance to literal interpretation. Thus, modern phraseological research integrates structural, semantic, cultural, and cognitive approaches, making it a multidisciplinary field.

Methodology

The study is based on a qualitative comparative methodology aimed at identifying linguocultural features of phraseological units in Russian and French. The research combines semantic analysis, lexical and grammatical examination, and cognitive interpretation.

The material includes phraseological units extracted from dictionaries and linguistic sources. The analysis focuses on identifying cultural values encoded in phraseology and comparing their representation in the two languages.

The methodological framework is based on linguocultural theory, which considers language as a reflection of cultural experience. The study also employs elements of cognitive linguistics to analyze conceptual differences between languages.

Results

The analysis reveals that phraseological units reflect both universal human values and culture-specific meanings. It was found that Russian and French phraseologies differ significantly in their value orientation. Russian phraseology tends to emphasize emotional openness, spirituality, and collectivism. French phraseology, in contrast, reflects pragmatism, rationality, and attention to everyday life, particularly in areas such as gastronomy and economic activity.

The results also demonstrate that semantic and cognitive differences influence the interpretation of phraseological units. This confirms that phraseology is an essential tool for understanding cultural worldview and intercultural communication.

Discussion

Phraseological units serve as a powerful reflection of cultural values embedded in language and reveal how different societies perceive and interpret reality. They often contain metaphorical and symbolic meanings that are culturally specific and cannot be fully understood without background knowledge.

Russian phraseology is characterized by emotional richness, spirituality, and a strong

focus on interpersonal relationships. For example, expressions such as "to open one's soul" (*izlit' dushu*) and "a soul wide open" (*dusha naraspashku*) reflect sincerity, emotional openness, and trust, which are highly valued in Russian culture. Another example is "to meet with bread and salt" (*vstrechat' khlebom-sol'yu*), which symbolizes hospitality and generosity. These expressions demonstrate that Russian culture places great importance on emotional connection and human warmth.

In contrast, French phraseology reflects pragmatism, rationality, and attention to everyday life. Expressions such as "to earn one's bread" (*gagner son pain*) emphasize economic activity and practical survival. Another example is "to defend one's steak" (*défendre son bifteck*), meaning to defend one's interests, which reflects a pragmatic and sometimes material-oriented worldview. Similarly, expressions related to gastronomy, such as "to make an omelette" (*faire une omelette*), meaning to break or damage something, illustrate the cultural importance of food in French society. Differences in phraseological imagery clearly demonstrate cultural distinctions. For instance, the Russian expression "to go around the issue" (*khodit' vokrug da okolo*) reflects indirectness in communication, while French expressions tend to emphasize clarity and logical structure. Another example is the French phrase "to speak French like a Spanish cow" (*parler français comme une vache espagnole*), meaning to speak poorly, which represents a culturally specific metaphor that does not have a direct equivalent in Russian.

The semantic structure of phraseological units is often non-compositional, meaning that their meaning cannot be derived from individual components. This characteristic makes phraseology particularly complex for language learners. For example, expressions such as "to fall into a trap" or the Russian "popast' vprosak" require cultural knowledge for proper interpretation. Without

understanding the historical or cultural background, the meaning remains unclear. Lexical composition also reflects cultural priorities. Russian phraseology frequently includes references to nature, folklore, and traditional life. For example, "a bear stepped on one's ear" (*medved' na ukho nastupil*) means a lack of musical ability and reflects the importance of animal imagery in Russian culture. French phraseology, on the other hand, contains numerous expressions related to food, finance, and social life, which highlights different cultural values.

Thus, phraseological units function not only as linguistic elements but also as cultural symbols that reveal differences in worldview, values, and social norms. Their analysis allows researchers to better understand the interaction between language, culture, and cognition.

Conclusion

The study confirms that phraseology is a powerful reflection of linguocultural values and an essential component of language as a cultural system. Phraseological units encode complex meanings that combine semantic, cognitive, and cultural elements. The comparative analysis of Russian and French phraseology demonstrates that, while universal values are present in both languages, each linguistic community develops its own system of priorities and representations.

The findings highlight the importance of phraseology for understanding cultural differences and improving intercultural communication. Further research may explore additional languages and investigate changes in phraseology under the influence of globalization.

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Semantic differences between enantiosemy and antonymy in English and Uzbek

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Annotation *This article examines a question that is often oversimplified in descriptive semantics: Are enantiosemy and antonymy two variants of the same opposition, or do they represent different mechanisms of semantic organization? The research material consists, on the one hand, of canonical antonymic pairs in English and Uzbek, and on the other, of a purposefully selected comparative set of enantiosemic units from English and Uzbek sources. Methodologically, the study combines comparative-semantic analysis, contextual analysis, elements of a corpus-oriented approach, and descriptive quantification. The focus is not only on dictionary definitions but also on how opposing meanings are distributed across contexts, syntactic frames, and evaluative speech modes. The study shows that antonymy constitutes an interlexical, largely binary, and typically decontextualizable opposition, whereas enantiosemy is localized within a single form, depends much more heavily on context, and often exhibits asymmetry between opposing meanings. For English material, the most characteristic examples are lexically fixed terms such as sanction, oversight, dust, seed, clip, graduate, and solicitor; for the Uzbek material-not only lexical, but also grammatical, phraseological, and subjective-evaluative realizations, for example, to'ychi, tushmoq, chiqmoq, olmoq, yuz burmoq, as well as the literary usages of ofat and qiyomat. On this basis, it is demonstrated that enantiosemy cannot be reduced to either "internal antonymy" or ordinary polysemy: it is a special type of sign-internal opposition situated at the intersection of lexical semantics, pragmatics, and the historical development of meaning.*

Keywords *Enantiosemy, antonymy, semantic opposition, polysemy, contextual analysis, corpus approach, English, Uzbek, comparative linguistics*

Ingliz va o'zbek tillarida enantiosemiya va antonimiya o'rtasidagi semantik farqlar

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Annotatsiya *Mazkur maqola tavsifiy semantikada ko'pincha soddalashtirib talqin qilinadigan muammoni tahlil qiladi: enantiosemiya va antonimiya bir xil qarama-qarshilikning ikki ko'rinishimi yoki ular semantik tizimning turli mexanizmlarini ifodalaydimi? Tadqiqot materialı, bir tomondan, ingliz va o'zbek tillaridagi kanonik antonimik juftliklardan, ikkinchi tomondan esa ingliz va o'zbek manbalaridan tanlab olingan enantiosemik birliklarning qiyosiy majmuasidan iborat. Metodologik jihatdan tadqiqot qiyosiy-semantik tahlil, kontekstual tahlil, korpusga yo'naltirilgan yondashuv elementlari hamda tavsifiy kvantifikatsiyani o'z ichiga oladi. E'tibor faqat*

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lug'aviy ta'riflarga emas, balki qarama-qarshi ma'nolarning kontekstlar, sintaktik tuzilmalar va baholovchi nutq rejimlarida qanday taqsimlanishiga ham qaratiladi. Tadqiqot natijalari shuni ko'rsatadiki, antonimiya asosan ikki alohida leksema o'rtasida yuzaga keladigan, ko'pincha binar va kontekstdan nisbatan mustaqil bo'lgan interleksik qarama-qarshilikni tashkil etadi. Enantiosemiya esa bitta shakl doirasida lokalizatsiyalangan bo'lib, kontekstga sezilarli darajada bog'liq va qarama-qarshi ma'nolar o'rtasida ko'pincha asimmetriya kuzatiladi. Ingliz tilidagi materialda enantiosemiya ko'proq lug'aviy jihatdan mustahkamlangan birliklar – *sanction, oversight, dust, seed, clip, graduate, solicitor* kabi so'zlar orqali namoyon bo'ladi. O'zbek tilida esa u nafaqat leksik, balki grammatik, frazeologik va subyektiv-baholovchi ko'rinishlarda ham yuzaga chiqadi, masalan: *to'ychi, tushmoq, chiqmoq, olmoq, yuz burmoq, shuningdek, ofat va qiyomat* kabi badiiy qo'llanishlarda. Shu asosda enantiosemiya "ichki antonimiya" yoki oddiy polisemiya doirasida izohlab bo'lmaydigan hodisa ekani asoslanadi. U leksik semantika, pragmatika va ma'no taraqqiyotining tarixiy jarayonlari kesishgan nuqtada joylashgan, belgi ichidagi o'ziga xos qarama-qarshilik turi sifatida talqin etiladi.

Kalit so'zlar *Enantiosemiya, antonimiya, semantik qarama-qarshilik, polisemiya, kontekstual tahlil, korpus yondashuvi, ingliz tili, o'zbek tili, qiyosiy tilshunoslik*

Семантические различия между энантиосемией и антонимией в английском и узбекском языках

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Аннотация Настоящая статья рассматривает вопрос, который в описательной семантике часто упрощают: являются ли энантиосемия и антонимия двумя вариантами одной и той же оппозиции или же речь идет о разных механизмах смысловой организации? Материал исследования составили, с одной стороны, канонические антонимические пары английского и узбекского языков, а с другой - целенаправленно отобранный сравнительный набор энантиосемических единиц из английских и узбекских источников. Методологически работа сочетает сравнительно-семантический анализ, контекстуальный анализ, элементы корпусно-ориентированного подхода и описательную квантификацию. В центре внимания находятся не только словарные дефиниции, но и то, как противоположные значения распределяются по контекстам, синтаксическим рамкам и оценочным режимам речи. Исследование показывает, что антонимия представляет собой межлексемную, в значительной степени бинарную и обычно деконтекстуализуемую оппозицию, тогда как энантиосемия локализована внутри одной формы, намного сильнее зависит от контекста и нередко проявляет асимметрию между противоположными значениями. Для английского материала наиболее характерны лексически закрепленные случаи *muna sanction, oversight, dust, seed, clip, graduate* и *solicitor*; для

узбекского материала – не только лексические, но и грамматические, фразеологические и субъективно-оценочные реализации, например *to'uchi*, *tushmoq*, *chiqmoq*, *olmoq*, *uz burmoq*, а также художественные употребления *ofat* и *qiyomat*. На этой основе доказывается, что энантиосемию нельзя редуцировать ни к "внутренней антонимии", ни к обычной полисемии: это особый тип знаково-внутренней оппозиции, расположенный на границе лексической семантики, прагматики и исторического развития значения.

Ключевые слова

Энантиосемия, антонимия, семантическая оппозиция, полисемия, контекстуальный анализ, корпусный подход, английский язык, узбекский язык, сравнительная лингвистика

Introduction

In modern semantics, antonymy is usually described as a privileged lexical relation: speakers tend to ask for the "opposite" of a word much more naturally than for one of its possible synonyms, and antonyms themselves tend toward an almost binary organization (Jones, 2002; Jones et al., 2012). In the English-language tradition, this is also reflected in the fact that antonyms are primarily understood as correlated pairs of different words belonging to the same semantic scale or conceptual dimension. Corpus studies also show that antonyms do not merely exist in the dictionary but are regularly co-actualized in discourse within recurring contrastive constructions. In other words, antonymy is not a random opposition, but a stable structural relationship between two different lexemes (Murphy et al., 2009).

Enantiosemy works differently. In studies of English, Uzbek, and other languages, it is defined as the coexistence of opposing meanings within the same form, a word, and sometimes a phraseological unit (Klegr, 2013; Kajberuny & Hakobyan, 2020). The most important feature here lies not simply in the presence of opposition, but in the fact that this opposition is "wrapped" into a single shell and revealed through context, collocation, syntactic framework, genre, irony, or historically layered meanings. This is precisely why enantiosemy is

interpreted sometimes as a special case of polysemy, sometimes as a border zone between polysemy, antonymy, and homonymy, and sometimes as an independent type of semantic organization (Klegr, 2013).

A comparative study of English and Uzbek material is particularly fruitful precisely because the two traditions highlight different aspects of the phenomenon. In English descriptions, lexically established "Janus words" or contronyms often dominate—that is, instances where a single sign takes on opposite meanings in a lexicographically distinct form. In Uzbek studies, by contrast, the differences between linguistic and speech enantiosemy, between nominative and subjective-evaluative enantiosemy, as well as the role of case government, phraseology, and the speaker's communicative attitude, are clearly emphasized (Odilov, 2016; Narbayeva, 2024). Thus, the English material more often demonstrates the lexical fixation of the phenomenon, while the Uzbek material demonstrates its structural and pragmatic elaboration.

The initial hypothesis of this article is as follows: enantiosemy cannot be adequately described as "internal antonymy." This designation is only partially correct, because it captures the very fact of opposition but obscures crucial semantic parameters: the location of the opposition, the degree of

dependence on context, the imbalance of opposing meanings, and the fact that one meaning does not necessarily automatically evoke the other. The aim of this article is to show that for English and Uzbek, the distinction between enantiosemes and antonyms has not only terminological but also analytical significance: these phenomena organize the lexical system differently and behave differently in speech.

Methods

Methodologically, this study was conducted as a comparative-semantic analysis based on published lexical, corpus, and theoretical data. This design is based on two strands of contemporary lexicology. The first is corpus-based research on antonymy, which shows that the opposition between different words can be studied through typical patterns of co-occurrence and function in discourse (Jones, 2002; Murphy et al., 2009). The second is research on enantiosemes, where opposing meanings are identified through the comparison of definitions, contexts, and valency conditions, rather than merely through an intuitive listing of "strange words." (Klegr, 2013; Kajberuny & Hakobyan, 2020).

The material was organized into two analytical sets. The first set is a control set: eight canonical antonymic pairs, four each from English and Uzbek. In the English section, pairs such as hot/cold, high/low, short/tall, female/male were used; in the Uzbek section—oq/qora, issiq/sovuq, katta/kichik, baland/past. These pairs were needed not for the sake of completeness of the list, but as a diagnostic standard: they allow us to verify whether the opposition is preserved outside a specific context and whether it is distributed across two different lexemes.

The second set—the main one—consisted of nineteen enantiosemic units, ten of which were English and nine Uzbek. The English material included fast, sanction, oversight, dust, seed, clip, cleave, graduate, audition, and solicitor. The Uzbek material included *ofat*, *ma'raka*, *qiyomat*, *to'ychi*, *tushmoq*, *chiqmoq*,

olmoq, *yuz burmoq*, and subjectively evaluative usages such as *bechora* / *jazolash* in an ironic context. Each example was selected only if the source either explicitly described the opposing meanings or demonstrated them through definitions and contexts.

Four diagnostic parameters were applied to each unit: the localization of the opposition, the degree of contextual dependence, the symmetry of the opposing meanings, and the type of structural carrier. Localization referred to whether the opposition was distributed between two different lexemes or contained within a single form. By contextual dependence, we mean whether a specific meaning can be reconstructed without syntactic, discursive, or genre-specific context. By symmetry, we mean whether the two poles are equal or whether one of them is secondary, figurative, terminologically restricted, or pragmatically marked. By type of carrier, we mean whether the opposition is purely lexical, grammatically conditioned, phraseological, or evaluative.

Since the sample was purpose-selected, the quantitative part of the study is descriptive rather than strictly inferential: percentages and proportions are interpreted as properties of the study sample, not as a frequency profile of the entire language system.

Results

The first result is that antonymy and enantiosemes prove to be distinguishable even at the level of basic diagnosis. The control set of antonymic pairs showed an expectedly consistent pattern: in all eight cases, the opposition was decontextualizable and distributed between two different lexemes. The main set of enantiosemic units presented the opposite picture: in all cases, the opposition was located within a single form, and interpreting a specific pole required at least collocation, syntactic, or pragmatic cues. This confirms that the coincidence based on the criterion of "the presence of opposition" does not negate deeper structural differences between the two phenomena.

Criterion	Antonymy	Enantiosemy	English Example	Uzbek Example
Locus of opposition	Between two different lexemes	Within a single lexical form	<i>hot / cold</i> vs. <i>sanction</i>	<i>oq / qora</i> vs. <i>(to'ychi)</i>
Context dependence	Usually low	Usually high	<i>high / low</i> vs. <i>oversight</i>	<i>issiq / sovuq</i> vs. <i>yuz burmoq</i>
Symmetry of poles	Typically symmetrical and mutually exclusive	Often asymmetrical	<i>short / tall</i> vs. <i>cleave</i>	<i>katta / kichik</i> vs. <i>(qiyomat)</i>
Carrier of opposition	Lexical pair	Lexeme, term, grammatical structure, or phraseological unit	<i>female / male</i> vs. <i>sanction</i>	<i>baland / past</i> vs. <i>tushmoq</i>

Table 1.

The table summarizes the characteristics that recur in the theoretical literature on antonymy and enantiosemy and are confirmed by the comparative English-Uzbek data. Two diagnostic criteria are particularly revealing: the location of the opposition and the degree of contextual dependence. It is precisely these that most reliably distinguish the two phenomena and prevent enantiosemy from being unconditionally reduced to a variant of ordinary antonymy.

The English material demonstrates, first and foremost, lexically fixed enantiosemy. The word *fast* combines the meanings "fast" and "firmly fixed"; *sanction* - *to permit, to authorize* and *to punish with sanctions*; *oversight* - "supervision, control" and "omission, oversight"; *dust* - *to brush off dust* and *to sprinkle with powder*; *seed* - "to sow" and "to remove seeds"; *clip* - *to attach* and *to cut off*; *cleave* - "to stick to, cling to" and "to split, to cleave". In all these cases, the opposition is not presented as a ready-made pair of different words, but is packaged into a single form and becomes understandable only through valency, argument structure, or the context of use. This is precisely why the dictionary here does not replace context, but merely records its possibility (Klegr, 2013).

It is telling that English enantiosemy is often based not on direct logical negation, but on a shift in perspective regarding an event. In Y. Romanchuk's study, verbal enantionyms are categorized by types of semantic opposition: the largest groups are formed by the 'add/remove' (17%), 'give/get' (16%), 'positive emotion/negative emotion' (15%), 'subject/object' (10%), and 'action/counteraction' (10%). (Romanchuk, 2020) Thus, 'graduate' can mean both 'to confer a degree' and 'to complete an educational institution'; 'audition' can mean both 'to undergo an audition' and 'to listen to someone'; sometimes the opposition lies not in whether the action 'is' or 'is not' present, but in who exactly occupies the position of the subject and who that of the object. This is an important distinction: in antonymy, the opposition is more often scale-based or binary, whereas in enantiosemy, it is relational and perspective-based.

This is even more evident in terminology. In legal English, "solicitor" refers to the defense in one sense, and in another, it denotes a prosecutorial function, as in "Solicitor General." For a translator and for semantics, this is not merely polysemy: the word shifts between the fields of "defense" and "prosecution" while retaining the same form. Such a case differs fundamentally from a typical pair of antonyms

because the opposition is not distributed across two different names for roles. It arises within a single term and is activated by the legal system, the institutional context, and the phraseology.

The Uzbek data presents a more nuanced picture. In artistic and semantic descriptions, there are instances where a single word shifts between opposing connotations or socially significant contexts. For example, *ofat* can denote both 'disaster, misfortune' and, in artistic usage, 'dazzling beauty'; *ma'raka* oscillates between 'festive banquet/wedding celebration' and 'mourning gathering'; *qiyomat* can denote 'Judgment Day, disaster, upheaval,' but in colloquial evaluative usage-also something 'striking, very beautiful, or very powerful.' These examples are particularly important for comparison with antonymy: the opposition here is not expressed externally in pairs such as *yaxshi/yomon* or *issiq/sovuq*, but is condensed into a single form and interpreted through the cultural-linguistic context.

In Uzbek studies, however, enantiosemy is not limited to lexicon in the narrow sense. In the word *to'ychi*, the roles of 'guest' and 'host of the celebration' are contrasted; in subjective-evaluative enantiosemy, a word takes on the opposite evaluation under the influence of irony, as in the example where *bechora* ('poor

thing') and *jazolash* ('to punish') ironically mask privilege and reward rather than deprivation and punishment. Here it is already evident that for the Uzbek description, what becomes decisive is not simply the presence of two opposing meanings, but the distinction between nominative and subjective-evaluative enantiosemy. This distinction is important because it shows that the same mechanism can operate either at the level of an objectively fixed meaning or at the level of the speaker's linguistic strategy.

The Uzbek grammatical-phraseological layer is particularly expressive. In an article by Y. Odilov, it is shown that *tushmoq*, depending on different case and syntactic contexts, can denote opposite directions of movement, as well as the beginning and end of an action; *chiqmoq*, in certain constructions, combines meanings related to entering/exiting a space and even to marriage/divorce; *olmoq*, in combinations with different cases, expresses 'to hire' and 'to dismiss'; the phraseological unit *yuz burmoq* means both 'to turn toward someone/something' and 'to turn away' (Odilov, 2015a; 2015b). Here, enantiosemy differs structurally even from most English contronyms: the opposition is encoded not only by the lexical form but also by the morphosyntactic organization of the utterance.

Dataset	Number of units	Observation
Control antonyms	8	In all 8/8 cases, opposition is interpreted without special context and is distributed across two separate lexemes
English enantiosemy	10	In all 10/10 cases, the opposition is localized within a single form; profiles are predominantly lexically (dictionary) based
Uzbek enantiosemy	9	In at least 5/9 cases, morphosyntax, phraseology, or the evaluative mode of discourse play a decisive role

Table 2.

This descriptive quantification, of course, does not claim to provide a comprehensive picture of the entire language. But as a profile of the research sample, it is important: the

English material is represented to a greater extent by lexically fixed instances, whereas the Uzbek material clearly extends enantiosemy beyond lexical polysemy into the realm of case

government, phraseology, and pragmatic evaluation. This is the main comparative result of the article.

Discussion

The results obtained allow us to draw several fundamental conclusions. First, the term “internal antonymy” is useful only as a preliminary heuristic. It captures the general fact of opposition but does not describe the mechanism of its unfolding. If antonymy is a relationship between two different names of poles, then enantiosemy is a tension within a single sign. This is precisely why they cannot be conflated without losing analytical precision. In antonymy, the speaker chooses between two forms; in enantiosemy, they choose between two readings of a single form. These are fundamentally different operations both for semantics and for the processing of meaning in speech.

Second, enantiosemy does indeed overlap with polysemy, but it is not reducible to it. Research by A. Kleger and H. Kadzberun with T. Akobyan shows that some cases of enantiosemy are motivated by internal connections between meanings and can therefore be described as a special type of polysemy (Kleger, 2013; Kajberun & Hakobyan, 2020). However, the crucial point is that not all polysemy creates a semantic clash of opposites. Polysemy allows for a multitude of related meanings without mandatory opposition; enantiosemy, on the other hand, presupposes precisely an oppositional reading within a single form. Therefore, the following thesis seems more accurate: enantiosemy is not “ordinary polysemy,” but oppositionally marked polysemy of a borderline type.

Third, comparative data show that linguistic typology manifests itself here not in abstract “national characters,” but in research-observed profiles (Jones et al., 2012; Odilov, 2016). The English corpus, as described in dictionaries and corpus-oriented studies, tends toward lexically fixed words with opposite meanings, especially verbs and nouns whose duality is supported by argument structure or

historical semantic development. The Uzbek corpus, by contrast, clearly demonstrates the expansion of enantiosemy into the realms of governance, phraseology, and subjective evaluation. This does not imply that English lacks pragmatic or grammatical enantiosemy, or that Uzbek lacks lexical enantiosemy. However, the literature on which this study is based systematically highlights precisely this asymmetry in the analytical centers of gravity.

Fourth, not every English contronym is an equally “pure” case of enantiosemy. Some examples lie closer to the realm of historical homonymy or etymological convergence. The word *cleave* is particularly illustrative: in lexicographical practice, it is perceived as a word with opposite meanings, but historically and semantically, this is a peripheral case compared, for example, to *sanction* or *oversight*, where the opposite meanings are still retained within a single modern word form as connected and active. This leads to an important methodological clarification: enantiosemy has a center and a periphery, and therefore each example must be examined not only in terms of the “one form-two poles” effect, but also in terms of the degree of internal semantic coherence.

Finally, the distinction between antonymy and enantiosemy has practical implications. For translation, this means that a translator cannot rely on automatically searching for an external “opposite” equivalent if enantiosemy is at play in the source text: one must first determine which pole is activated. For lexicography, this means that a dictionary entry must record not merely a list of meanings, but the conditions under which they are contrasted. For teaching English and Uzbek, this means that enantiosemic units should be explained not as curious exceptions, but as systemic instances of the interaction between lexicon, context, and evaluation. Otherwise, the learner will either mistakenly reduce them to homonymy or attempt to interpret them according to the model of a standard antonymic pair, which in real-world texts often leads to a semantic error.

Conclusion

A comparison of English and Uzbek material confirms the main hypothesis of this article: enantiosemy and antonymy represent two distinct types of semantic opposition. They are united by the presence of opposition, but are distinguished by at least four decisive parameters: the locus of opposition, dependence on context, the degree of symmetry between the poles, and the type of structural carrier. Antonymy organizes the field between two lexemes and is usually recognized outside of a specific context. Enantiosemy, on the other hand, places the opposition within a single form and makes context not an additional but a mandatory condition for interpretation.

The most significant comparative conclusion is that the English material in the studied literature exhibits a stronger lexical anchoring of enantiosemy, whereas the Uzbek material demonstrates its broader structural scope: from lexemes to case government, and from phraseology to ironic evaluation. Therefore, in a strict semantic description, enantiosemy should be interpreted as a specific, context-licensed type of sign-internal opposition, situated at the intersection of polysemy, pragmatics, and the historical development of meaning, yet not fully subsumed by any of these phenomena. It is precisely this interpretation that allows us to explain both the formal commonality of the word and the semantic opposition of its actualized meanings.

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Functional and semantic analysis of traditional and standardized units of measurement in English and Uzbek languages

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Annotation *This article provides a comparative-typological analysis of the functional-semantic features of standardized and traditional units of measurement in English and Uzbek. The study examines the lexical-semantic structure of measurement units, their functional roles in speech, and their place in cultural-linguistic context. Semantic differences between traditional units (qarich, gaz, batman, misqol, etc.) and modern standardized units (meter, kilogram, liter, etc.) are identified and their significance from a linguistic perspective is demonstrated. The article also covers cognitive and pragmatic aspects of this lexical group.*

Keywords *Units of measurement, functional-semantic analysis, standardized measurement, traditional measurement, comparative linguistics, lexico-semantic field, linguoculturology, somatism*

Ingliz va o'zbek tillaridagi an'anaviy va standartlashgan o'lchov birliklarining funksional-semantik tahlili

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Annotatsiya *Ushbu maqolada ingliz va o'zbek tillaridagi standartlashgan hamda an'anaviy o'lchov birliklarining funksional-semantik xususiyatlari qiyosiy-tipologik jihatdan tahlil qilinadi. Tadqiqotda o'lchov birliklarining leksik-semantik tuzilishi, ularning nutqdagi funksional vazifalari, shuningdek madaniy-lingvistik kontekstdagi o'rni ko'rib chiqiladi. An'anaviy o'lchov birliklari (qarich, gaz, botmon, misqol va boshqalar) bilan zamonaviy standartlashgan birliklar (metr, kilogramm, litr va boshqalar) o'rtasidagi semantik farqlar hamda ularning tilshunoslik nuqtai nazaridan ahamiyati ko'rsatiladi. Maqolada ushbu leksik guruhning kognitiv va pragmatik jihatlari ham yoritiladi.*

Kalit so'zlar *O'lchov birliklari, funksional-semantik tahlil, standartlashgan o'lchov, an'anaviy o'lchov, qiyosiy tilshunoslik, leksik-semantik maydon, lingvomadaniyat, somatizm*

Функционально-семантический анализ традиционных и стандартизированных единиц измерения в английском и узбекском языках

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- Аннотация** *В данной статье проводится сравнительно-типологический анализ функционально-семантических особенностей стандартизированных и традиционных единиц измерения в английском и узбекском языках. В исследовании рассматриваются лексико-семантическая структура единиц измерения, их функциональные роли в речи, а также их место в культурно-лингвистическом контексте. Показаны семантические различия между традиционными единицами измерения (карич, газ, ботмон, мисқол и др.) и современными стандартизированными единицами (метр, килограмм, литр и др.), а также их значение с точки зрения лингвистики. В статье также освещаются когнитивные и прагматические аспекты данной лексической группы.*
- Ключевые слова** *Единицы измерения, функционально-семантический анализ, стандартизированные единицы, традиционные единицы, сравнительное языкознание, лексико-семантическое поле, лингвокультура, соматизм*

Kirish

O'lchov birliklari inson faoliyatining ajralmas qismi bo'lib, ular turli xalqlarning tarixiy, madaniy va ijtimoiy hayotini aks ettiradi. Tilshunoslik nuqtai nazaridan o'lchov birliklari leksik-semantik tizimning muhim qismini tashkil etadi va ular orqali millatning dunyoni idrok etish tarzi o'rganiladi (Hojiyev, 2002). Mazkur leksik guruh nafaqat o'lchov funksiyasini bajaradi, balki milliy madaniyat, tarix va turmush tarzini ifodalovchi til birligiga aylanib qoladi.

Ingliz va o'zbek tillarida o'lchov birliklari ikki katta guruhga bo'linadi: standartlashgan (xalqaro) o'lchov birliklari va an'anaviy (milliy) o'lchov birliklari. Standartlashgan birliklar SI (Système International d'Unités) tizimi asosida xalqaro miqyosda qabul qilingan bo'lib, ularning semantikasi aniq va universal hisoblanadi (Lyons, 1977). An'anaviy birliklar esa xalqning ko'p asrlik tajribasidan kelib chiqqan bo'lib, lingvomadaniy jihatdan boy ma'no qatlamlarini o'z ichida mujassamlashtiradi (Wierzbicka, 1996).

Tadqiqotning dolzarbligi shundaki, globallashtirish jarayonida standartlashgan o'lchov tizimiga o'tish kuchayib borayotgan bir paytda, an'anaviy o'lchov birliklarining tilda saqlanishi va ularning semantik xususiyatlari

maxsus o'rganishni taqozo etadi. Bundan tashqari, qiyosiy tilshunoslik doirasida ingliz va o'zbek tillarining ushbu leksik qatlamini taqqoslash ikki tizim orasidagi o'xshashlik va farqlarni aniqlab beradi.

Tadqiqotning maqsadi – ingliz va o'zbek tillarida an'anaviy hamda standartlashgan o'lchov birliklarini funksional-semantik jihatdan tahlil qilish, ularning tildagi o'rnini va nutqdagi vazifalarini belgilashdan iborat. Qo'yilgan maqsaddan kelib chiqib, quyidagi vazifalar belgilandi: o'lchov birliklarining leksik-semantik tavsifini berish; standartlashgan va an'anaviy birliklarning farqli xususiyatlarini aniqlash; ingliz va o'zbek tillari o'rtasidagi tipologik umumiylik va farqlarni ko'rsatish; o'lchov birliklarining kognitiv va pragmatik xususiyatlarini yoritish.

Tadqiqotda qiyosiy-tipologik, tasviriy-tahliliy, komponent tahlili va lingvomadaniy tahlil usullaridan foydalanildi. Manba sifatida ingliz va o'zbek tillarining izohli lug'atlari, frazeologik lug'atlar, badiiy adabiyot namunalari va ilmiy adabiyotlar tahlil qilindi (Algeo, 2006).

Standartlashgan o'lchov birliklari deganda xalqaro miqyosda qabul qilingan va davlat tomonidan rasman tasdiqlangan birliklar tushuniladi. 1960-yilda qabul qilingan SI tizimi

hozirgi kunda dunyoning aksariyat mamlakatlarida qo'llaniladi (Zupko, 1968). Ingliz tilida SI tizimiga kiruvchi birliklar (metre, kilogram, second, litre va boshqalar) rasmiy va ilmiy sohalarda keng qo'llaniladi, biroq maishiy hayotda imperiyaviy tizim (inch, foot, pound, gallon) ham faol mavjud (Kula, 1986).

Ingliz tilidagi standartlashgan o'lchov birliklarining funksional-semantik xususiyatlari. Ingliz tilidagi standartlashgan o'lchov birliklari asosan quyidagi semantik guruhlariga bo'linadi: uzunlik o'lchov birliklari – *metre, centimetre, kilometre, inch, foot, yard, mile*; og'irlik o'lchov birliklari – *gram, kilogram, tonne, ounce, pound, stone*; hajm va sig'im birliklari – *litre, millilitre, gallon, pint, fluid ounce*; maydon birliklari – *square metre, hectare, acre*; temperatura birligi – *Celsius, Fahrenheit, Kelvin*. Ushbu birliklar rasmiy va ilmiy matnlarda asosan SI tizimi ko'rinishida qo'llansa, so'zlashuv nutqida imperiyaviy tizim ustunlik qiladi.

Ingliz tilida ikkita parallel o'lchov tizimining mavjudligi o'ziga xos funksional-pragmatik vaziyatni yuzaga keltiradi. So'zlovchi muloqot vaziyatiga, auditoriyaga va kontekstga qarab tizimni tanlaydi. Masalan, Britaniyada odamning bo'yi so'zlashuvda "He is six feet

two" tarzida imperial tizimda ifodalansa, tibbiy hujjatlarda bu metr va santimetrda ko'rsatiladi. Amerika ingliz tilida esa kundalik hayotda imperiyaviy tizim mutlaq ustunlik qiladi va SI birliklari faqat ilmiy va texnik sohalarda qo'llaniladi.

O'zbek tilidagi standartlashgan o'lchov birliklarining funksional-semantik xususiyatlari. O'zbekiston mustaqillikdan so'ng SI tizimini rasmiy ravishda qabul qildi. Hozirgi kunda *metr, santimetr, kilometr, kilogramm, gramm, tonna, litr* kabi birliklar davlat hujjatlari, ta'lim, tibbiyot va ilm-fanda keng qo'llaniladi. O'zbek tilining o'ziga xos xususiyati shundaki, standartlashgan birliklar odatda so'zlashuv nutqida ham yaxshi o'zlashgan: "bir kilogrammdan oshiq", "besh metrlik mato" kabi iboralar kundalik nutqda tabiiylashib ketgan.

O'zbek tilidagi standartlashgan o'lchov birliklarining semantik tavsifiga ko'ra ular denotativ jihatdan aniq va bir ma'nolidir. Biroq ayrim hollarda ular metaforik ma'no kasb etishi mumkin: "bir kilogramm masalasi" (og'ir muammo), "millimetrlab o'lchash" (juda aniq o'lchash). Bu hodisa standartlashgan birliklarning ham obrazli qo'llanish imkoniyatini ko'rsatadi.

O'lchov turi	Ingliz tili (SI)	Ingliz tili (imperial)	O'zbek tili (SI)
Uzunlik	metre, cm, km	inch, foot, yard, mile	metr, sm, km
Og'irlik	kg, gram, tonne	pound, ounce, stone	kilogramm, gramm, tonna
Hajm/sig'im	litre, ml	gallon, pint, fl.oz	litr, millilitr
Maydon	sq. metre, hectare	acre, sq. foot	kv. metr, gektar
Temperatura	Celsius, Kelvin	Fahrenheit	Selsiy, Kelvin

1-jadval. Ingliz va o'zbek tillarida standartlashgan o'lchov birliklarining qiyosiy tavsifi

Jadvaldan ko'rinib turibdiki, o'zbek tili SI tizimiga to'liq o'tgan bo'lsa, ingliz tili parallel ikki tizimni saqlab qolmoqda. Bu holat ingliz tilida funksional diglossiyanig o'ziga xos ko'rinishini namoyon etadi: rasmiy va ilmiy nutq uchun SI, so'zlashuv nutqi uchun imperiyaviy tizim (Crystal, 2010).

An'anaviy o'lchov birliklari muayyan xalqning tarixiy tajribasi asosida shakllangan va avloddan avlodga o'tib kelgan o'lchovlardir. Ular ko'pincha inson tanasi a'zolari, kundalik hayot buyumlari yoki mahalliy tabiiy ko'rsatkichlar asosida yaratilgan (Lyons, 1977). An'anaviy o'lchov birliklari nafaqat o'lchov vositasi, balki lingvomadaniy meros sifatida

ham katta ahamiyatga ega, chunki ularda xalqning turmush tarzi, tafakkuri va dunyoqarashi aks etadi (Hofstede & Minkov, 2010).

Ingliz tilidagi an'anaviy o'lchov birliklari. Ingliz tilining tarixiy leksikasida o'lchov birliklarining boy qatlami mavjud. Eng qadimiy va muhim an'anaviy birliklar quyidagilar: *cubit* (tirsak – bilakdan o'rta barmoq uchigacha, ~45-46 sm), *span* (yoyilgan qo'l kengligi, ~23 sm), *hand* (to'rt barmoq kengligi, ~10 sm; hozir ham ot bo'yini o'lchashda ishlatiladi), *furlong* (dala uzunligi, ~201 m), *fathom* (dengizchilik o'lchovi, ~1.83 m), *league* (taxminan 4.8 km), *bushel* (donli mahsulot o'lchovi, ~36 litr), *barrel* (neft barrelli, ~159 litr) (Zupko, 1968).

Ingliz tilida an'anaviy birliklarning semantik tuzilishiga e'tibor bersak, ularning aksariyati motivatsiyalashgan leksemalar ekanini ko'ramiz. Masalan, "cubit" lotincha "cubitus" (tirsak, oldingi qo'l) so'zidan kelib chiqqan bo'lib, uning semantikasida somatik ma'no saqlanib qolgan. "Furlong" so'zi esa qadimgi inglizcha "furh" (ekin egati) va "lang" (uzun) so'zlaridan tashkil topgan – demak, bu birlikning semantikasi to'g'ridan-to'g'ri dehqonchilik turmush tarziga bog'liq (Harper, 2026)

Zamonaviy ingliz tilida an'anaviy birliklar asosan uch funksional sohada saqlanib qolgan: (1) idiomatik iboralarda: "give an inch, take a mile", "within a stone's throw", "miss by a mile", "inch by inch"; (2) maxsus kasb-hunar tillarida: otchilik (hand), dengizchilik (fathom, knot), neft sanoati (barrel); (3) badiiy adabiyot va tarixiy matnlarda arxaik rang berish uchun.

O'zbek tilidagi an'anaviy o'lchov birliklari. O'zbek xalqi boy va murakkab an'anaviy o'lchov tizimiga ega. Uzunlik o'lchov birliklari orasida: *qarich* (bosh barmoq bilan ko'rsatkich barmoq orasidagi masofa, ~18-20 sm), *suyam* (to'rt barmoqning kengligi, ~7-8 sm), *odim* (bir qadam, ~70-80 sm), *quloch* (yoyilgan qo'llarning uchi orasidagi masofa, ~160-180 sm), *gaz* (taxminan 60-80 sm; asosan gazlama o'lchashda), *chaqirim* (taxminan 1,5-2

km) keng qo'llanilgan. Og'irlik o'lchov birliklari orasida esa: *botmon* (taxminan 8 kg, hududga qarab o'zgaruvchi), *misqol* (4.6 gramm; zargarlikda), *pud* (16.38 kg; ruscha o'zlashma), *qadoq* (400 gramm) alohida o'rin tutadi.

O'zbek tilidagi an'anaviy o'lchov birliklarini semantik jihatdan tahlil qilganda, ularni bir necha guruhga ajratish mumkin: (1) Somatik birliklar – inson tanasi asosida yaratilganlar (qarich, suyam, odim, quloch, tirsak); (2) Mehnat va hunarmandchilikka asoslangan birliklar (gaz – to'qimachilik, misqol – zargarlik, botmon – savdo); (3) Maishiy turmushga asoslangan birliklar (bir kosa, bir piyola, bir hovuch); (4) Harakatga asoslangan birliklar (chaqirim, bir kunlik yo'l). Bu tasnif o'zbek xalqining dunyoni anglash tarzini va madaniy-tarixiy tajribasini aks ettiradi.

Ushbu birliklarning muhim xususiyati shundaki, ular hududiy variantlarga ega. Masalan, "botmon" Farg'ona vodiysida taxminan 8 kg bo'lsa, Buxoro viloyatida boshqacha miqdorni bildirgan. Bu holat an'anaviy o'lchov birliklarining universal emas, balki lokal xarakter kasb etganligini ko'rsatadi – bu esa ularni standartlashgan birliklardan farqlovchi asosiy belgidan biridir.

Qiyosiy-tipologik tahlil. Ingliz va o'zbek tillaridagi an'anaviy o'lchov birliklarini qiyosiy o'rgansak, tipologik parallellarni ko'rish mumkin: ingliz *cubit* ~ o'zbek *qarich* (ikkisi ham tirsak/qo'l asosida); ingliz *span* ~ o'zbek *suyam* (barmoq kengligi); ingliz *fathom* ~ o'zbek *quloch* (yoyilgan qo'llar); ingliz *pace* ~ o'zbek *odim* (qadam). Bu universaliza hodisasini ko'rsatadi: turli xalqlar mustaqil ravishda o'z tanasini o'lchov asosi qilib olgan.

Farqli tomonlarga kelsak, ingliz tilida an'anaviy birliklar asosan passiv leksika sifatida saqlanib qolgan va ular ko'pincha tarixiy matnlar, adabiyot hamda idiomlarda uchraydi. O'zbek tilida esa an'anaviy birliklar nutqda faolroq qo'llaniladi, ayniqsa qishloq joylarda va keksa avlod nutqida: "bir qarichdan oshdi", "bir chaqirim narida", "bir quloch ip". Bu farq ikki xalqning til-madaniyat aloqasidagi o'ziga xos xususiyatlarini aks ettiradi.

Semantik asos	Ingliz tili	O'zbek tili	Semantik umumiylik
Tirsak/qo'l uzunligi	cubit (~45 sm)	qarich (~18 sm)	Somatik asos
Barmoq kengligi	span (~23 sm)	suyam (~7 sm)	Somatik asos
Qadam/odim	pace (~76 sm)	odim (~75 sm)	Harakatga asosli
Yoyilgan qo'llar	fathom (~1.83 m)	quloch (~1.7 m)	Somatik asos
Masofa birligi	furlong (~201 m)	chaqirim (~2 km)	Faoliyatga asosli
Og'irlik birligi	stone (6.35 kg)	botmon (~8 kg)	Mahalliy standart

2-jadval. *Ingliz va o'zbek tillaridagi an'anaviy o'lchov birliklarining qiyosiy-tipologik tahlili*

Xulosa

Olib borilgan tadqiqot shuni ko'rsatadiki, ingliz va o'zbek tillarida o'lchov birliklarining funksional-semantik xususiyatlari bir qator muhim umumiy va farqli jihatlarni o'z ichiga oladi.

Birinchidan, ikkala tilda ham o'lchov birliklari standartlashgan va an'anaviy guruhlariga bo'linadi. Standartlashgan birliklar denotativ jihatdan aniq va universal bo'lsa, an'anaviy birliklar milliy-madaniy konotatsiyalarga boy. Ikkinchidan, an'anaviy o'lchov birliklarida tipologik universaliza kuzatiladi: ingliz va o'zbek xalqlari mustaqil ravishda insonning o'z tanasini o'lchov asosi qilib olgan (somatik o'lchovlar). Uchinchidan, ingliz tilida ikki parallel standartlashgan tizimning (SI va imperiyaviy) mavjudligi funksional diglossiyaning o'ziga xos ko'rinishini yuzaga keltiradi.

To'rtinchidan, an'anaviy o'lchov birliklarining zamonaviy tildagi mavqei ikki tilda farqlanadi: ingliz tilida ular asosan idiomatika va kasb-hunar tillarida saqlanib qolgan bo'lsa, o'zbek tilida ular hali ham jonli nutqda ma'lum faolligini saqlamoqda. Beshinchidan, o'zbek tilidagi an'anaviy birliklarning hududiy variativligi ularning lokal xarakter kasb etganligini va standartlashgan birliklardan tubdan farqlanishini ko'rsatadi.

Xulosa qilib aytganda, o'lchov birliklarining funksional-semantik tadqiqi nafaqat tilshunoslik, balki lingvomadaniyatshunoslik va kognitiv tilshunoslik uchun ham muhim ahamiyatga ega. Ushbu tadqiqot ingliz va o'zbek tillarining leksik tizimini qiyosiy o'rganishga hissa qo'shadi va kelajakda o'lchov birliklarining kognitiv-pragmatik jihatlarini chuqur o'rganish uchun nazariy zamin yaratadi.

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The necessity and significance of linguocultural research of social media language

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Annotation *This article examines the linguocultural aspects of the language of social networks, which is an important part of modern digital communication space. The language units forming in social networks, discursive features, emotional-expressive means, as well as the integration of national and global culture are analyzed from the perspective of linguoculturology. The study substantiates the organic connection between the language of social networks and the mentality, cultural values, and worldview of society, while revealing the relevance and practical significance of scientifically studying this field.*

Keywords *Linguoculturology, social network language, internet discourse, cultural code, language and culture, digital communication*

Ijtimoiy tarmoq tilini lingvokulturologik tadqiq qilish zarurati va ahamiyati

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Katta o'qituvchi,

Axborot texnologiyalari va menejment universiteti

Annotatsiya *Mazkur maqolada zamonaviy raqamli kommunikatsiya makonining muhim qismi bo'lgan ijtimoiy tarmoqlar tilining lingvokulturologik jihatdan tadqiq etilishi masalasi yoritiladi. Ijtimoiy tarmoqlarda shakllanayotgan til birliklari, diskursiv xususiyatlar, emotsional-ekspressiv vositalar hamda milliy va global madaniyat uyg'unligi lingvokulturologiya nuqtayi nazaridan tahlil qilinadi. Tadqiqotda ijtimoiy tarmoq tilining jamiyat mentaliteti, madaniy qadriyatlari va tafakkuri bilan uzviy bog'liqligi asoslab berilib, ushbu sohani ilmiy jihatdan o'rganishning dolzarbligi va amaliy ahamiyati ochib beriladi.*

Kalit so'zlar *Lingvokulturologiya, ijtimoiy tarmoq tili, internet diskursi, madaniy kod, til va madaniyat, raqamli kommunikatsiya*

Необходимость и значение лингвокультурологического исследования языка социальных сетей

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Аннотация *В данной статье освещается вопрос лингвокультурологического исследования языка социальных сетей, который является важной частью современного пространства цифровой коммуникации. Языковые единицы, формирующиеся в социальных сетях, дискурсивные особенности,*

эмоционально-экспрессивные средства, а также единство национальной и глобальной культуры анализируются с точки зрения лингвокультурологии. В исследовании обосновывается органическая связь языка социальных сетей с менталитетом общества, его культурными ценностями и мировоззрением, раскрывается актуальность и практическая значимость научного изучения данной сферы.

**Ключевые
слова**

Лингвокультурология, язык социальных сетей, интернет-дискурс, культурный код, язык и культура, цифровая коммуникация

Bugungi globallashuv va raqamli transformatsiya sharoitida ijtimoiy tarmoqlar jamiyat hayotining ajralmas qismiga aylanib, insonlar o'rtasidagi kommunikativ munosabatlarning yangi shaklini vujudga keltirmoqda. Internet makonida yuzaga kelayotgan yangi kommunikativ muhit tilning nafaqat funksional, balki madaniy, ijtimoiy va psixologik jihatlariga ham sezilarli ta'sir ko'rsatmoqda. Ayniqsa, ijtimoiy tarmoqlarda qo'llanilayotgan til birliklari – qisqartmalar, emojilar, memlar, yangi leksik birliklar va stilistik vositalar – til va madaniyat o'rtasidagi o'zaro bog'liqlikni yangicha ko'rinishda namoyon etmoqda.

Lingvokulturologiya fani tilni madaniyat bilan uzviy aloqada o'rganadigan yo'nalish sifatida ijtimoiy tarmoq tilini tadqiq qilishda muhim metodologik asos bo'lib xizmat qiladi. Ijtimoiy tarmoq tilining lingvokulturologik tahlili orqali muayyan jamiyatning qadriyatlari, mentaliteti, kommunikativ xulq-atvori va madaniy kodlari aniqlanadi. Shu nuqtai nazardan, virtual makonda yuzaga kelayotgan nutq shakllari real hayotdagi madaniy jarayonlarning aks-sadosi sifatida baholanishi mumkin.

Mazkur mavzuning dolzarbligi shundaki, ijtimoiy tarmoqlar orqali shakllanayotgan yangi til hodisalari an'anaviy til me'yorlariga ta'sir ko'rsatib, ularning transformatsiyasiga olib kelmoqda. Bu esa til taraqqiyoti, uning normativligi va funksional imkoniyatlarini qayta ko'rib chiqishni talab etadi. Shu bilan birga,

ijtimoiy tarmoq tilida milliy-madaniy xususiyatlarning aks etishi, global va lokal unsurlarning uyg'unlashuvi, shuningdek, tilning identifikatsion funksiyasining kuchayishi lingvokulturologik tadqiqotlar uchun keng imkoniyatlar yaratadi.

Tadqiqotning maqsadi ijtimoiy tarmoq tilini lingvokulturologik nuqtai nazardan tahlil qilish, undagi madaniy kodlar, milliy qadriyatlar va kommunikativ strategiyalarni aniqlashdan iborat. Ushbu maqsadga erishish uchun ijtimoiy tarmoqlardagi matnlar, diskurs namunalarini tahlil qilish, ularning semantik, pragmatik va lingvokulturologik xususiyatlarini o'rganish zarur hisoblanadi.

Shunday qilib, ijtimoiy tarmoq tilini lingvokulturologik jihatdan o'rganish nafaqat zamonaviy tilshunoslikning muhim yo'nalishlaridan biri, balki jamiyatning madaniy rivojlanish tendensiyalarini aniqlashda ham dolzarb ilmiy vazifa sifatida namoyon bo'ladi.

XXI asrda axborot-kommunikatsiya texnologiyalarining jadal rivojlanishi natijasida insonlararo muloqotning yangi shakllari vujudga keldi. Ijtimoiy tarmoqlar zamonaviy jamiyat hayotining ajralmas qismiga aylanib, nafaqat axborot almashinuvi, balki madaniy va ijtimoiy o'zaro ta'sir maydoni sifatida ham muhim ahamiyat kasb etmoqda. Ushbu virtual makonda shakllanayotgan til esa an'anaviy nutq shakllaridan farqli ravishda o'ziga xos lingvistik va madaniy xususiyatlarga ega.

Shu bois ijtimoiy tarmoq tilini lingvokulturologik jihatdan tadqiq etish

zamonaviy tilshunoslik fanining dolzarb yo'nalishlaridan biri hisoblanadi. Chunki til nafaqat kommunikativ vosita, balki madaniyat, milliy tafakkur va ijtimoiy ongning aksidir.

Lingvokulturologiya va ijtimoiy tarmoq tili o'rtasidagi nazariy bog'liqlikdir. Lingvokulturologiya til va madaniyatning o'zaro munosabatini o'rganadigan fan sohasi bo'lib, unda til milliy mentalitet va madaniy qadriyatlarining ifodachisi sifatida talqin etiladi. V.A. Maslova (2001) fikricha, "til – bu madaniyatning eng muhim komponenti bo'lib, unda xalqning tarixiy xotirasi va dunyoqarashi mujassam bo'ladi". Ushbu yondashuv ijtimoiy tarmoq tilini tahlil qilishda metodologik asos bo'lib xizmat qiladi.

Ijtimoiy tarmoqlar zamonaviy diskurs makoni sifatida tilning yangi funksional va madaniy qirralarini yuzaga chiqarmoqda. V.I. Karasik (2002) diskurs tushunchasini izohlar ekan, "diskurs tilning muayyan ijtimoiy va madaniy vaziyatdagi real qo'llanish shaklidir", deb ta'kidlaydi. Demak, ijtimoiy tarmoq diskursi jamiyatning madaniy ongini aks ettiruvchi muhim lingvokulturologik hodisadir.

Ijtimoiy tarmoq tilining lingvokulturologik xususiyatlari. Ijtimoiy tarmoqlarda shakllanayotgan til o'ziga xos lingvokulturologik belgilar bilan tavsiflanadi. Avvalo, bu makonda milliy madaniyat elementlari global madaniy tendensiyalar bilan uyg'unlashadi. D. Crystal (2006) internet tilining tabiatiga to'xtalib, "raqamli muhitdagi til qisqalik, emotsionallik va multimodallik bilan ajralib turadi", deb yozadi.

Raqamli kommunikatsiyaning tezkor rivojlanishi va yangi til hodisalarining paydo bo'lishi. Internet va ijtimoiy tarmoqlar orqali kuniga milliardlab foydalanuvchilar muloqot qilmoqda. Natijada, qisqartmalar (LOL, BRB), emoji va stickerlar, meme va hashtaglar, audio-vizual diskurs kabi yangi til birliklari shakllanmoqda. Bu birliklar klassik tilshunoslik doirasidan chiqib, madaniy kontekstda yangicha ma'no kasb etmoqda. Tadqiqot o'tkazmasdan ularning lingvokulturologik tabiati ochilmaydi.

Milliy va global madaniyat o'zaro ta'sirining kuchayishi. Ijtimoiy tarmoqlar ingliz tiliga asoslangan global madaniyatni (memlar, trendlar, inglizcha iboralar) milliy tillarga (shu jumladan o'zbek tiliga) singdirib boradi. Masalan, o'zbek segmentida "chill", "vibe", "cringe" kabi so'zlar yoki "#uzbekistan", "#milliyqadriyatlar" kabi hashtaglar orqali milliy madaniy kodlar global diskurs bilan uyg'unlashmoqda. Bu jarayon milliy til va madaniyatga tahdid solishi mumkin yoki aksincha, uni boyitishi mumkin – buni faqat lingvokulturologik tahlil aniqlay oladi.

Jamiyat mentaliteti va madaniy qadriyatlarining o'zgarishi. Ijtimoiy tarmoqlar tili foydalanuvchilarning dunyoqarashini shakllantiradi: qisqa, emotsional, vizual va interaktiv bo'lishi orqali an'anaviy chuqur tafakkurni qisqartirishi mumkin. Shu bilan birga, u ijtimoiy muammolarni (gender, ekologiya, milliy o'zlik) yangicha ifodalash imkonini beradi. Tadqiqot ushbu bog'liqlikni ochib, jamiyatning raqamli mentalitetini tushunishga yordam beradi.

Ilmiy bo'shliqning mavjudligi. An'anaviy lingvistika internet-diskursni yetarli darajada o'rganmagan. Lingvokulturologiya nuqtai nazaridan esa ijtimoiy tarmoqlar tili hali to'liq tizimlashtirilmagan, ayniqsa o'zbek va Markaziy Osiyo kontekstida.

Ta'lim va til siyosati. Raqamli tilni o'rganish yosh avlodning til madaniyatini shakllantirishda, o'zbek tilini saqlash va rivojlantirish dasturlarida qo'llaniladi. *Interkultural kommunikatsiya.* Global va milliy madaniyat uyg'unligini tushunish xorijiy tillar o'qitishida, turizm va diplomatiyada yordam beradi. *Media va ijtimoiy boshqaruv.* Davlat va jamoat tashkilotlari ijtimoiy tarmoqlarda samarali diskurs yuritish, fake news va madaniy buzilishlarga qarshi kurashish uchun ushbu tadqiqot natijalaridan foydalanadi. *Kognitiv va psixologik jihatlar.* Til orqali ifodalanadigan emotsiyalar va madaniy stereotiplarni tahlil qilish ijtimoiy-psixologik muammolarni hal etishga hissa qo'shadi.

Shuningdek, ijtimoiy tarmoq tilida emotsional-ekspressiv vositalar alohida faollikka ega. Emoji, stiker, memlar va grafik belgilar orqali foydalanuvchilar nafaqat axborot, balki madaniy munosabat va bahoni ham ifoda etadi. Ijtimoiy tarmoq tilini lingvokulturologik jihatdan o'rganish jamiyatdagi madaniy jarayonlarni chuqur anglash imkonini beradi. N. Faircloughning (1992) fikricha, "diskurs ijtimoiy o'zgarishlarning nafaqat natijasi, balki ularning faol ishtirokchisidir". Shu bois ijtimoiy tarmoqlardagi til birliklari jamiyat tafakkuri va madaniy transformatsiyalarini aniqlashda muhim vosita bo'lib xizmat qiladi.

Bundan tashqari, bunday tadqiqotlar yosh avlod nutqi, ularning madaniy qarashlari va identifikatsiya jarayonlarini o'rganishda ham muhim ahamiyat kasb etadi. Ijtimoiy tarmoqlar tilining lingvokulturologik tahlili til siyosati, ta'lim va madaniyatlararo muloqot sohalarida ilmiy asoslangan xulosalar chiqarishga yordam beradi.

Tadqiqot natijalari shuni ko'rsatadiki, ijtimoiy tarmoqlardagi til birliklari jamiyatdagi madaniy o'zgarishlar, qadriyatlar tizimidagi transformatsiyalar va ijtimoiy ong rivojini aniqlashda muhim manba bo'lib xizmat qiladi. Umuman olganda, ijtimoiy tarmoq tili lingvokulturologik jihatdan izchil va tizimli o'rganilishi lozim bo'lgan muhim ilmiy obyekt bo'lib, kelgusida ushbu yo'nalishda olib boriladigan tadqiqotlar zamonaviy tilshunoslik va madaniyatshunoslik fanlarining rivojiga salmoqli hissa qo'shishi shubhasiz.

Ijtimoiy tarmoq tili zamonaviy jamiyatning lingvistik va madaniy taraqqiyotini aks ettiruvchi murakkab va ko'p qirrali hodisa hisoblanadi. Raqamli kommunikatsiya makonida shakllanayotgan nutq birliklari nafaqat axborot uzatish vazifasini bajaradi, balki foydalanuvchilarning milliy mentaliteti, madaniy qadriyatlari, ijtimoiy tajribasi va dunyoqarashini ham ifodalaydi. Shu jihatdan ijtimoiy tarmoq tilini lingvokulturologik nuqtayi nazardan tadqiq etish zamonaviy tilshunoslik fanining dolzarb va istiqbolli yo'nalishlaridan

biri hisoblanadi. Maqolada ijtimoiy tarmoq tilining lingvokulturologik xususiyatlari, jumladan, emotsional-ekspressiv vositalarning faolligi, multimodallik, kod-almashuv hodisasi hamda milliy va global madaniyat elementlarining o'zaro uyg'unlashuvi ilmiy asosda yoritildi. Ushbu jihatlar ijtimoiy tarmoq tilining an'anaviy nutq shakllaridan farq qiluvchi o'ziga xos madaniy-diskursiv xususiyatga ega ekanini ko'rsatadi.

Xulosa qilib aytganda, ijtimoiy tarmoq tilini lingvokulturologik jihatdan tadqiq etish zamonaviy tilshunoslikning muhim va istiqbolli yo'nalishlaridan biri hisoblanadi. Tadqiqot natijalari shuni ko'rsatadiki, ijtimoiy tarmoqlarda shakllanayotgan til birliklari nafaqat kommunikativ vosita, balki muayyan jamiyatning madaniy qadriyatlari, mentaliteti va ijtimoiy xulq-atvorini ifodalovchi muhim omil sifatida namoyon bo'ladi.

Ijtimoiy tarmoq tilida kuzatilayotgan qisqartmalar, emojilar, memlar va yangi leksik birliklar tilning dinamik rivojlanayotganligini, uning zamonaviy kommunikativ ehtiyojlarga moslashayotganini ko'rsatadi. Shu bilan birga, mazkur birliklar orqali milliy va global madaniyat unsurlarining o'zaro ta'siri, madaniy kodlarning transformatsiyasi va yangi identifikatsion belgilar shakllanayotgani aniqlanadi.

Lingvokulturologik yondashuv ijtimoiy tarmoq tilidagi mazmuniy qatlamlarni chuqurroq ochib berishga, undagi yashirin semantik va pragmatik ma'nolarni aniqlashga imkon yaratadi. Bu esa tilni faqat struktura sifatida emas, balki madaniy fenomen sifatida ham o'rganish zarurligini tasdiqlaydi.

Shuningdek, tadqiqot ijtimoiy tarmoq tilining an'anaviy til me'yorlariga ta'sir ko'rsatayotganini, ayrim hollarda esa ularning soddalashuvi va transformatsiyasiga olib kelayotganini ko'rsatdi. Bu holat til siyosati, til madaniyati va normativlik masalalarini qayta ko'rib chiqishni taqozo etadi.

Umuman olganda, ijtimoiy tarmoq tilini lingvokulturologik tahlil qilish orqali zamonaviy jamiyatning kommunikativ modeli, madaniy

o'zgarishlari va global integratsiya jarayonlari haqida muhim ilmiy xulosalarga kelish mumkin. Mazkur yo'nalishdagi tadqiqotlarni yanada

chuqurlashtirish esa til va madaniyat o'rtasidagi murakkab munosabatlarni kengroq yoritishga xizmat qiladi.

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Linguocultural foundations of neologisms in English and Uzbek internet lexicon

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Annotation *This article provides a comprehensive linguocultural analysis of neologisms emerging in English and Uzbek internet lexicon. In particular, it examines the mechanisms of formation of new lexical units under the influence of the global digital communication environment, their semantic transformation, and their functional usage. Internet discourse is characterized by speed, interactivity, and multimodality, and the neologisms formed within it differ from traditional linguistic units by being dynamic and context-dependent.*

Keywords *Neologism, internet lexicon, internet discourse, semantic features, social media, artificial intelligence, digital communication, globalization, cultural factors, language development*

Ingliz va o'zbek internet leksikasida ishlatiladigan neologizmlarning lingvomadaniy asoslari tahlili

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Annotatsiya *Mazkur maqolada ingliz va o'zbek internet leksikasida shakllanayotgan neologizmlar lingvomadaniy nuqtai nazardan kompleks tarzda tahlil qilinadi. Xususan, global raqamli kommunikatsiya muhiti ta'sirida yuzaga kelayotgan yangi birliklarning paydo bo'lish mexanizmlari, ularning semantik transformatsiyasi hamda funksional qo'llanish doirasi chuqur o'rganiladi. Internet diskursi o'zining tezkorligi, interaktivligi va multimodalligi bilan ajralib turar ekan, unda shakllanayotgan neologizmlar ham an'anaviy til birliklaridan farqli ravishda dinamik va kontekstga bog'liq xususiyat kasb etadi.*

Kalit so'zlar *Neologizm, internet leksikasi, internet diskursi, semantik xususiyatlar, ijtimoiy tarmoqlar, sun'iy intellekt, raqamli kommunikatsiya, globalizatsiya, madaniy omillar, til taraqqiyoti*

Лингвокультурные основы неологизмов в интернет-лексике английского и узбекского языков

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Аннотация *В данной статье проводится комплексный лингвокультурный анализ неологизмов, формирующихся в интернет-лексике английского и узбекского языков. В частности, рассматриваются механизмы возникновения новых лексических единиц под влиянием глобальной цифровой коммуникационной среды, их семантические трансформации и функциональные особенности употребления. Интернет-дискурс характеризуется высокой скоростью, интерактивностью и мультимодальностью, а формирующиеся в нём неологизмы отличаются динамичностью и контекстуальной зависимостью.*

Ключевые слова *Неологизм, интернет-лексика, интернет-дискурс, семантические особенности, социальные сети, искусственный интеллект, цифровая коммуникация, глобализация, культурные факторы, развитие языка*

Axborot-kommunikatsiya texnologiyalarining jadal rivojlanishi natijasida insoniyat hayotining barcha sohalarida, xususan, til tizimida ham sezilarli o'zgarishlar yuz bermoqda. Internet muhitining kengayishi, ijtimoiy tarmoqlarning ommalashuvi va global axborot almashinuvining jadallashuvi natijasida yangi leksik birliklar – neologizmlar faol tarzda shakllanmoqda va nutq jarayoniga kirib kelmoqda. Ayniqsa, ingliz tili global kommunikatsiya vositasi sifatida internet leksikasining asosiy manbalaridan biri bo'lib xizmat qilmoqda, bu esa boshqa tillar, jumladan, o'zbek tiliga ham bevosita ta'sir ko'rsatmoqda.

Neologizmlar nafaqat yangi tushunchalarni ifodalash vositasi, balki tilning lingvomadaniy xususiyatlarini aks ettiruvchi muhim birlik sifatida ham qaraladi. Har bir yangi so'zning paydo bo'lishida muayyan ijtimoiy, madaniy va kommunikativ ehtiyojlar mujassam bo'lib, ular jamiyatning dunyoqarashi, qadriyatlarini va turmush tarzini ifodalaydi. Shu nuqtai nazardan, ingliz va o'zbek internet leksikasida qo'llanilayotgan neologizmlarni lingvomadaniy jihatdan o'rganish til va madaniyat o'rtasidagi o'zaro bog'liqlikni chuqurroq anglash imkonini beradi.

Mazkur tadqiqotning dolzarbligi shundaki, globallashuv sharoitida turli tillar

o'rtasidagi o'zaro ta'sir kuchayib borar ekan, milliy til tizimida yuz berayotgan leksik o'zgarishlarni ilmiy asosda tahlil qilish zarurati ortib bormoqda. Internet leksikasidagi neologizmlar tilning dinamik rivojlanishini, yangi kommunikativ ehtiyojlarga moslashuvini hamda madaniy integratsiya jarayonlarini aks ettiradi.

Zamonaviy globallashuv va raqamli texnologiyalar taraqqiyoti sharoitida til tizimi ham jadal o'zgarishlarga uchramoqda. Ayniqsa, internet muhitining kengayishi natijasida yangi kommunikativ makon shakllanib, unda o'ziga xos leksik birliklar neologizmlar faol ravishda paydo bo'lmoqda. Ushbu jarayon nafaqat tilning ichki rivojlanish qonuniyatlari, balki jamiyatdagi ijtimoiy, madaniy va texnologik omillar bilan ham chambarchas bog'liqdir. Shu bois internet leksikasini lingvomadaniy nuqtai nazardan o'rganish dolzarb ilmiy masalalardan biri hisoblanadi.

Ingliz tili bugungi kunda global kommunikatsiya vositasi sifatida internet makonida yetakchi mavqega ega bo'lib, ko'plab yangi so'z va iboralar aynan shu til asosida shakllanmoqda. Mazkur neologizmlar boshqa tillarga, jumladan, o'zbek tiliga ham faol ravishda kirib kelib, ularning leksik tizimiga sezilarli ta'sir ko'rsatmoqda. Natijada o'zbek internet diskursida ham yangi leksik

birliklar paydo bo'lib, ular milliy madaniyat, mentalitet va kommunikativ ehtiyojlar asosida o'ziga xos shakl va mazmun kasb etmoqda.

Avvalo, David Crystal (2003) internet tilshunosligi sohasida yetakchi olimlardan biri hisoblanadi. Uning *"Language and the Internet"* asarida internet kommunikatsiyasi tilning yangi shakllarini yuzaga keltiruvchi mustaqil diskurs sifatida talqin qilinadi. Crystal (2003) internet tilini yozma va og'zaki nutq o'rtasidagi "gibrid" shakl deb baholab, neologizmlar aynan shu muhitda tezkor tarzda shakllanishini ta'kidlaydi. Unga ko'ra, internetdagi yangi so'zlar qisqalik, ekspressivlik va kommunikativ samaradorlik tamoyillariga asoslanadi. Bu qarashlar mazkur tadqiqotda kuzatilgan *GRWM*, *POV*, *doomscrolling* kabi birliklarning shakllanish xususiyatlarini izohlashda muhim nazariy asos bo'lib xizmat qiladi.

Ikkinchi muhim olim sifatida Manfred Görlach(2003)ni keltirish mumkin. U neologizmlar nazariyasi va ularning tasnifi bilan shug'ullangan bo'lib, *"A Dictionary of European Anglicisms"* asarida ingliz tilidan boshqa tillarga kirib borayotgan yangi leksik birliklarni tahlil qiladi. Görlach ingliz tilining global ta'siri natijasida yuzaga kelayotgan lingvistik qarz olish jarayonlarini tizimli ravishda o'rganadi. Uning fikricha, neologizmlar boshqa tillarga o'tishda fonetik va morfologik moslashuv bosqichlaridan o'tadi. Bu nazariya o'zbek internet diskursida kuzatilayotgan *fleks qilmoq*, *cancel qilmoq* kabi gibrid birliklarning shakllanish mexanizmini tushuntirishda dolzarbdir (Görlach, 2003).

Zygmunt Baumann(2000) ijtimoiy-madaniy qarashlari ham muhim ahamiyatga ega. Garchi u bevosita neologizmlar bilan shug'ullanmagan bo'lsa-da, uning *"Liquid Modernity"* konsepsiyasi zamonaviy jamiyatning o'zgaruvchan va beqaror tabiatini tushuntiradi. Bauman (2000) fikricha, zamonaviy jamiyatda identitet va kommunikatsiya shakllari tez o'zgaradi, bu esa tilga ham bevosita ta'sir qiladi. Internet neologizmlarining tez paydo bo'lishi va tez

yo'qolishi aynan shu "suyuq zamonaviylik"ning tilshunoslikdagi aksidir.

Yuqoridagi olimlarning qarashlarini umumlashtirgan holda shuni aytish mumkinki, neologizmlar nafaqat lingvistik, balki ijtimoiy va madaniy hodisa sifatida talqin qilinishi zarur. Ular til tizimining ichki rivoji bilan bir qatorda global kommunikatsiya, texnologik taraqqiyot va jamiyatdagi qadriyatlar o'zgarishi bilan ham bevosita bog'liqdir. Tadqiqotlarimiz natijasida shuni ta'kidlash joizki, zamonaviy o'zbek internet diskursi hozirda muhim transformatsiya bosqichini boshdan kechirmoqda. Ingliz tilining kuchli ta'siri natijasida gibrid neologizmlar ko'payib borayotgan bo'lsa-da, bu jarayonni faqat salbiy hodisa sifatida baholash to'g'ri emas. Aksincha, bu tilning moslashuvchanligi va ochiqqligini ko'rsatadi. Shu bilan birga, milliy til resurslari asosida yangi so'zlar yaratish jarayonini qo'llab-quvvatlash muhimdir. Chunki til nafaqat aloqa vositasi, balki milliy madaniyat va tafakkur ifodasi hamdir. Shu bois, kelajakdagi tadqiqotlarda neologizmlar muvozanatini ya'ni global ta'sir va milliylik uyg'unligini saqlash masalasiga alohida e'tibor qaratish zarur deb hisoblanadi.

Zamonaviy internet diskursi til taraqqiyotining eng faol va dinamik maydonlaridan biri sifatida namoyon bo'lmoqda. Ayniqsa, 2024-2026-yillar oralig'ida yuzaga kelgan neologizmlar til tizimidagi yangilanish jarayonlarining tezlashganini ko'rsatadi. Ushbu davrda shakllangan yangi leksik birliklar asosan raqamli texnologiyalar, ijtimoiy tarmoqlar, sun'iy intellekt, onlayn madaniyat va global kommunikatsiya bilan bevosita bog'liqdir.

Birinchidan, ingliz internet leksikasida paydo bo'lgan neologizmlar ko'pincha texnologik innovatsiyalar bilan uzviy aloqador. Masalan, *AI-generated*, *promptcraft*, *deepfake voice*, *digital clone*, *algorithmic bias* kabi birliklar sun'iy intellekt va raqamli texnologiyalar rivoji bilan bog'liq holda keng qo'llanila boshladi. Ushbu neologizmlar nafaqat yangi tushunchalarni ifodalaydi, balki

inson va texnologiya o'rtasidagi o'zaro munosabatlarning murakkablashib borayotganini ham aks ettiradi. Xususan, *promptcraft* termini foydalanuvchilarning sun'iy intellekt bilan samarali muloqot qilish ko'nikmalarini ifodalasa, *digital clone* tushunchasi virtual identitet masalasini lingvomadaniy kontekstda yoritadi.

Ikkinchidan, ijtimoiy tarmoqlar va onlayn madaniyat ta'sirida yuzaga kelgan neologizmlar alohida guruhni tashkil etadi. 2024-2026-yillarda keng tarqalgan *main character energy*, *de-influencing*, *quiet quitting 2.0*, *soft life*, *delulu* kabi birliklar zamonaviy yoshlar madaniyati, psixologik holatlar va ijtimoiy tendensiyalarni ifodalaydi. Masalan, *de-influencing* atamasi iste'mol madaniyatiga qarshi harakatni anglatrsa, *soft life* konsepti stresssiz va minimalistik hayot tarzini targ'ib qiladi. Bu kabi neologizmlar til orqali jamiyatdagi qadriyatlar transformatsiyasini ko'rsatadi.

Uchinchi jihat sifatida, ingliz tilidan o'zbek internet diskursiga kirib kelayotgan neologizmlar va ularning moslashuv jarayonini ko'rish mumkin. O'zbek internet muhitida *krinj* (cringe), *fleks qilmoq* (flex), *trendda*, *viral bo'ldi*, *cancel qilmoq*, *ship qilmoq* kabi birliklar faol qo'llanilmoqda. Ushbu so'zlar ko'pincha fonetik va morfologik jihatdan moslashtirilib, o'zbek tilining grammatik tizimiga integratsiyalashmoqda. Masalan, *fleks qilmoq* birikmasida inglizcha asos (flex) o'zbekcha fe'l yasovchi model bilan qo'llanilib, yangi gibrid birlik hosil qilinmoqda.

Shuningdek, o'zbek internet leksikasida ichki imkoniyatlar asosida yaratilgan neologizmlar ham mavjud. Masalan, *obunachi* (subscriber), *ko'rimbop* (viral kontent), *tezkor xabar* (breaking news kontekstida), *tarmoqdosh* kabi birliklar milliy til resurslari asosida shakllangan bo'lib, ular lingvomadaniy identitetni mustahkamlashga xizmat qiladi. Bu holat o'zbek tilining nafaqat qabul qiluvchi, balki yaratuvchi til sifatida ham faol ekanini ko'rsatadi (Jalilov, 2024).

Neologizmlarning semantik xususiyatlari ham alohida e'tiborga loyiq. 2024-2026-yillar neologizmlarida metaforizatsiya (*brain rot*, *doomscrolling*), ironik ma'no yuklanishi (*delulu*), qisqartma shakllar (*GRWM – get ready with me*, *POV – point of view*) va ekspressivlik yuqori darajada kuzatiladi. Masalan, *doomscrolling* termini foydalanuvchining salbiy yangiliklarni uzluksiz kuzatish odatini ifodalab, zamonaviy axborot iste'moli muammolarini aks ettiradi.

Lingvomadaniy nuqtai nazardan qaralganda, neologizmlar muayyan jamiyatning qadriyatlari, dunyoqarashi va kommunikativ strategiyalarini o'zida mujassam etadi. Ingliz internet diskursida individualizm, o'zini ifoda etish va psixologik holatlarni ochiq muhokama qilish tendensiyasi kuchli bo'lsa, o'zbek internet muhitida ko'proq ijtimoiy moslashuv, kollektivlik va hazil-mutoyiba orqali ifodalash kuzatiladi (Jalilov, 2023). Masalan, ingliz tilidagi *main character energy* tushunchasi individual markaziylikni ifodalasa, o'zbek tilida unga mos ravishda kinoyaviy yoki hazil ohangidagi ifodalar qo'llanilishi mumkin.

Mazkur tadqiqot natijalari ingliz va o'zbek internet leksikasida shakllanayotgan neologizmlar zamonaviy til taraqqiyotining muhim va ajralmas qismi ekanini yana bir bor tasdiqlaydi. Tahlillar shuni ko'rsatdiki, 2024-2026-yillar oralig'ida yuzaga kelgan yangi leksik birliklar asosan raqamli texnologiyalar, ijtimoiy tarmoqlar va global kommunikatsiya jarayonlari bilan bevosita bog'liq holda shakllanmoqda. Bu esa internet diskursini til yangilanishining asosiy manbalaridan biriga aylantirmoqda.

Qiyosiy tahlil natijasida ingliz va o'zbek tillaridagi neologizmlarning umumiy va farqli jihatlari aniqlandi. Ingliz tilida neologizmlar ko'proq global tendensiyalarni ifodalovchi, qisqa va ekspressiv shaklda yuzaga kelsa, o'zbek internet leksikasida ular ko'pincha o'zlashma yoki gibrid shaklda namoyon bo'ladi. Shu bilan birga, o'zbek tilining ichki imkoniyatlari asosida yaratilgan yangi birliklar ham mavjud bo'lib, ular milliy lingvomadaniy xususiyatlarni aks ettiradi. Tadqiqot davomida

neologizmlarning lingvomadaniy mohiyati ham ochib berildi. Ular nafaqat yangi tushunchalarni ifodalash vositasi, balki jamiyatdagi ijtimoiy qadriyatlar, mentalitet va kommunikativ strategiyalarning ifodasi sifatida ham xizmat qiladi. Ayniqsa, ingliz internet diskursida individualizm va o'zini ifoda qilish tendensiyasi ustun bo'lsa, o'zbek muhitida jamoaviylik, kinoya va ijtimoiy baholash elementlari kuchliroq namoyon bo'lishi kuzatildi.

Tadqiqot natijalari shuni ko'rsatadiki, o'zbek internet diskursi ikki yo'nalishda rivojlanmoqda: bir tomondan global ingliz tilining ta'siri ostida gibrid neologizmlar kengayib borayotgan bo'lsa, ikkinchi tomondan milliy til resurslari asosida yangi birliklar yaratish jarayoni ham davom etmoqda. Bu holat tilning moslashuvchanligi va barqarorligini ta'minlovchi muhim omil hisoblanadi.

Internet neologizmlarini lingvomadaniy nuqtai nazardan o'rganish zamonaviy tilshunoslik uchun muhim ilmiy yo'nalishlardan biri bo'lib, u til va jamiyat o'rtasidagi uzviy bog'liqlikni chuqurroq anglash imkonini beradi. Kelgusidagi tadqiqotlarda neologizmlarning normativlashuvi, ularning lug'atlarga kiritilishi hamda yoshlar nutqidagi o'rni kabi masalalarni yanada kengroq o'rganish maqsadga muvofiqdir.

Mazkur tadqiqot natijalari ingliz va o'zbek internet leksikasida qo'llanilayotgan neologizmlar tilning dinamik rivojlanishining muhim ko'rsatkichi ekanligini tasdiqlaydi. Internet muhiti va raqamli kommunikatsiya jarayonlari yangi leksik birliklarning shakllanishi uchun qulay sharoit yaratib, ularning tezkor

tarqalishi va faol qo'llanilishini ta'minlamoqda. Ayniqsa, ingliz tili global kommunikatsiya vositasi sifatida neologizmlar manbai bo'lib xizmat qilayotgani va o'zbek tiliga sezilarli ta'sir ko'rsatayotgani aniqlandi.

Tadqiqot davomida aniqlanishicha, neologizmlar nafaqat yangi tushunchalarni ifodalash vositasi, balki muayyan lingvomadaniy axborotni tashuvchi birlik sifatida ham namoyon bo'ladi. Ular orqali jamiyatning ijtimoiy-madaniy qadriyatlari, kommunikativ ehtiyojlari hamda zamonaviy hayot tarzi aks etadi. Ingliz va o'zbek tillaridagi internet neologizmlari o'rtasida o'zaro ta'sir, ayniqsa, kalkalash, transliteratsiya va semantik moslashuv kabi jarayonlar orqali namoyon bo'lishi kuzatildi.

Shuningdek, tadqiqot natijalari shuni ko'rsatdiki, o'zbek internet leksikasida neologizmlar ko'pincha ingliz tilidan o'zlashma shaklida kirib kelmoqda, biroq ular milliy tilning fonetik, morfologik va semantik me'yorlariga moslashgan holda yangi lingvomadaniy mazmun kasb etmoqda. Bu esa tilning ichki imkoniyatlari va moslashuvchanligini yana bir bor tasdiqlaydi.

Xulosa qilib aytganda, internet leksikasidagi neologizmlar til va madaniyat o'rtasidagi o'zaro bog'liqlikni yaqqol aks ettiradi hamda globallashuv sharoitida milliy tilning rivojlanish yo'nalishlarini belgilovchi muhim omil hisoblanadi. Mazkur tadqiqot natijalari lingvokulturologiya, sotsiolingvistika va zamonaviy tilshunoslik yo'nalishlarida olib boriladigan keyingi ilmiy izlanishlar uchun nazariy va amaliy asos bo'lib xizmat qilishi mumkin.

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Theoretical approaches of political parties in public relations: analysis of modern communication models and hybrid PR concepts

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Annotation *This article analyzes the theoretical approaches of political parties in the field of public relations (PR). In particular, it explores the essence of classical PR theory, modern communication models, and hybrid PR concepts. Based on scientific sources, the role of PR in political processes, the importance of media relations, and the transformation processes in the digital environment are examined. The results of the study serve as an important theoretical foundation for developing effective communication strategies for political parties.*

Keywords *Political party, PR, public relations, communication model, media relations, hybrid PR, digital communication*

Siyosiy partiyalarning jamoatchilik bilan aloqalar sohasidagi nazariy yondashuvlari: zamonaviy kommunikatsiya modellari va gibrid PR konsepsiyalari tahlili

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Annotatsiya *Mazkur maqolada siyosiy partiyalarning jamoatchilik bilan aloqalar (PR) sohasidagi nazariy yondashuvlari tahlil qilingan. Xususan, klassik PR nazariyasi, zamonaviy kommunikatsiya modellari va gibrid PR konsepsiyasining mazmun-mohiyati ochib berilgan. Ilmiy manbalar asosida PRning siyosiy jarayonlardagi roli, media rileyshnsning ahamiyati hamda raqamli muhitdagi transformatsiya jarayonlari tahlil etilgan. Tadqiqot natijalari siyosiy partiyalar uchun samarali kommunikatsiya strategiyalarini shakllantirishda muhim nazariy asos bo'lib xizmat qiladi.*

Kalit so'zlar *Siyosiy partiya, PR, jamoatchilik bilan aloqalar, kommunikatsiya modeli, media rileyshns, gibrid PR, raqamli kommunikatsiya*

Теоретические подходы политических партий в сфере связей с общественностью: анализ современных коммуникационных моделей и гибридных PR-концепций

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- Аннотация** *В данной статье проанализированы теоретические подходы политических партий в сфере связей с общественностью (PR). В частности, раскрывается сущность классической теории PR, современных коммуникационных моделей и концепции гибридного PR. На основе научных источников рассмотрена роль PR в политических процессах, значение медиа-рилейнса, а также процессы трансформации в цифровой среде. Результаты исследования служат важной теоретической основой для формирования эффективных коммуникационных стратегий политических партий.*
- Ключевые слова** *Политическая партия, PR, связи с общественностью, коммуникационная модель, медиа-рилейнс, гибридный PR, цифровая коммуникация*

Kirish

Bugungi globallashuv jarayonida jamoatchilik bilan aloqalar (Public Relations – PR) instituti siyosiy partiyalar faoliyatining ajralmas va strategik ahamiyatga ega bo'lgan tarkibiy qismiga aylandi. Ya'ni raqamli texnologiyalarning jadal rivojlanishi natijasida siyosiy sub'yektlar va jamoatchilik o'rtasidagi munosabatlar mutlaqo yangi bosqichga ko'tarildi. Ilgari asosan bir tomonlama axborot tarqatishga yo'naltirilgan kommunikatsiya jarayonlari bugungi kunda interaktiv, ko'p tarmoqli va tezkor muloqot shaklida namoyon bo'lmoqda.

Siyosiy partiyalar uchun jamoatchilik bilan aloqalar nafaqat o'z g'oya va dasturlarini aholiga yetkazish vositasi, balki jamoatchilik fikrini shakllantirish, elektorat ishonchini qozonish va siyosiy legitimlikni ta'minlashning muhim mexanizmi hisoblanadi. Bu jarayonda PR faoliyatining samaradorligi partiyaning siyosiy maydondagi nufuzi, raqobatbardoshligi va barqarorligini belgilab beradi. Shu nuqtai nazardan, PRni faqat axborot uzatish instrumenti sifatida emas, balki kompleks strategik boshqaruv vositasi sifatida ko'rib chiqish maqsadga muvofiqdir.

Jamoatchilik bilan aloqalar nazariyasining ilmiy asoslari XX asr boshlarida shakllana boshlagan bo'lib, bu jarayonda Edvard Berneysning xizmatlari alohida e'tirof etiladi. Uning qarashlariga ko'ra, jamoatchilik

fikrini boshqarish demokratik jamiyatdagi siyosiy jarayonlarning muhim qismi hisoblanadi. Berneys (1928) PRni rejali va maqsadli ta'sir ko'rsatish orqali ijtimoiy ongni shakllantirish mexanizmi sifatida ta'riflaydi. Bu esa siyosiy partiyalar uchun jamoatchilik bilan ishlashda ilmiy asoslangan yondashuvni talab etadi.

Bugungi kunda PR sohasi faqat nazariy konsepsiyalar bilan cheklanib qolmay, balki amaliy kommunikatsiya strategiyalari bilan chambarchas bog'liq holda rivojlanmoqda. Axborot texnologiyalarining rivojlanishi, ijtimoiy tarmoqlarning keng tarqalishi va auditoriyaning faollashuvi PR faoliyatini yangi mazmun bilan boyitdi. Endi jamoatchilik axborotni faqat qabul qiluvchi emas, balki uni yaratuvchi va tarqatuvchi sub'yektga aylandi. Bu holat siyosiy partiyalarning kommunikatsiya strategiyalarini qayta ko'rib chiqishni talab etmoqda.

Zamonaviy siyosiy kommunikatsiya muhitida axborot oqimining haddan tashqari ko'payishi, feyk axborotlar tarqalishi va raqobatning kuchayishi sharoitida PRning ahamiyati yanada ortmoqda. Siyosiy partiyalar nafaqat o'z axborotini yetkazish, balki jamoatchilik ishonchini saqlash va mustahkamlash uchun ham samarali kommunikatsiya mexanizmlarini ishlab chiqishi zarur. Bu esa PR sohasida innovasion yondashuvlar, jumladan, gibrid

kommunikatsiya modellarini qo'llashni taqozo etadi.

Gibrid PR konsepsiyasi an'anaviy va raqamli kommunikatsiya vositalarining uyg'unlashuviga asoslanib, turli auditoriya guruhlar bilan samarali muloqot o'rnatish imkonini beradi. Ushbu yondashuv orqali siyosiy partiyalar bir vaqtning o'zida ommaviy axborot vositalari, ijtimoiy tarmoqlar va bevosita muloqot kanallaridan foydalanish orqali keng qamrovli ta'sir ko'rsatish imkoniyatiga ega bo'ladi.

PR faoliyatida media rileyshnsning ahamiyati ham beqiyosdir. Ommaviy axborot vositalari orqali jamoatchilikka yetkaziladigan axborot partiya imidjini shakllantirishda hal qiluvchi rol o'ynaydi. Shu boisdan siyosiy partiyalar jurnalistlar bilan samarali hamkorlik o'rnatishi, axborotning ishonchligi va shaffofligini ta'minlashi lozim.

O'zbekiston sharoitida ham jamoatchilik bilan aloqalar instituti bosqichma-bosqich rivojlanib bormoqda. Davlat va siyosiy tashkilotlar faoliyatida ochiqlik va shaffoflikni ta'minlash, jamoatchilik bilan muloqotni kuchaytirish, axborot xizmatlari faoliyatini takomillashtirish bu yo'nalishdagi ustuvor vazifalardan biri hisoblanadi. Bu jarayonda milliy va xalqaro tajribani uyg'unlashtirish muhim ahamiyat kasb etadi.

Mazkur maqolaning dolzarbligi shundaki, zamonaviy siyosiy jarayonlarda PRning o'rni va ahamiyati tobora ortib borayotgan bir sharoitda uning nazariy asoslarini va amaliy mexanizmlarini chuqur tahlil qilish zarurati yuzaga kelmoqda. Ayniqsa, kommunikatsiya texnologiyalarining jadal rivojlanishi PR sohasida yangi yondashuvlarni ishlab chiqishni talab etmoqda.

Maqolaning asosiy maqsadi – siyosiy partiyalarning jamoatchilik bilan aloqalar sohasidagi nazariy yondashuvlarini, zamonaviy kommunikatsiya modellarini va gibrid PR konsepsiyasini kompleks tahlil qilishdan iborat. Shu bilan birga, tadqiqot doirasida PR nazariyasining evolyusiyasi, uning siyosiy amaliyotdagi qo'llanilishi va raqamli muhitdagi

transformatsiya jarayonlari ham ko'rib chiqiladi. Ushbu maqola natijalari siyosiy kommunikatsiya sohasida ilmiy tadqiqotlar olib borayotgan mutaxassislar, siyosiy partiyalar va axborot xizmatlari xodimlari uchun nazariy va amaliy ahamiyatga ega bo'lishi kutilmoqda.

Jamoatchilik bilan aloqalar nazariyasining ilmiy asoslarini shakllantirishda Edvard Berneys (1928) tomonidan yaratilgan "Propaganda" asari alohida o'rin tutadi. Ushbu asar XX asr boshlarida ommaviy kommunikatsiya va jamoatchilik fikrini boshqarish masalalariga ilmiy yondashuvni kiritgan ilk fundamental ishlardan biri hisoblanadi. Berneys mazkur asarida jamoatchilik fikri tabiiy ravishda emas, balki muayyan manfaatlar va maqsadlarga muvofiq holda shakllantirilishi mumkin bo'lgan ijtimoiy konstruktsiya sifatida talqin qiladi.

Ya'ni zamonaviy demokratik jamiyatlarda qarorlar qabul qilish jarayonida keng ommaning ishtiroki ta'minlangan bo'lsa-da, bu ommaning fikri ko'p hollarda axborot manbalari va kommunikatsiya kanallari orqali shakllantiriladi. Shu nuqtai nazardan, Berneys jamoatchilik fikrini "ko'rinmas boshqaruv" (invisible government) tushunchasi orqali izohlab, PR mutaxassislarini aynan shu jarayonni yo'naltiruvchi sub'yekt sifatida ko'radi. Uning fikricha, jamiyatdagi tartib va barqarorlikni ta'minlash uchun axborot oqimini tartibga solish va auditoriya ongiga maqsadli ta'sir ko'rsatish zarur.

Berneys PRni ongli va rejali ta'sir orqali ijtimoiy munosabatlarni shakllantirish mexanizmi sifatida ta'riflar ekan, bu jarayonda psixologik va sosiologik omillarning ahamiyatiga alohida e'tibor qaratadi. U jamoatchilik fikrini boshqarishda simvollar, obrazlar va ommaviy stereotiplardan foydalanish muhimligini ta'kidlaydi. Masalan, muayyan g'oya yoki siyosiy pozitsiyani jamoatchilikka qabul qildirish uchun uni ijobiy emosional fon bilan bog'lash samarali usul sifatida ko'riladi.

Shuningdek, Berneys PR faoliyatini oddiy axborot tarqatishdan farqlab, uni strategik kommunikatsiya jarayoni sifatida baholaydi.

Uning nazariyasiga ko'ra, samarali PR kampaniyasi quyidagi bosqichlarni o'z ichiga oladi: auditoriyani o'rganish, maqsadlarni aniqlash, kommunikatsiya vositalarini tanlash va natijalarni tahlil qilish. Bu yondashuv hozirgi zamonaviy PR amaliyotida ham o'z ahamiyatini saqlab qolmoqda.

Berneysning (1928) mazkur qarashlari siyosiy partiyalar faoliyati uchun ayniqsa dolzarb hisoblanadi. Chunki siyosiy maydonda raqobat kuchaygan sharoitda jamoatchilik fikrini shakllantirish va boshqarish partiyalarning strategik ustunligini ta'minlaydi. Uning nazariyasi siyosiy kommunikatsiyada PRni rejali va tizimli ravishda tashkil etish zarurligini ilmiy jihatdan asoslab beradi.

Umuman olganda, Berneysning "Propaganda" asari jamoatchilik bilan aloqalar nazariyasining shakllanishida fundamental manba bo'lib xizmat qiladi. Unda ilgari surilgan g'oyalar PRni mustaqil ilmiy yo'nalish sifatida rivojlanishiga zamin yaratgan bo'lib, zamonaviy siyosiy kommunikatsiya modellarining nazariy asoslarini belgilab bergan.

Jamoatchilik bilan aloqalar tizimida ommaviy axborot vositalari bilan o'zaro munosabatlar masalasi alohida ilmiy-amaliy ahamiyat kasb etadi. Bu borada A.N. Chumikovning (2014) "Mediarileyshns" asari PR nazariyasi va amaliyotida muhim manba sifatida e'tirof etiladi. Muallif ushbu asarida media bilan aloqalarni jamoatchilik bilan muloqotning markaziy mexanizmi sifatida talqin qilib, PR faoliyatining samaradorligi ko'p jihatdan aynan ommaviy axborot vositalari bilan to'g'ri yo'lga qo'yilgan munosabatlarga bog'liq ekanligini ilmiy jihatdan asoslab beradi.

Chumikovning (2014) fikriga ko'ra, media rileyshns – bu faqat axborot tarqatish jarayoni emas, balki tashkilot (yoki siyosiy partiya) va jurnalistika instituti o'rtasidagi o'zaro ishonchga asoslangan barqaror kommunikatsiya tizimidir. U ommaviy axborot vositalarini jamoatchilik fikrini shakllantiruvchi asosiy institutlardan biri sifatida baholab, PR sub'yektlari uchun media bilan ishlash strategik ahamiyatga ega ekanligini ta'kidlaydi. Shu

nuqtai nazardan, har qanday PR faoliyatida axborotning qanday tarzda, qaysi formatda va qaysi kanal orqali yetkazilishi hal qiluvchi omil hisoblanadi.

Asarda media bilan ishlashning institusional jihatlariga keng yoritilgan bo'lib, unda ommaviy axborot vositalari tizimining tuzilishi, redaksion siyosat, jurnalistik standartlar va axborotni tanlash mexanizmlari tahlil qilinadi. Muallifning ta'kidlashicha, PR mutaxassisi jurnalistika faoliyatining ichki qonun-qoidalarini chuqur anglamas ekan, samarali media kommunikatsiyani yo'lga qo'ya olmaydi. Bu esa siyosiy partiyalar uchun ayniqsa muhim, chunki ularning axboroti ko'p hollarda ommaviy axborot vositalari orqali keng jamoatchilikka yetkaziladi.

Shu bilan birga, Chumikov media rileyshnsning amaliy jihatlariga ham alohida e'tibor qaratadi. U press-reliz tayyorlash, matbuot anjumanlari o'tkazish, brifinglar tashkil etish va jurnalistlar bilan shaxsiy aloqalarni yo'lga qo'yish kabi PR instrumentlarini tahlil qiladi. Muallifning fikricha, axborotning mazmuni bilan bir qatorda uni taqdim etish shakli ham muhim ahamiyatga ega bo'lib, to'g'ri formatlangan va auditoriyaga moslashtirilgan axborot yuqori samara beradi.

Chumikov (2014), shuningdek, media bilan munosabatlarda ishonch va shaffoflik tamoyillarini ustuvor deb biladi. Uning qarashlariga ko'ra, PR faoliyatida manipulyativ yoki noaniq axborotdan foydalanish qisqa muddatli samara berishi mumkin, ammo uzoq muddatda tashkilot yoki siyosiy partiyaning obro'siga salbiy ta'sir ko'rsatadi. Shu bois, media rileyshnsda haqqoniylik va ochiqlik asosiy prinsip sifatida qaralishi lozim.

"Mediarileyshns" asari PR nazariyasida ommaviy axborot vositalari bilan o'zaro munosabatlarning tizimli va strategik ahamiyatini asoslab beruvchi muhim ilmiy manba hisoblanadi. Unda ilgari surilgan g'oyalar siyosiy partiyalar uchun jamoatchilik bilan samarali muloqot o'rnatishda, axborot siyosatini to'g'ri shakllantirishda va media

makonda barqaror imidj yaratishda nazariy va amaliy asos bo'lib xizmat qiladi.

Jamoatchilik bilan aloqalarning nazariy asoslarini tahlil qilish shuni ko'rsatadiki, PR faqat axborot tarqatish yoki jamoatchilik bilan muloqot o'rnatish vositasi emas, balki murakkab va ko'p bosqichli boshqaruv jarayoni sifatida namoyon bo'ladi. Bu jihat, ayniqsa, Erast Galumovning "Основы PR" asarida atroflicha asoslab berilgan.

Galumov (2006) PRni tizimli yondashuv asosida ko'rib chiqib, uni tashkilot faoliyatining strategik boshqaruv qismi sifatida talqin qiladi. Uning qarashlariga ko'ra, samarali jamoatchilik bilan aloqalar faoliyati tasodifiy yoki epizodik harakatlar yig'indisi emas, balki aniq rejalashtirilgan, bosqichma-bosqich amalga oshiriladigan va doimiy monitoring qilinadigan jarayondir. Bu yondashuv PRni institusionallashtirgan boshqaruv tizimi sifatida anglash imkonini beradi.

Muallif PR jarayonini bir necha o'zaro bog'liq bosqichlarga ajratadi. Avvalo, auditoriyani chuqur tahlil qilish muhim deb hisoblanadi. Chunki kommunikatsiya samaradorligi to'g'ridan-to'g'ri axborot kimga va qanday tarzda yo'naltirilishiga bog'liq. Galumov (2006) ta'kidlashicha, auditoriyaning ijtimoiy-demografik xususiyatlari, qadriyatlari va axborot qabul qilish odatlari o'rganilmas ekan, PR strategiyasi kutilgan natijani bermaydi.

Keyingi bosqich sifatida kommunikatsiya strategiyasini ishlab chiqish nazarda tutiladi. Bu jarayonda asosiy maqsadlar belgilanadi, axborot mazmuni shakllantiriladi va uni tarqatish kanallari tanlanadi. Shu nuqtai nazardan, PR faoliyati rejalashtirilgan va maqsadga yo'naltirilgan xarakter kasb etadi. Bu esa siyosiy partiyalar uchun juda muhim bo'lib, ularning elektorat bilan samarali muloqot o'rnatishiga xizmat qiladi.

Galumov (2006) konsepsiyasida axborot ta'sirini baholash masalasi ham alohida o'rin tutadi. U PR faoliyati natijalarini tahlil qilish, jamoatchilik fikridagi o'zgarishlarni aniqlash va strategiyani moslashtirish zarurligini ta'kidlaydi. Bu esa PRni doimiy ravishda takomillashtirib

boriladigan dinamik tizim sifatida ko'rish imkonini beradi.

Shu tariqa, Galumovning yondashuvi PR nazariyasiga tizimlilik va strategik boshqaruv elementlarini kiritadi. Bu qarashlar jamoatchilik bilan aloqalarni faqat kommunikatsiya vositasi sifatida emas, balki siyosiy va ijtimoiy jarayonlarni samarali boshqarish instrumenti sifatida talqin qilishga xizmat qiladi.

Jamoatchilik bilan aloqalar amaliyotida media rileyshnsning o'rni va ahamiyatini chuqur ilmiy asoslashda M.V. Gundarinning ishlari muhim o'rin tutadi. U PR faoliyatini amaliy jihatdan tahlil qilar ekan, ommaviy axborot vositalari bilan samarali munosabat o'rnatishni jamoatchilik bilan muloqotning eng ta'sirchan mexanizmlaridan biri sifatida baholaydi.

Gundarinning (2010) yondashuviga ko'ra, media rileyshns faqat axborotni tarqatish jarayoni bilan cheklanmaydi, balki uning mazmunini, shaklini va taqdim etish usullarini to'g'ri tanlash bilan chambarchas bog'liqdir. Muallif axborotni "mediamahsulot" sifatida ko'rib, uning sifatli tayyorlanishi auditoriya tomonidan qabul qilinishi va talqin qilinishiga bevosita ta'sir ko'rsatishini ta'kidlaydi. Shu ma'noda, PR mutaxassisi nafaqat axborot manbai, balki uni qayta ishlovchi va auditoriyaga moslashtiruvchi sub'yekt sifatida ham namoyon bo'ladi.

U, ayniqsa, axborotni formatlash masalasiga alohida e'tibor qaratadi. Ya'ni, bir xil mazmundagi axborot turli formatlarda – press-reviz, intervyu, maqola yoki reportaj ko'rinishida taqdim etilganda, uning ta'sir darajasi turlicha bo'lishi mumkin. Shuning uchun PR faoliyatida axborotni ommaviy axborot vositalari talablari va auditoriya ehtiyojlariga mos ravishda qayta ishlash muhim ahamiyat kasb etadi.

Bundan tashqari, Gundarin (2010) axborot tarqatish mexanizmlarini tahlil qilib, media kanallarni to'g'ri tanlash masalasini ham ilgari suradi. Uning fikricha, samarali kommunikatsiya uchun axborotni faqat ishlab chiqish yetarli emas, balki uning qaysi kanal orqali va qaysi vaqtda tarqatilishi ham hal

qiluvchi ahamiyatga ega. Bu esa PR faoliyatida strategik rejalashtirish va auditoriya tahlilining muhimligini yana bir bor tasdiqlaydi.

Shu tariqa, Gundarinning ilmiy qarashlari media rileyshnsni PR amaliyotining markaziy bo'g'ini sifatida ko'rib, axborotni tayyorlash, formatlash va tarqatish jarayonlarini kompleks tarzda yondashish zarurligini asoslab beradi. Ushbu yondashuv siyosiy partiyalar uchun jamoatchilik bilan samarali muloqot o'rnatish va media makonda barqaror imidj shakllantirishda muhim nazariy va amaliy asos bo'lib xizmat qiladi.

Milliy PR maktabi doirasida jamoatchilik bilan aloqalarning amaliy jihatlarini tadqiq etishda N. Qosimova, G. Bobojonova va L. Islomova (2019) tomonidan tayyorlangan "Axborot xizmatlari uchun amaliy qo'llanma: jamoatchilik bilan samarali muloqot" asari alohida ahamiyat kasb etadi. Ushbu manbada axborot xizmatlari faoliyatining zamonaviy tamoyillari milliy tajriba va xalqaro yondashuvlar uyg'unligi asosida ilmiy-amaliy jihatdan asoslab berilgan.

Mualliflar jamoatchilik bilan aloqalar samaradorligini ta'minlashda, avvalo, ochiqlik tamoyiliga rioya qilish zarurligini ta'kidlaydilar. Ularning fikricha, axborotning oshkoraligi davlat va siyosiy institutlarga nisbatan jamoatchilik ishonchini shakllantirishda hal qiluvchi omil hisoblanadi (Qosimova, Bobojonova, Islomova, 2019). Axborotni yashirish yoki cheklash esa, aksincha, turli mish-mishlar va noto'g'ri talqinlarni keltirib chiqarishi mumkin.

Shu bilan birga, tezkorlik tamoyili ham alohida ahamiyatga ega ekanligi qayd etiladi. Zamonaviy axborot muhitida voqea-hodisalar juda tez tarqalishi sababli, axborot xizmatlari o'z pozitsiyasini kechiktirmasdan bildirishi lozim. Bu, ayniqsa, siyosiy partiyalar faoliyatida muhim bo'lib, tezkor reaksiya jamoatchilik fikri shakllanishida ustuvor ta'sir ko'rsatadi.

Mualliflar ishonchlilik tamoyilini esa PR faoliyatining asosiy poydevori sifatida baholaydilar. Ularning ta'kidlashicha, tarqatilayotgan axborotning aniqligi va

haqqoniyligi jamoatchilik bilan barqaror munosabatlarni ta'minlaydi. Bir marta ishonch yo'qotilsa, uni qayta tiklash ancha qiyin kechadi, shu bois axborot siyosatida haqqoniylik ustuvor bo'lishi shart.

PR nazariyasining rivojlanish bosqichlari

Jamoatchilik bilan aloqalar (PR) nazariyasi shakllanishi bir maromda kechmagan. Aksincha turli tarixiy davrlarda axborot muhiti, siyosiy tizim va jamiyatning kommunikatsiyaga bo'lgan ehtiyojiga mos ravishda o'zgarib borgan murakkab evolyusion jarayonni o'z ichiga oladi. Uning rivojlanishini shartli ravishda bir nechta bosqichlarga ajratish mumkin bo'lib, har bir bosqich PRning mazmun-mohiyati va vazifalarini yangicha talqin qilish bilan xarakterlanadi.

Dastlabki bosqichda PR asosan axborot tarqatish va ta'sir o'tkazish vositasi sifatida shakllangan. Bu davrda kommunikatsiya jarayoni bir tomonlama yo'nalishga ega bo'lib, asosiy e'tibor ma'lum bir g'oya yoki pozitsiyani keng ommaga yetkazishga qaratilgan edi. Shu ma'noda PR ko'proq propaganda va ommaviy axborotni boshqarish amaliyotiga yaqin turgan. Edvard Berneysning ilk qarashlarida ham aynan shu yondashuv ustuvor bo'lib, u jamoatchilik fikrini shakllantirishni PRning asosiy vazifalaridan biri sifatida talqin qiladi. Bu bosqichda auditoriya ko'proq passiv qabul qiluvchi sifatida namoyon bo'lib, axborot oqimi yuqoridan pastga qarab harakatlangan.

Vaqt o'tishi bilan jamiyatdagi demokratik jarayonlar kuchayishi va ommaviy kommunikatsiya vositalarining rivojlanishi PR amaliyotini ham o'zgartirdi. Ikkinchi bosqichda ikki tomonlama, ammo asimmetrik kommunikatsiya shakllana boshladi. Bu davrda tashkilotlar va siyosiy sub'yektlar auditoriya fikrini hisobga olishga intila boshladi, lekin baribir asosiy maqsad ta'sir o'tkazish bo'lib qoldi. Ya'ni, qaytar aloqa mavjud bo'lsa-da, u ko'proq kommunikatsiyani takomillashtirish va auditoriyani yaxshiroq ishontrish uchun xizmat qilardi.

Keyingi bosqichda PR nazariyasi yanada rivojlanib, ikki tomonlama simmetrik modelga o'tdi. Bu yondashuvda kommunikatsiya faqat ta'sir qilish emas, balki o'zaro tushunish va hamkorlikni ta'minlash vositasi sifatida qaraladi. Auditoriya endi oddiy qabul qiluvchi emas, balki fikr bildiruvchi va qaror qabul qilish jarayoniga ta'sir ko'rsatuvchi faol ishtirokchiga aylanadi. Bu bosqich PRni strategik muloqot va ishonchni shakllantirish jarayoni sifatida talqin qilishga yo'l ochdi.

Zamonaviy davrda esa PR nazariyasi raqamli muhit ta'sirida yangi ko'rinish kasb etmoqda. Ijtimoiy tarmoqlar, onlayn platformalar va tezkor axborot almashinuvi kommunikatsiya jarayonini yanada dinamik va ko'p yo'nalishtli qilib qo'ydi. Endi auditoriya faqat fikr bildiruvchi emas, balki axborot yaratuvchi va tarqatuvchi sub'yekt sifatida ham namoyon bo'lmoqda. Bu esa PR jarayonini doimiy muloqot, tezkor reaksiya va interaktiv aloqa asosiga qurish zaruratini keltirib chiqarmoqda.

Shu tarzda, PR nazariyasining rivojlanishi bir tomonlama axborot tarqatish modelidan boshlanib, bugungi kunda o'zaro hamkorlik va simmetrik muloqotga asoslangan murakkab tizimga aylandi. Bu evolyusiya PRning siyosiy partiyalar faoliyatida faqat axborot vositasi emas, balki strategik boshqaruv va jamoatchilik bilan ishonchli munosabat o'rnatish instrumenti ekanini yaqqol namoyon etadi.

Zamonaviy kommunikatsiya modellari

Hozirgi global axborot jamiyati sharoitida siyosiy PR tizimi an'anaviy yondashuvlardan keskin farq qiluvchi yangi kommunikatsiya modellari asosida shakllanmoqda. Bu modellar axborot oqimining yo'nalishi, auditoriyaning roli va muloqot darajasi bilan bir-biridan farq qiladi hamda siyosiy sub'yektlar uchun turli strategiyalarni amalga oshirish imkonini beradi.

Birinchi va eng klassik yondashuv – bir tomonlama kommunikatsiya modelidir. Ushbu modelda axborot manbadan auditoriyaga qarab yo'naltiriladi va qaytar aloqa deyarli inobatga olinmaydi. Bunday tizimda asosiy maqsad ma'lum bir siyosiy pozisiya, g'oya yoki

qarorni keng jamoatchilikka yetkazishdan iborat bo'ladi. Shuning uchun ham bu model ko'proq dastlabki PR amaliyotiga xos bo'lib, unda auditoriya passiv qabul qiluvchi sifatida ishtirok etadi. Bunday yondashuv tezkor axborot tarqatish imkonini bersa-da, uzoq muddatli ishonch va o'zaro tushunishni ta'minlashda cheklangan samara beradi.

Ikkinchi model – ikki tomonlama simmetrik kommunikatsiya hisoblanadi. Bu yondashuvda siyosiy sub'yekt va auditoriya o'rtasida faol muloqot o'rnatiladi, ya'ni jamoatchilik fikri faqat qabul qilinmaydi, balki strategik qarorlarni shakllantirishda hisobga olinadi. Bu modelning asosiy mohiyati o'zaro tushunish va muvozanatli munosabatlarni ta'minlashdan iborat. Shu orqali PR faoliyati manipulyativ ta'sirdan ko'ra hamkorlikka yo'naltirilgan kommunikatsiya shakliga aylanadi. Natijada siyosiy partiyalar jamoatchilik bilan barqaror va ishonchli aloqa o'rnatish imkoniga ega bo'ladi.

Uchinchi, zamonaviy bosqich sifatida raqamli kommunikatsiya modeli shakllandi. Bu model internet texnologiyalari, ijtimoiy tarmoqlar va raqamli platformalarning keng tarqalishi bilan bevosita bog'liq. Unda axborot uzatish jarayoni faqat markazlashgan manbalar orqali emas, balki ko'plab ishtirokchilar orqali amalga oshiriladi. Bu esa kommunikatsiyani ko'p yo'nalishtli va dinamik tizimga aylantiradi.

Telegram, Facebook va boshqa raqamli platformalar siyosiy PRda auditoriya bilan bevosita muloqot qilish, tezkor axborot tarqatish hamda jamoatchilik kayfiyatini real vaqt rejimida kuzatish imkonini yaratadi. Bu muhitda auditoriya passiv qabul qiluvchi roldan chiqib, faol ishtirokchiga aylanadi.

Raqamli kommunikatsiya sharoitida jamoatchilik nafaqat axborotni qabul qiladi, balki uni qayta ishlaydi, tarqatadi va baholaydi. Shu tariqa har bir foydalanuvchi kommunikatsiya jarayonining bir qismiga aylanadi. Bu esa PR faoliyatida nazorat va boshqaruvdan ko'ra ko'proq moslashuvchanlik, tezkor reaksiya va doimiy muloqotni talab qiladi.

Shuning uchun zamonaviy siyosiy PR tizimida ushbu uch model bir-birini to'ldiruvchi holda faoliyat yuritadi va har bir vaziyatga mos kommunikatsiya strategiyasini tanlash muhim ahamiyat kasb etadi.

Gibrid PR konsepsiyasi

Zamonaviy siyosiy kommunikatsiya tizimida gibrid PR konsepsiyasi alohida o'rin tutadi. Ushbu yondashuv an'anaviy ommaviy axborot vositalari bilan raqamli kommunikatsiya platformalarini birlashtirgan holda, yagona integratsiyalashgan muloqot muhitini shakllantirishga asoslanadi. Gibrid PRning paydo bo'lishi kommunikatsiya texnologiyalarining rivojlanishi va auditoriya xulq-atvorining keskin o'zgarishi bilan bevosita bog'liq bo'lib, u siyosiy partiyalarga bir vaqtning o'zida ham klassik, ham zamonaviy kanallar orqali ta'sir ko'rsatish imkonini beradi.

Gibrid PRning eng muhim xususiyatlaridan biri multikanallik hisoblanadi. Bu yondashuvda axborot birgina manba yoki kanal orqali emas, balki televideniye, radio, bosma nashrlar bilan bir qatorda Telegram, Facebook va boshqa raqamli platformalar orqali ham tarqatiladi. Bunday tizim axborotning qamrovini kengaytirib, turli auditoriya qatlamlariga bir vaqtning o'zida yetib borish imkonini yaratadi.

Ikkinchi muhim jihat – auditoriya segmentatsiyasidir. Gibrid PR modelida jamoatchilik yagona massa sifatida emas, balki turli ijtimoiy, demografik va axborot iste'moli xususiyatlariga ega guruhlar majmui sifatida ko'rib chiqiladi. Shu orqali har bir auditoriya qatlamiga moslashtirilgan alohida kommunikatsiya strategiyasi ishlab chiqiladi. Bu esa siyosiy partiyalarga o'z g'oya va pozitsiyalarini yanada aniq va samarali yetkazish imkonini beradi.

Uchinchi xususiyat – kontentning moslashuvchanligidir. Gibrid PR tizimida bir xil mazmundagi axborot turli formatlarda qayta ishlanib, turli kanallar orqali taqdim etiladi. Masalan, bir siyosiy bayonot televideniye uchun rasmiy nutq ko'rinishida, ijtimoiy tarmoqlar uchun qisqa va vizual formatda,

onlayn platforma uchun esa tahliliy material sifatida tayyorlanishi mumkin. Bu yondashuv axborotning ta'sirchanligini oshiradi va uning turli auditoriyalar tomonidan qabul qilinishini osonlashtiradi.

To'rtinchi muhim xususiyat esa interaktivlik hisoblanadi. Gibrid PR modelida auditoriya faqat axborot qabul qiluvchi emas, balki faol muloqot ishtirokchisi sifatida namoyon bo'ladi. Jamoatchilik fikri, sharhlar, reaksiyalar va onlayn muhokamalar siyosiy kommunikatsiya jarayonining ajralmas qismiga aylanadi. Bu esa siyosiy partiyalar uchun jamoatchilik kayfiyatini real vaqt rejimida kuzatish va kommunikatsiya strategiyasini tezkor ravishda moslashtirish imkonini beradi.

Shu tariqa, gibrid PR konsepsiyasi an'anaviy va raqamli kommunikatsiya imkoniyatlarini uyg'unlashtirgan holda, siyosiy partiyalarga keng qamrovli, moslashuvchan va samarali jamoatchilik bilan aloqa tizimini shakllantirish imkonini beradi.

Media rileyshns va uning ahamiyati

Siyosiy PR tizimida media rileyshns alohida strategik yo'nalish sifatida shakllangan bo'lib, u siyosiy sub'yektlar va ommaviy axborot vositalari o'rtasidagi o'zaro munosabatlarni tartibga soluvchi muhim kommunikatsiya mexanizmi hisoblanadi. Zamonaviy axborot muhitida jamoatchilik fikrining shakllanishi ko'p jihatdan aynan media makon orqali amalga oshirilayotgani sababli, ushbu yo'nalish siyosiy PRning markaziy bo'g'inlaridan biriga aylangan.

Bu masala yuzasidan A.N. Chumikov (2014) va M.V. Gundarin (2010) ishlarida ommaviy axborot vositalari bilan samarali hamkorlik qilish PR faoliyatining asosiy shartlaridan biri ekanligi alohida ta'kidlanadi. Ularning yondashuvlariga ko'ra, jurnalistlar bilan o'zaro ishonchga asoslangan munosabat o'rnatish siyosiy tashkilotning jamoatchilik oldidagi obro'si va nufuzini belgilab beruvchi muhim omil hisoblanadi.

Media rileyshnsning asosiy mazmuni axborotni faqat tarqatish emas, balki uni to'g'ri shakllantirish, professional ravishda taqdim

etish va ommaviy axborot vositalari talablariga moslashtirishdan iborat. Shu ma'noda, jurnalistika va PR o'rtasidagi o'zaro bog'liqlik murakkab tizim sifatida namoyon bo'ladi. PR mutaxassislari axborotni media uchun "tayyor mahsulot" sifatida emas, balki qayta ishlash va tahrir qilishga mos kontent sifatida shakllantiradi.

Shu bilan birga, media rileyshns jarayonida axborotning ishonchiligi va tezkorligi hal qiluvchi ahamiyat kasb etadi. Siyosiy kommunikatsiyada har qanday kechikish yoki noaniqlik jamoatchilikda ishonchsizlikni kuchaytirishi mumkin. Shu sababli, PR sub'yektlari voqealarga nisbatan tezkor reaksiya bildirishi, aniq va tekshirilgan ma'lumotlarni taqdim etishi lozim. Bu esa jamoatchilik fikrida barqaror va musbat imidj shakllanishiga xizmat qiladi.

Bundan tashqari, media rileyshns faqat axborot uzatish jarayoni emas, balki strategik hamkorlik munosabati sifatida ham qaraladi. Unda matbuot anjumanlari, brifinglar, press-revizlar va jurnalistlar bilan doimiy muloqot muhim vosita vazifasini bajaradi. Bu instrumentlar orqali siyosiy sub'yektlar o'z pozitsiyalarini izchil va tushunarli shaklda yetkazish imkoniga ega bo'ladi.

Shu tariqa, media rileyshns siyosiy PR tizimida jamoatchilik ishonchini shakllantirish, axborot oqimini boshqarish va barqaror kommunikatsiya muhitini yaratishda hal qiluvchi ahamiyatga ega bo'lgan strategik yo'nalish sifatida namoyon bo'ladi.

Inqirozli kommunikatsiya va PR strategiyasi

Siyosiy partiyalar faoliyatida inqirozli vaziyatlar muqarrar holat sifatida yuzaga keladi va bu holatlar odatda axborot oqimidagi uzilishlar, ijtimoiy tanqid, ichki tashkiliy muammolar yoki tashqi siyosiy bosimlar bilan bog'liq bo'lishi mumkin. Bunday vaziyatlarda jamoatchilik bilan aloqalar tizimi (PR)ning asosiy vazifasi inqirozni faqat bartaraf etish emas, balki uni boshqarish orqali partiyaning jamoatchilik oldidagi nufuzi va ishonchini saqlab qolishdan iborat bo'ladi.

Inqirozli kommunikatsiya sharoitida PR strategiyasi, avvalo, tezkor axborot berish tamoyiliga tayanadi. Bu tamoyilga ko'ra, yuzaga kelgan vaziyat bo'yicha kechiktirilmagan, aniq va tekshirilgan ma'lumotlarni jamoatchilikka yetkazish muhim ahamiyatga ega. Axborot vakuumi yuzaga kelganda, uning o'rnini noaniq ma'lumotlar, taxminlar yoki feyk xabarlar egallashi mumkin, bu esa inqirozni yanada chuqurlashtiradi. Shu sababli, siyosiy partiyalar har qanday vaziyatda tezkor kommunikatsiya kanallarini ishga solishi zarur.

Ikkinchi muhim tamoyil – ochiqlikni ta'minlash hisoblanadi. Inqiroz sharoitida axborotni yashirish yoki cheklash jamoatchilik ishonchining keskin pasayishiga olib kelishi mumkin. Shu bois PR faoliyatida shaffoflik ustuvor ahamiyat kasb etadi. Ochiq muloqot jamoatchilikda vaziyatga nisbatan tushunishni shakllantiradi va turli noto'g'ri talqinlarning oldini olishga xizmat qiladi.

Uchinchi asosiy tamoyil – ishonchni saqlashdir. Siyosiy partiya uchun jamoatchilik ishonchi eng muhim strategik resurs hisoblanadi. Inqirozli vaziyatlarda qabul qilinadigan har bir kommunikatsiya qarori aynan shu ishonchni yo'qotmaslikka qaratilgan bo'lishi kerak. Buning uchun barqaror pozisiya, izchil axborot siyosati va mas'uliyatli munosabat muhim ahamiyatga ega.

Shu tariqa, inqirozli kommunikatsiya PR tizimining eng murakkab va mas'uliyatli yo'nalishlaridan biri bo'lib, u tezkorlik, ochiqlik va ishonchlilik tamoyillariga asoslangan holda amalga oshiriladi. Bu yondashuv siyosiy partiyalarga og'ir vaziyatlarda ham jamoatchilik bilan barqaror aloqani saqlab qolish imkonini beradi.

Xulosa

Ushbu tadqiqot natijalari siyosiy partiyalarning jamoatchilik bilan aloqalar tizimi zamonaviy siyosiy kommunikatsiyaning eng dinamik va transformatsiyaga boy sohalaridan biri ekanligini ko'rsatadi. Tahlillar shuni anglatadiki, PR amaliyoti o'z rivojlanish yo'lida

klassik bir tomonlama axborot tarqatish modelidan boshlanib, ikki tomonlama muloqot tamoyillariga, so'ng esa raqamli muhitga moslashgan integratsiyalashgan gibrid kommunikatsiya tizimiga qadar evolyusiya qilgan. Bu jarayon jamoatchilik bilan aloqalarni oddiy axborot vositasi emas, balki siyosiy boshqaruv va strategik ta'sir mexanizmi sifatida qayta talqin qilish imkonini berdi.

Ilmiy xulosalar shuni tasdiqlaydiki, PR zamonaviy siyosiy tizimda faqat kommunikatsiya funksiyasini emas, balki siyosiy qarorlar legitimligini ta'minlash, jamoatchilik ishonchini shakllantirish va ijtimoiy barqarorlikni mustahkamlash kabi strategik vazifalarni ham bajaradi. Shu ma'noda, PR siyosiy partiyalar faoliyatida yordamchi emas, balki markaziy boshqaruv instrumenti sifatida namoyon bo'ladi.

Zamonaviy kommunikatsiya modellari tahlili shuni ko'rsatadiki, auditoriyaning roli tubdan o'zgargan. U endi passiv qabul qiluvchi emas, balki axborotni baholovchi, tarqatuvchi va qayta ishlovchi faol sub'yekt sifatida ishtirok etadi. Bu esa siyosiy partiyalardan kommunikatsiya strategiyalarini doimiy ravishda yangilash, interaktivlikni kuchaytirish va jamoatchilik fikriga tezkor moslashishni talab qiladi.

Ayniqsa, gibrid PR modeli zamonaviy sharoitda eng samarali yondashuv sifatida namoyon bo'lib, u an'anaviy media va raqamli platformalarning uyg'unlashuvi orqali keng auditoriya bilan bir vaqtda samarali muloqot o'rnatish imkonini beradi. Bu model kommunikatsiyaning faqat tarqatish emas, balki o'zaro ta'sir va hamkorlik asosiga qurilishi lozimligini yaqqol namoyon etadi.

Shu bilan birga, media rileyshnsning ahamiyati ham alohida ta'kidlanadi. Ommaviy axborot vositalari bilan ishonchli va barqaror munosabat o'rnatish siyosiy partiyalar uchun jamoatchilik ishonchini saqlash va mustahkamlashning asosiy sharti hisoblanadi. Axborotning tezkorligi, ishonchliligi va professional taqdim etilishi PR samaradorligini belgilab beruvchi asosiy omillar sifatida namoyon bo'ladi.

Xulosa qilib aytganda, PR tizimining evolyusiyasi siyosiy kommunikatsiyaning tobora murakkablashib, ko'p qatlamli va integratsiyalashgan tizimga aylanayotganini ko'rsatadi. Bu esa siyosiy partiyalar uchun nafaqat kommunikatsiya vositalarini takomillashtirish, balki strategik fikrlash, auditoriya bilan doimiy muloqot va raqamli muhitga moslashuvchanlikni ta'minlash zarurligini anglatadi.

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P

EDAGOGY



The Lingua Spectrum

Cogito, ergo sum

PEDAGOGIKA

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Key Stakeholders of General Inclusive Education in Western Countries and Uzbekistan

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- Annotation** *This article presents a comparative analysis of the key stakeholders in general inclusive education within Western countries and Uzbekistan. Based on the theoretical foundations of comparative pedagogy, the study examines the roles, statuses, and interaction mechanisms of the child, parents, teachers, state bodies, and civil society. The analysis reveals that Western models are characterized by a horizontal, partnership-based structure where stakeholders operate with a high degree of autonomy and the child is recognized as a socially active subject. In contrast, the Uzbek model is undergoing a gradual institutionalization, initially shaped by a centralized, state-regulated vertical system. While normative frameworks are in place, the transition to a systemic, multidisciplinary, and collaborative model remains a crucial challenge. The article concludes that the effectiveness of inclusive education is not solely dependent on the presence of distinct actors but on the establishment of stable, systemic, and coordinated relationships based on mutual trust, shared responsibility, and joint decision-making.*
- Keywords** *Inclusive education, stakeholders, comparative pedagogy, Western countries, Uzbekistan, child-centered approach, partnership model, institutional cooperation*

G'arb mamlakatlari va O'zbekistonda umumiy inklyuziv ta'limning asosiy manfaatdor tomonlari

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- Annotatsiya** *Ushbu maqolada G'arb mamlakatlari va O'zbekistondagi umumiy inklyuziv ta'limning asosiy subyektlari qiyosiy tahlil qilinadi. Qiyosiy pedagogika nazariy asoslariga tayangan holda, tadqiqotda bola, ota-onalar, o'qituvchilar, davlat organlari va fuqarolik jamiyati institutlarining roli, maqomi va o'zaro hamkorlik mexanizmlari o'rganiladi. Tahlil shuni ko'rsatadiki, G'arb modellari gorizontal, hamkorlikka asoslangan tuzilma bilan ajralib turadi, bunda subyektlar yuqori darajadagi mustaqillikka ega va bola ijtimoiy faol subyekt sifatida tan olinadi. O'zbekiston modeli esa markazlashtirilgan, davlat tomonidan boshqariladigan vertikal tizim doirasida shakllanib, bosqichma-bosqich institutsional rivojlanish bosqichini boshidan kechirmoqda. Normativ-huquqiy baza mavjud bo'lsa-da, tizimli, fanlararo va hamkorlikka asoslangan modelga o'tish muhim vazifa bo'lib qolmoqda. Maqolada inklyuziv ta'lim samaradorligi faqat alohida subyektlarning mavjudligiga emas, balki o'zaro ishonch, umumiy mas'uliyat va birgalikda qaror qabul qilishga asoslangan barqaror, tizimli va muvofiqlashtirilgan munosabatlarni o'rnatishga bog'liq degan xulosaga kelinadi.*

Kalit so'zlar *Inklyuziv ta'lim, subyektlar, qiyosiy pedagogika, G'arb mamlakatlari, O'zbekiston, bola markazli yondashuv, hamkorlik modeli, institutsional hamkorlik*

Ключевые заинтересованные стороны общего инклюзивного образования в западных странах и Узбекистане

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Аннотация *В данной статье представлен сравнительный анализ ключевых субъектов общего инклюзивного образования в западных странах и Узбекистане. Основываясь на теоретических положениях сравнительной педагогики, в исследовании рассматриваются роли, статусы и механизмы взаимодействия ребенка, родителей, учителей, государственных органов и институтов гражданского общества. Анализ показывает, что западные модели характеризуются горизонтальной, партнерской структурой, где субъекты обладают высокой степенью автономии, а ребенок признается социально активным субъектом. В свою очередь, узбекская модель переживает период постепенной институционализации, изначально формируясь в рамках централизованной, государственно-регулируемой вертикальной системы. Несмотря на наличие нормативно-правовой базы, переход к системной, междисциплинарной и коллаборативной модели остается ключевым вызовом. В статье делается вывод о том, что эффективность инклюзивного образования зависит не только от наличия отдельных субъектов, но и от установления стабильных, системных и скоординированных отношений, основанных на взаимном доверии, общей ответственности и совместном принятии решений.*

Ключевые слова *Инклюзивное образование, субъекты, сравнительная педагогика, западные страны, Узбекистан, личностно-ориентированный подход, партнерская модель, институциональное сотрудничество*

Introduction

The development of inclusive education represents a fundamental shift in global educational policy, moving from a model of segregation to one that values diversity and equal opportunities for all learners. A critical factor in the successful implementation of inclusive education is the effective engagement and interaction of its various stakeholders. As noted by B.L. Wolfson, a comparative analysis of educational systems should focus on the functional relationships between the

individuals involved rather than the institutions themselves (Wolfson, 2003). This perspective places the actors – their roles, autonomy, and interactions – at the center of inquiry.

In Western countries, inclusive education has evolved into a complex, horizontally integrated system where the child, teacher, school administration, parents, and state bodies interact in a synergistic manner. This model is characterized by a high degree of autonomy at the school and community levels, which guarantees active participation from all

actors (Dzhurinsky, 2013). Conversely, the post-Soviet space, including Uzbekistan, has historically developed its special and inclusive education within a vertically structured, state-regulated model (Malofeev, 2011). This has resulted in a system where the autonomy of schools and other actors is more limited.

In Uzbekistan, while significant strides have been made in establishing a regulatory and legal framework for inclusive education at the state level, the functional cooperation among key stakeholders has yet to become a stable institutional mechanism. The practices of collaboration between teachers, specialists, and parents remain inconsistent and vary significantly by region. This discrepancy highlights a critical area for development.

This article aims to conduct a comparative conceptual analysis of the key stakeholders in general inclusive education – specifically the child, parents, teachers, the state, and civil society – in Western countries and Uzbekistan. By examining their roles, statuses, and the nature of their interactions through the lens of comparative pedagogy, this study seeks to identify the systemic differences between the two contexts. The findings will underscore the necessity of moving from a vertical, state-centric model to a horizontal, partnership-based model to ensure the sustainable and effective development of inclusive education in Uzbekistan.

In analyzing the subjects of general inclusive education, it is important to define the content of the concept of "subject" from the perspective of comparative pedagogy. B.L. Wolfson, in his work "Comparative Pedagogy," emphasizes that, in the study of educational systems, the functional relationships between the individuals involved, rather than the institutions themselves, should be at the heart of the analysis. From this perspective, inclusive education is a system based on the interaction of individuals at different levels (Wolfson, 2003).

In Western countries, inclusive education entities are structured according to a multi-

level and horizontally integrated model. In this specific case, the child, the teacher, the school administration, the parents, and state bodies interact closely. A.N. Dzhurinsky, in a comparative analysis of educational systems, highlights that the level of autonomy among the actors determines the concrete effectiveness of inclusive policies. In Western models, the high degree of decision-making authority at the school and community levels guarantees the active participation of the actors (Dzhurinsky, 2013).

N.N. Malofeev, analyzing the evolution of special education systems, shows that inclusion in the post-Soviet space has long developed within a vertical model regulated by the state. In this model, the system of actors is more dependent on centralized management, and the autonomy of schools is relatively limited (Malofeev, 2011).

In Uzbekistan, the system of actors involved in inclusive education is still developing. Although regulatory and legal frameworks have been established at the state level, functional cooperation among actors has not yet become a stable institutional mechanism. In particular, the practice of cooperation between teachers, specialists, and parents varies from region to region. Thus, comparative analysis shows that, while in Western countries the inclusive education system is horizontal and integrative by nature, in Uzbekistan it manifests as an institutional system under gradual construction. The effectiveness of inclusive education is directly linked to the level of coordinated and egalitarian cooperation among actors.

In the general system of inclusive education, considering the child as the central subject is the main criterion of the philosophy of inclusion. The concept of subjectivity means that the child is recognized not only as an object of education, but also as a person actively participating in the educational process, with the right to make decisions and participate in social relationships. From the

perspective of comparative pedagogy, this issue reflects the humanistic orientation of national educational models and the priorities of social policy (Dzhurinsky, 2011).

In Western countries, the status of the child as a central subject has been constructed within the framework of the human rights paradigm. In the concept of inclusive education, the individual needs, abilities, and interests of the child are at the heart of the organization of teaching. N.N. Malofeev, analyzing the evolution of education, emphasizes that the modern inclusive approach aims to strengthen the role of the child not as a mere "recipient," but as a "socially active subject." In this context, an individualized educational path, adapted methods, and opportunities for participation play an essential role (Malofeev, 2011).

S.V. Alekhin considers the child's level of participation to be the primary indicator of the effectiveness of inclusive education. According to her, the child's physical presence in the classroom is insufficient; their ability to express their opinion, engage in dialogue, and make autonomous decisions within the educational process is a concrete indicator of their subjectivity. In Western models, this principle is integrated into pedagogical practice (Alekhina, 2014).

Although the child's status as the central subject is recognized normatively in Uzbekistan, this position is not yet fully established in practice. The educational process is often organized according to a teacher-centered model. Consequently, individualized educational guidance and the child's level of participation are not always fully guaranteed. Within the framework of developing inclusive education, strengthening the child's active role through concrete mechanisms remains a priority.

A comparative analysis shows that, while in Western countries the child is considered the strategic center of the inclusive system, in Uzbekistan this concept is gradually becoming institutionalized. The effectiveness of inclusive

education is not measured by the legal recognition of the child, but by their level of actual participation in the educational environment (Alekhina, 2014).

In the inclusive education system, the participation of parents and family is considered not only as an auxiliary factor, but also as an important social institution, with the status of a full-fledged actor. From the perspective of comparative pedagogy, the effectiveness of the inclusive process is directly linked to the level of coordinated cooperation between the child, the teacher, and the family. In this sense, parental participation in the educational process is assessed as a practical criterion of inclusion.

In Western countries, the family is institutionally strengthened as a full-fledged actor in inclusive education. N.N. Malofeev, analyzing the evolution of special education systems, observes that in modern models, parents participate in decision-making processes not as consultants, but as co-authors in the development of individualized educational programs. This cooperative model is based on the triad of "school-family-community" (Malofeev, 2011).

Although the role of the family in inclusive education is recognized by law in Uzbekistan, the cooperation mechanism is not yet fully institutionalized. In most cases, parents participate in the educational process not as decision-makers, but as observers or implementers. It is particularly important to systematically ensure parental involvement in identifying the child's individual needs and defining their educational path.

A comparative analysis shows that, while in Western countries the family is considered an integral part of the inclusive education system, this approach is developing gradually in Uzbekistan. To improve inclusive education, it is essential to strengthen the model of institutional cooperation between parents and schools, develop counseling services, and guarantee transparency of information (Malofeev, 2009).

In the general system of inclusive education, the teacher is the central practical actor. While the child is at the heart of the inclusive process, the teacher is its implementer and organizer. From a comparative pedagogy perspective, the success of inclusive education largely depends on the teacher's professional skills, methodological training, and inclusive culture.

In Western countries, the teacher is considered an autonomous and responsible actor in inclusive education. N.N. Malofeev, analyzing the evolution of educational systems, emphasizes that in the modern inclusive model, the teacher is not only a transmitter of knowledge but also a specialist who identifies the individual needs of the child, adapts the educational environment, and promotes social integration. In this context, the teacher's skills are not limited to disciplinary knowledge; they require expertise in psychology, differentiated instruction, and multidisciplinary collaboration.

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S.V. Alekhin assesses parental participation in the monitoring of inclusive education as a distinct indicator. According to her, family activity has a positive effect on the child's adaptation and socialization within the school environment. In Western countries, counseling centers, psychological support services, and cooperation platforms have been established for parents (Alekhina, 2016).

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S.V. Alekhin highlights the teacher's reflective role in evaluating the effectiveness of inclusive education. According to her, a teacher in an inclusive setting must be prepared to revise their methods, adapt the educational process to the individual needs of each child, and foster cooperation. In Western countries, an institutional system of initial, ongoing, and

professional development training for teachers is in place (Alekhina, 2014).

In the overall system of inclusive education, the State and administrative bodies appear as strategic actors. While the child, the teacher, and the school are considered the actors in practical terms, the State is the entity that defines inclusive policy and implements it institutionally. From the perspective of comparative pedagogy, the development of inclusive education is directly linked to political will, regulatory and legal frameworks, and funding mechanisms (Dzhurinsky, 2014).

B.L. Wolfson emphasizes that, within the framework of comparative analysis of education systems, state priorities in educational policy decisively influence the formation of national models. In Western countries, inclusive education has been elevated to the status of a state policy, based on human rights and equal opportunities. The state then supports the inclusive process not only by creating a regulatory framework, but also by providing financial support, training specialists, and establishing a monitoring system (Wolfson, 2008).

A.N. Dzhurinsky, in a comparative study of educational models, observes that the level of centralization influences the practical effectiveness of inclusive policies. In Western countries, the state defines the broad strategic directions, but practical decisions are often made at the level of schools and local communities. This horizontal management model fosters the autonomy of stakeholders (Dzhurinsky, 2014).

In Uzbekistan, inclusive education is developing under the impetus of the state. The regulatory and legal framework is in place, and the state manages inclusive policies centrally. While this situation allows for the systematic implementation of reforms, it can sometimes restrict local initiative and autonomy. It is therefore essential to find a balance between centralization and local independence.

N.N. Malofeev, analyzing the role of the state in the education system, emphasizes that the sustainability of inclusive policies will only be effective if they benefit from long-term strategies and resources. The development of inclusive education requires coordination of financial, methodological, and human resource policies at the state level. Comparative analysis shows that, while in Western countries the state plays a supporting and coordinating role in the inclusion process, in Uzbekistan it is the main initiator of reforms and the management center (Malofeev, 2011). In order to improve inclusive education, it is important to combine centralized management, local initiatives, and the activities of various entities.

Considering inclusive education solely within the framework of state policies or school practices does not allow for a full understanding of its social dimension. Modern educational theory emphasizes that inclusive education cannot fully develop without the participation of civil society. From this perspective, public organizations, non-profit non-governmental organizations, expert groups, and the media are also considered actors in inclusive education (Wolfson, 2008).

B.L. Wolfson, in a comparative analysis of education systems, notes that society's attitude toward education determines the stability of the national model. In Western countries, inclusive education has developed not only as a school reform but also as a social movement. Non-governmental organizations actively participate in creating an inclusive environment by protecting children's rights, supporting parents, and ensuring public oversight (Wolfson, 2008).

A.N. Dzhurinsky emphasizes that civil society participation in education systems strengthens the principles of democratic governance. In Western countries, public institutions appear as actors that complement and frame state policy. This situation protects the inclusion process from any dependence on unilateral administrative decisions (Dzhurinsky, 2014).

N.N. Malofeev considers the social partnership model essential within the education system. According to him, the success of inclusive education depends on the level of cooperation between the state, schools, and society. Expert teams and counseling centers, in particular, play an important role in addressing the specific educational needs of children (Malofeev, 2011).

In Uzbekistan, citizen participation is gradually developing. Non-governmental organizations and social projects contribute to popularizing inclusive education and promoting a positive attitude within society. However, a comparative analysis reveals that the institutional impact of civil society remains limited compared to Western countries. A comprehensive understanding of the challenges of inclusive education requires considering it as a system of social cooperation. While the state and schools constitute the main practical mechanism, public and civil institutions confer social legitimacy upon the inclusive approach. Strengthening the role of these actors in the Uzbek model can prove to be an important factor in ensuring the sustainable development of inclusive education.

The existence of distinct actors is not sufficient for the effective implementation of inclusive education; systematic and stable interaction among them is essential. In modern educational theory, inclusive education is interpreted as an open socio-pedagogical system. In this system, the child, parents, teacher, school, state, and society appear as interconnected and complementary actors.

B.L. Wolfson, in a comparative analysis of educational systems, emphasizes that institutional coordination among actors determines the effectiveness of the national model. In Western countries, inclusive education is based not on top-down management, but on a model of horizontal cooperation. In this model, the opinions of parents, specialists, and the public are taken into account in the decision-making process.

Thus, a child's educational path is built on a consensus among the various stakeholders (Wolfson, 2010).

A.N. Dzhurinsky emphasizes the importance of democratic governance and partnership relationships in the education system. According to him, a balance between stakeholders guarantees the stability of the inclusive environment. If dialogue between school and family is interrupted, the inclusion process can become rigid and formalized (Dzhurinsky, 2014).

N.N. Malofeev emphasizes that the system of educational and remedial support in inclusive education relies on multidisciplinary cooperation. Optimal results are only possible when the activities of specialists (psychologists, speech therapists, occupational therapists) are coordinated with those of the school and parents. From this perspective, the concept of an inclusive education stakeholder is not individual, but systemic (Malofeev, 2011).

In Uzbekistan, the cooperation mechanism between different stakeholders is still developing. A comparative analysis shows that, despite the central role of the state and educational institutions, the institutionalization of family and community participation is not yet fully systematized. This highlights the need to strengthen the horizontal partnership model.

From a systemic perspective, it is recommended that relationships between stakeholders in inclusive education be based on the following principles: mutual trust, transparency of information, shared responsibility, and joint decision-making. Such a model transforms inclusive education from an administrative process into a platform for social cooperation (Wolfson, 2010).

Thus, systemic relationships between stakeholders are essential for the effectiveness of inclusive education. While the experience of Western countries demonstrates the primacy of a multidisciplinary and partnership-based model, the progressive institutional

strengthening of this model is an urgent necessity in Uzbekistan.

This chapter examines the role of stakeholders in inclusive education in Western countries and Uzbekistan, using a comparative conceptual analysis. The results of this analysis show that inclusive education is not merely a pedagogical practice, but rather a multidisciplinary social system.

First, in Western models, the child is recognized as the central actor in inclusive education, and their educational needs are met through individualized pedagogical strategies. This approach is based on the paradigm of person-centered education. In Uzbekistan, this principle is also reinforced normatively, but in practice, the full institutionalization of the child-centered model remains a crucial challenge. Second, in Western countries, the participation of parents and families is based on a partnership model, and they actively participate in the decision-making process. In Uzbekistan, this participation is mainly limited to consultation, and it is necessary to elevate it to the level of a genuine institutional partnership.

Third, teachers and schools are considered the key players in establishing an inclusive environment. Comparative analysis has shown that specific teacher training and mechanisms for collective cooperation directly influence the stability of the inclusive process (Malofeev, 2011).

Finally, the state and society, as institutional actors, play a significant role in shaping inclusive education policy. While Western models favor decentralized management and public oversight, in Uzbekistan, state management holds a dominant position.

Thus, the comparative analysis of actors in inclusive education confirms its systemic nature and underscores that its effectiveness relies on stable and coordinated cooperation among them.

Conclusion

This comparative analysis of the key stakeholders in inclusive education reveals that the system is not merely a collection of pedagogical practices but a complex, multidisciplinary social system. The effectiveness of this system is predicated not only on the presence of distinct actors but on the establishment of stable, systemic, and coordinated relationships among them. The experience of Western countries demonstrates that a horizontal, partnership-based model, where the child is a socially active subject, parents are co-authors of the educational process, and teachers are autonomous professionals, provides a robust foundation for sustainable inclusion.

The analysis has yielded several key findings:

1. **Centrality of the Child:** In Western models, the child is recognized as the strategic center of the inclusive system, with educational pathways built around their individual needs and active participation. In Uzbekistan, while this principle is normatively recognized, the transition from a teacher-centered model to a fully institutionalized child-centered practice remains a crucial challenge (Alekhina, 2014).
2. **Role of Parents and Family:** Western systems institutionally strengthen the family as a full-fledged actor, involving them in decision-making as co-authors of individualized educational programs. In Uzbekistan, parental participation is often limited to consultation or observation, and elevating it to a genuine institutional partnership is essential (Malofeev, 2009).
3. **Teachers as Key Implementers:** The teacher is the central practical actor. Western countries have established institutional systems for initial and ongoing training that equip teachers with the skills for differentiated instruction and multidisciplinary collaboration. The

success of inclusive practices in Uzbekistan is directly linked to the development of such professional and methodological support systems (Malofeev, 2011).

4. **State and Civil Society:** Western models favor decentralized management where the state plays a supporting and coordinating role, complemented by active civil society participation, which acts as a driver for social change and public oversight. In Uzbekistan, the state remains the primary initiator and management center. Strengthening the role of public organizations and fostering a culture of social partnership are vital for

the sustainable development of inclusion (Wolfson, 2008).

Ultimately, the comparative analysis confirms that inclusive education is a systemic phenomenon. Its success hinges on moving beyond a vertical, top-down management structure towards a model of horizontal cooperation built on mutual trust, transparency, shared responsibility, and joint decision-making. (Wolfson, 2010). For Uzbekistan, the path forward lies in strengthening the institutional mechanisms that foster these relationships, ensuring that all stakeholders – the child, the family, the teacher, and the community – can function as equal and active participants in the educational process.

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Corpus-Driven Task Design and Its Effectiveness in Developing Pragmatic Competence among IT English Learners

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Annotation

This article presents a corpus-driven system of 24 pedagogical tasks designed to develop both pragmatic competence and grammatical accuracy among university-level learners of English for Information Technology (EIT) purposes. The task system draws on a diverse range of authentic corpora – including the Corpus of Contemporary American English (COCA), the British National Corpus (BNC), the Michigan Corpus of Academic Spoken English (MICASE), the Enron Email Corpus, Sketch Engine, Stack Overflow, and GitHub – to ground instruction in real-world professional communication. Task types span dialogues, scenario-based interactions, role-plays, professional email and report writing, online commenting, synchronous chat simulations with international IT specialists, inductive corpus analysis, and learner text production, all anchored in domain-specific IT terminology and grammatical structures. The theoretical framework integrates data-driven learning (DDL), task-based language teaching (TBLT), and interlanguage pragmatics. Drawing on evidence from a pre-/post-test quasi-experimental design, the study demonstrates statistically significant gains in pragmatic awareness, sociopragmatic sensitivity, and targeted grammatical accuracy following task implementation. The findings suggest that multi-corpus task architectures offer a principled and scalable approach to ESP pedagogy, with particular value in contexts where learners require intercultural communicative competence for professional collaboration.

Keywords

Corpus-driven task design, pragmatic competence, data-driven learning, English for IT, TBLT, interlanguage pragmatics, Sketch Engine, COCA, MICASE

Pragmatik kompetensiya takomillashtirishda korpusga asoslangan topshiriqlar dizaynining samaradorligi (IT yo'nalishidagi ingliz tili o'rganuvchilari misolida)

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Annotatsiya

Mazkur maqolada Axborot Texnologiyalari uchun ingliz tili (English for Information Technology – EIT) yo'nalishida tahsil olayotgan oliy ta'lim talabalari orasida pragmatik kompetensiya hamda grammatik aniqlikni rivojlantirishga qaratilgan, korpus ma'lumotlariga asoslangan 24 ta pedagogik topshiriqdan iborat tizim taqdim etiladi. Topshiriqlar tizimi haqiqiy professional kommunikatsiyaga asoslangan o'qitishni ta'minlash maqsadida turli autentik til korpuslariga – Corpus of Contemporary American English (COCA), British National Corpus (BNC), Michigan Corpus of Academic Spoken English (MICASE), Enron Email Corpus, Sketch Engine, Stack Overflow hamda GitHub manbalariga tayanadi. Topshiriq turlari dialoglar,

vaziyatga asoslangan interaksional, rolly o'yinlar, professional elektron xatlar va hisobotlar yozish, onlayn izoh qoldirish, xalqaro IT mutaxassislari bilan sinxron chat simulyatsiyalari, induktiv korpus tahlili hamda o'quvchilar tomonidan matn yaratish faoliyatlarini qamrab oladi. Barcha topshiriqlar IT sohasiga xos terminologiya va grammatik strukturalar asosida ishlab chiqilgan. Nazariy asos sifatida ma'lumotlarga asoslangan o'qitish (Data-Driven Learning – DDL), vazifaga asoslangan til o'qitish (Task-Based Language Teaching – TBLT) hamda intertil pragmatikasi yondashuvlari integratsiyalashgan. Pre-test va post-testga asoslangan kvazi-eksperimental tadqiqot dizayni natijalari topshiriqlar joriy etilgandan so'ng o'quvchilarning pragmatik xabardorligi, sotsiopragmatik sezgirligi hamda maqsadli grammatik aniqligida statistik jihatdan ahamiyatli o'sish kuzatilganini ko'rsatadi. Natijalar ko'p korpusli topshiriqlar arxitekturasida ESP pedagogikasi uchun nazariy asoslangan va kengaytirilishi mumkin bo'lgan samarali yondashuv ekanini, ayniqsa professional hamkorlik uchun madaniyatlararo kommunikativ kompetensiya zarur bo'lgan ta'lim sharoitlarida yuqori ahamiyat kasb etishini ko'rsatadi.

Kalit so'zlar Korpusga asoslangan topshiriqlar dizayni, pragmatik kompetensiya, ma'lumotlarga asoslangan o'qitish, IT uchun ingliz tili, TBLT, intertil pragmatikasi, Sketch Engine, COCA, MICASE

Эффективность корпусно-ориентированного проектирования заданий в развитии прагматической компетенции у изучающих английский язык для сферы информационных технологий

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Аннотация В данной статье представлена корпусно-ориентированная система из 24 педагогических заданий, направленных на развитие прагматической компетенции и грамматической точности у студентов высших учебных заведений, изучающих английский язык для информационных технологий (English for Information Technology – EIT). Система заданий основана на использовании разнообразных аутентичных языковых корпусов – Corpus of Contemporary American English (COCA), British National Corpus (BNC), Michigan Corpus of Academic Spoken English (MICASE), Enron Email Corpus, Sketch Engine, Stack Overflow и GitHub, что позволяет строить обучение на основе реальной профессиональной коммуникации. Типы заданий включают диалоги, ситуационно-ориентированные взаимодействия, ролевые игры, написание профессиональных электронных писем и отчетов, онлайн-комментирование, синхронные чат-симуляции с международными IT-специалистами, индуктивный корпусный анализ и создание текстов обучающимися. Все задания опираются на специализированную IT-терминологию и соответствующие грамматические структуры.

Теоретическая основа исследования объединяет обучение на основе данных (Data-Driven Learning – DDL), обучение на основе выполнения задач (Task-Based Language Teaching – TBLT) и межкультурную прагматику. Результаты квазиэкспериментального исследования с использованием pre- и post-тестирования демонстрируют статистически значимое повышение уровня прагматической осведомлённости, социопрагматической чувствительности и целевой грамматической точности после внедрения разработанной системы заданий. Полученные результаты свидетельствуют о том, что многокорпусная архитектура заданий представляет собой теоретически обоснованный и масштабируемый подход к преподаванию ESP, особенно эффективный в образовательных условиях, требующих формирования межкультурной коммуникативной компетенции для профессионального сотрудничества.

**Ключевые
слова**

Корпусно-ориентированное проектирование заданий, прагматическая компетенция, обучение на основе данных, английский язык для IT, TBLT, межкультурная прагматика, Sketch Engine, COCA, MICASE

Introduction

The intersection of corpus linguistics and language pedagogy has generated sustained scholarly interest over the past three decades (Johns, 1991; Boulton & Cobb, 2017; Pérez-Paredes, 2022). Within this tradition, data-driven learning (DDL) positions learners as active researchers who interrogate authentic language data to discover grammatical patterns, collocational preferences, and pragmatic conventions embedded in real use (Johns, 1991; Gilquin & Granger, 2010). Yet despite a robust empirical record demonstrating DDL efficacy for vocabulary and grammar instruction (Lee & Lin, 2019; Zhong & Wakat, 2023), its application to pragmatic competence – particularly in English for Specific Purposes (ESP) contexts – remains comparatively underexplored (Bardovi-Harlig, Mossman, & Su, 2017; Bouzekria et al., 2023).

This gap carries particular weight in the domain of IT English education. IT professionals operate in highly specialised discourse communities characterised by their own genre conventions, terminological registers, and interactional norms (Stack Overflow, GitHub,

Slack channels, technical documentation). Learners preparing for such environments require not merely grammatical accuracy but pragmalinguistic fluency: the ability to select contextually appropriate speech acts, navigate power asymmetries in professional correspondence, manage face-threatening acts in collaborative code review, and calibrate formality in asynchronous written communication with international colleagues. These competencies are poorly addressed by conventional coursebook materials, which tend to present decontextualised grammar rules and idealised dialogues rather than the messy, genre-specific texts professionals actually encounter (Wu, 2024; Hashemi & Daneshfar, 2020).

The present study addresses this gap through the design, implementation, and evaluation of a system of 24 corpus-driven tasks targeting pragmatic competence and grammatical accuracy among undergraduate IT majors. The task system is distinctive in three respects. First, it draws on a deliberately heterogeneous corpus ecology – encompassing general reference corpora

(COCA, BNC), academic spoken English (MICASE), specialised professional corpora (Enron Email Corpus, Stack Overflow, GitHub), and a powerful corpus querying platform (Sketch Engine) – to expose learners to the full register range of IT professional discourse. Second, the tasks encompass a typologically diverse sequence of activities, from inductive corpus analysis and scenario-based role-play to professional email composition and international chat simulation, thereby operationalising the full input-to-output cline of DDL (Chujo et al., 2018; Rasikawati, 2019). Third, the system integrates explicit instruction in domain-specific IT terminology alongside pragmatic and grammatical objectives, responding to calls for integrated ESP pedagogy (Friginal, 2013).

The article is organised as follows. Section 2 reviews the theoretical foundations of the study. Section 3 describes the corpus resources employed. Section 4 presents the task system and its design rationale. Section 5 reports the methodology and findings of the evaluation study. Section 6 discusses implications and concludes.

Theoretical Framework

Pragmatic Competence in Second Language Contexts

Pragmatic competence is widely understood as encompassing two inter-related dimensions: pragmalinguistic knowledge, which involves the linguistic resources available for performing speech acts, and sociopragmatic knowledge, which involves the social and cultural conditions governing appropriate language use in context (Leech, 1983; Thomas, 1983). For second language learners, these dimensions are particularly susceptible to cross-linguistic interference and transfer, a phenomenon extensively documented under the rubric of interlanguage pragmatics (Kasper & Blum-Kulka, 1993). Research in this area has consistently found that even proficient L2 speakers may exhibit pragmatic failure – producing grammatically well-formed utterances that are contextually

inappropriate – unless explicit pragmatic instruction is provided (Taguchi, 2015; LoCastro, 2012).

A growing body of evidence indicates that pragmatic competence is teachable and benefits from instruction that combines awareness-raising with authentic communicative practice (Jeon & Kaya, 2006; Taguchi & Roever, 2017). Task-based approaches are particularly well-suited to this end: by embedding pragmatic targets within communicative tasks that simulate real-world interactional demands, learners receive both the input and the interactional opportunities necessary to acquire contextually sensitive language use (Kim & Taguchi, 2015; Youn, 2018). Role-play, scenario simulation, and email writing tasks have been shown to promote pragmatic development by requiring learners to calibrate their linguistic choices to specific interlocutors, purposes, and settings (Qin, Jia, & Ren, 2024; Pan, 2023).

Data-Driven Learning and Corpus-Based Instruction

The term data-driven learning was coined by Tim Johns (1991) to describe an inductive, concordance-based approach to grammar and vocabulary instruction in which learners analyse corpus evidence rather than consult prescriptive rules. The foundational premise – that authentic text data constitutes the most reliable guide to how language actually functions – aligns with usage-based theories of language acquisition and positions the learner as an active hypothesis-tester rather than a passive recipient of grammatical rules (Ellis, Römer, & O'Donnell, 2016).

Systematic reviews of DDL research have demonstrated its effectiveness across a range of linguistic targets, including lexical collocation, grammatical constructions, writing proficiency, and, to a lesser extent, pragmatic routines (Boulton & Cobb, 2017; Pérez-Paredes, 2022; Al-Lawati, in Pérez-Paredes, 2022). Crosthwaite and Steeples (2022) demonstrated DDL efficacy for grammar comprehension, while Bouzekria et al. (2023)

found significant improvements in pragmatic routine production among Algerian EFL learners following corpus-based instruction using MICASE materials. Yilmaz and Koban Koç (2020) similarly documented gains in formulaic sequence production following corpus-informed instruction of pragmatic routines in an EFL setting. These findings collectively support the position that corpus-based instruction constitutes a viable and effective approach to pragmatic development when tasks are carefully designed to direct learner attention to target forms in context.

A key conceptual distinction within DDL concerns direct versus indirect uses of corpora (Flowerdew, 2009; Chambers & O'sullivan, 2004). In direct DDL, learners interact with corpus data themselves, formulating queries and analysing concordance output. In indirect DDL, the teacher uses corpus data to inform material design, constructing tasks based on corpus evidence without requiring learners to access the corpus independently. Both approaches have pedagogical value; the present study employs a hybrid model in which some tasks engage learners directly with COCA and Sketch Engine interfaces, while others are built from corpus-derived materials prepared by the instructor.

Task-Based Language Teaching and Grammar Integration

Task-based language teaching (TBLT) provides the overarching pedagogical framework within which the corpus-driven activities are situated. In TBLT, language learning is organised around communicative tasks – purposeful activities that require learners to use language to achieve a non-linguistic outcome – with form-focused instruction embedded within or around task performance (Ellis, 2018; Ellis et al., 2019). This framework accommodates both incidental acquisition through task engagement and intentional learning through pre-task and post-task form-focus phases (Skehan, 1998).

Integrating grammar instruction with pragmatic task work is essential in ESP contexts.

As Friginal (2013) argues, corpus-based grammar instruction allows teachers to present grammatical structures not as abstract rules but as lexico-grammatical patterns instantiated in genre-specific texts, thereby connecting form to communicative function. For IT learners, structures such as conditional constructions, passive voice in technical documentation, modal verbs for hedging in code review, and discourse markers in asynchronous communication are not merely grammatical targets but pragmatic resources with discipline-specific conventions of use (Biber et al., 1999; Davies, as cited in Friginal, 2013).

Corpus Resources Employed

The task system is anchored in a deliberately diverse corpus ecology, designed to expose learners to the full register range of IT professional discourse. Each corpus was selected for its specific pedagogical contribution to the system.

The Corpus of Contemporary American English (COCA), developed by Mark Davies at Brigham Young University, contains over one billion words of American English drawn from spoken, fiction, magazine, newspaper, academic, television, and web genres (Davies, 2012). Its size and genre balance make it particularly suitable for tasks requiring learners to examine how IT-related vocabulary and grammar patterns function across registers – for example, comparing the use of technical conditionals in academic versus informal web discourse, or examining modal frequency in professional correspondence.

The British National Corpus (BNC), comprising 100 million words of late-twentieth-century British English in both spoken and written modes, provides a complementary resource for examining variation in professional register across national varieties of English. For IT learners engaged in international communication, awareness of such variation is pragmatically relevant (Frankenberg-Garcia et al., 2019, as cited in Pérez-Paredes et al., 2025).

The Michigan Corpus of Academic Spoken English (MICASE) offers approximately 1.7 million words of transcribed academic speech from the University of Michigan, encompassing lectures, seminars, office-hour consultations, and study group interactions. For IT learners preparing for collaborative academic and professional environments, MICASE provides authentic models of informal spoken interaction in technical domains – a genre largely absent from published EFL materials. Bardovi-Harlig et al. (2017) demonstrated MICASE's efficacy as a source of corpus-informed pragmatic instruction, a finding replicated by Bouzekria et al. (2023) in EFL classroom settings.

The Enron Email Corpus, consisting of approximately 600,000 professional emails, represents one of the most extensively studied naturally-occurring collections of workplace written communication (Klimt & Yang, 2004). For the purposes of pragmatic instruction, it offers an unparalleled resource for examining how professional writers negotiate requests, manage status differentials, hedge claims, and structure multi-party communicative events in asynchronous electronic discourse – competencies directly relevant to IT professionals.

Stack Overflow and GitHub represent the primary discourse communities in which IT professionals participate globally. Stack Overflow's question-and-answer corpus exposes learners to the distinctive genre conventions of technical knowledge exchange: how questions are formulated, how solutions are presented, how upvoting and commenting conventions index community membership. GitHub's issue tracker and pull request commentary constitute a specialised genre of collaborative code review, with its own face-threat mitigation strategies and evaluative discourse patterns. Including these platforms as corpus sources responds directly to the argument for needs-driven ESP corpus design (Flowerdew, 2015).

Sketch Engine, a commercial corpus analysis platform hosting over 400 pre-compiled corpora and supporting user-built corpus construction (Kilgariff et al., 2014), was employed both as a tool for learner-facing DDL tasks and as an instructor resource for identifying frequent IT collocations, word sketches, and thematic vocabulary patterns. Its word sketch functionality – which visualises the typical grammatical behaviour of a target word – was particularly valuable for designing tasks targeting technical collocation and nominal phrase structure.

The Task System: Design Principles and Task Typology

Design principles

The 24-task system was developed according to four interlocking design principles. First, authenticity: all tasks are grounded in or derived from authentic corpus data, ensuring that language models reflect real professional practice rather than idealised textbook norms (Widdowson, 2000; Timmis, 2010). Second, progressivity: tasks are sequenced to move from receptive corpus analysis through controlled production to free communicative performance, operationalising the observe-hypothesise-experiment cycle central to DDL pedagogy (Johns, 1991; Chujo et al., 2018). Third, integration: each task addresses pragmatic, grammatical, and terminological objectives simultaneously, reflecting the holistic character of communicative competence in professional contexts. Fourth, ecological validity: task scenarios are drawn from genuine IT professional situations – debugging sessions, project planning emails, code review interactions, technical documentation – to ensure transfer potential.

Task typology

The 24 tasks are distributed across six functional categories. The first category, Corpus Analysis Tasks (Tasks 1-5), engages learners directly with COCA, BNC, and Sketch Engine to investigate lexico-grammatical patterns relevant to IT communication.

Illustrative tasks include comparative concordance analysis of modal verbs (must, should, might, need to) across technical documentation and informal online forums; frequency-based examination of IT-specific collocations in COCA academic versus web subcorpora; and word sketch analysis in Sketch Engine to map the typical syntactic environments of high-frequency IT terminology. These tasks develop corpus literacy alongside metalinguistic awareness of register variation, a precondition for informed pragmatic choice-making (Han, 2024; Pérez-Paredes et al., 2025).

The second category, Dialogue and Scenario Tasks (Tasks 6-10), draws on MICASE transcripts and Enron email data to present learners with authentic interactional scenarios requiring pragmatic decision-making. Learners analyse naturally-occurring exchanges – a senior engineer explaining a bug to a junior colleague, a project manager declining a client request – before reconstructing parallel dialogues in which they must navigate the same face-threatening acts using contextually appropriate mitigation strategies. The MICASE data is used specifically to sensitise learners to the informal register features of professional spoken interaction, including hedging devices, discourse markers, and listener-response tokens, which are pragmatically salient but rarely taught explicitly (Bardovi-Harlig et al., 2017).

The third category, Role-Play Tasks (Tasks 11-13), positions learners as participants in simulated IT workplace interactions: a code review meeting in which one reviewer must give critical feedback to a peer, a technical support call in which the specialist must explain an error message to a non-technical user, and a team standup meeting requiring learners to report progress, obstacles, and next steps. These tasks directly assess sociopragmatic sensitivity by requiring learners to calibrate formality, directness, and technical register to specific interlocutors and power relations. Role-play has been demonstrated to be among

the most effective task types for developing pragmatic production capacity (Youn, 2018).

The fourth category, Professional Writing Tasks (Tasks 14-18), targets email and report genres using the Enron corpus and GitHub pull request commentary as input models. Tasks include drafting a formal request email to a line manager for additional development resources, composing a technical incident report following a server failure, writing a peer code review comment that balances critical evaluation with positive affect, and revising an informationally dense technical summary for a non-specialist audience. These tasks develop pragmatic control of written register alongside grammatical accuracy in complex nominal structures, passive constructions, and hedging expressions characteristic of professional IT discourse (Biber et al., 1999; Qin et al., 2024).

The fifth category, Online Interaction and Commentary Tasks (Tasks 19-21), uses Stack Overflow and GitHub data as both input and production contexts. Learners analyse community-upvoted responses on Stack Overflow to identify the discourse features of expert answers – organisation, hedging, code citation conventions, meta-commentary – before producing their own responses to simulated technical questions. A GitHub-based task requires learners to participate in a structured commenting simulation on a fictional pull request, practising the direct but mitigation-sensitive pragmatic norms of open-source code review. These tasks develop awareness of community-specific pragmatic conventions, which are opaque to learners without explicit instruction.

The sixth category, Intercultural Communication Tasks (Tasks 22-24), simulates asynchronous and synchronous written communication between learners and fictional international IT specialists from diverse L1 backgrounds. Drawing on telecollaborative frameworks in intercultural foreign language education (Vyatkina & Belz, 2006; O'Dowd, as cited in Vyatkina & Belz, 2006), these tasks

require learners to manage intercultural pragmatic challenges: negotiating meeting times across time zones, clarifying ambiguous technical specifications with a non-native-speaking partner, and responding diplomatically to face-threatening feedback from an international colleague. Particular attention is given to the pragmalinguistic strategies – request modification, stance marking, positive politeness – documented as culturally variable in cross-linguistic pragmatics research (Kasper & Blum-Kulka, 1993; Taguchi & Roever, 2017).

Methodology and Findings

Research Context and Participants

The task system was implemented over a 12-week semester with 64 undergraduate IT majors at a state university, divided into an experimental group ($n = 32$) receiving corpus-driven task instruction and a control group ($n = 32$) receiving conventional ESP instruction based on a published IT English coursebook. All participants were studying English as a foreign language in a non-English-dominant national context, with B1–B2 proficiency levels (CEFR) as determined by a pre-study placement assessment.

Instruments and Assessment

Pragmatic competence was assessed using a multi-component battery administered pre- and post-instruction. The battery comprised a discourse completion test (DCT) targeting six speech act categories (requests, refusals, complaints, apologies, suggestions, and expressions of gratitude) instantiated in IT professional scenarios; a pragmatic judgment task requiring learners to evaluate the contextual appropriateness of matched response pairs; and a written production task in which learners composed a professional email under timed conditions. Grammatical accuracy was measured through a targeted error-correction task focusing on modal auxiliary constructions, passive voice, conditional clauses, and nominal group complexity – the four grammatical domains most prominently addressed in the task system.

Inter-rater reliability for the DCT scoring was established through independent rating by two trained assessors, achieving a Cohen's kappa of .84. Statistical analysis employed paired-samples t-tests for within-group comparisons and independent-samples t-tests for between-group comparisons, supplemented by effect size calculations (Cohen's d).

Findings

The experimental group demonstrated statistically significant improvements across all pragmatic competence measures. DCT scores increased from a pre-test mean of 62.4 ($SD = 9.3$) to a post-test mean of 78.1 ($SD = 7.6$), representing a large effect size ($d = 1.89$, $p < .001$). Gains were most pronounced in request modification and refusal strategies – precisely the speech act categories most extensively rehearsed through corpus analysis and role-play tasks – and in the email production task, where post-test responses exhibited markedly greater register sensitivity, as evidenced by reduced directness and increased use of hedging devices. Pragmatic judgment scores similarly improved significantly ($d = 1.42$, $p < .001$), indicating enhanced metalinguistic awareness of pragmatic appropriateness.

Grammatical accuracy gains were significant for all four targeted domains, with the largest effect sizes observed for modal auxiliary use ($d = 1.61$) and passive construction accuracy ($d = 1.44$). The control group showed modest but non-significant gains on all measures, consistent with general proficiency development over the semester. Between-group comparisons at post-test were significant across all measures ($p < .001$), confirming the superior effectiveness of corpus-driven task instruction relative to conventional coursebook instruction.

Qualitative analysis of learner post-task reflections revealed three recurrent themes. First, learners reported heightened awareness of register variation in professional English following corpus analysis tasks,

particularly the contrast between technical documentation and informal forum discourse. Second, role-play and scenario tasks were identified as particularly valuable for developing confidence in professional interaction, with several learners noting that the corpus-derived authenticity of the scenarios made the activities feel meaningfully connected to their future professional lives. Third, some learners initially reported difficulty navigating corpus interfaces, consistent with findings in the DDL literature regarding the steep learning curve associated with direct corpus consultation (Kennedy & Miceli, as cited in Pérez-Paredes et al., 2022); this difficulty attenuated significantly over the first four weeks of instruction.

Discussion and Implications

The findings reported above contribute to a growing body of evidence supporting the effectiveness of corpus-based instruction for pragmatic development in L2 contexts (Bardovi-Harlig et al., 2017; Bouzekria et al., 2023; Yilmaz & Koban Koç, 2020). Several aspects of the present study extend this literature in novel directions.

The multi-corpus design – spanning general, academic, professional, and community-of-practice corpora – appears to be a particularly important feature of the task system's effectiveness. By juxtaposing COCA academic data with Stack Overflow commentary, for example, learners are confronted with genuine register variation that complicates simplistic notions of "correct" professional English, fostering the sociopragmatic sensitivity required for flexible intercultural communication. This design principle responds to Flowerdew's (2015) argument for needs-driven ESP corpus construction and to the broader call for authentic, genre-specific language input in professional language education.

The integration of IT-specific terminology within pragmatic and grammatical tasks addresses a frequently noted limitation of existing ESP pragmatics instruction: the

tendency to treat pragmatic development as domain-neutral, when in reality the pragmatic norms of IT professional discourse are distinctively shaped by community-of-practice conventions (GitHub code review, Stack Overflow Q&A, Agile standups) that require explicit pedagogical attention. The present task system demonstrates that domain-specific pragmatic instruction can be effectively operationalised through corpus-driven task design without sacrificing the communicative authenticity that gives TBLT its pedagogical power.

The significant gains in grammatical accuracy, particularly for modal auxiliary use and passive voice, underscore the value of integrating form-focused instruction within communicative task sequences. As Friginal (2013) argues, corpus data allows grammar instruction to move beyond rule recitation to the demonstration of grammatical form as pragmatic resource – a reconceptualisation that appears to enhance both the salience and the transferability of grammatical knowledge. The present findings are consistent with DDL research demonstrating that corpus-based grammar instruction outperforms conventional approaches (Crosthwaite & Steeples, 2022; Zhong & Wakat, 2023).

Several limitations of the present study warrant acknowledgement. The sample was drawn from a single institutional context, limiting the generalisability of findings across diverse EFL environments. The 12-week implementation period, while sufficient to demonstrate significant gains, does not permit conclusions about the long-term durability of pragmatic competence development. Future research should employ longitudinal designs and examine learner performance in authentic professional settings beyond the classroom. Additionally, the pragmatic assessment instruments, while multi-component, necessarily involve some artificiality; naturalistic data on learner pragmatic performance in genuine IT workplaces would provide valuable validation evidence.

Conclusion

This article has presented and evaluated a 24-task corpus-driven system designed to develop pragmatic competence, grammatical accuracy, and IT-specific communicative competence among EFL learners in technology-oriented academic programmes. By drawing on a diverse ecology of corpora – COCA, BNC, MICASE, the Enron Email Corpus, Sketch Engine, Stack Overflow, and GitHub – the task system exposes learners to the full register spectrum of IT professional discourse and situates language instruction within the genuine communicative contexts of their target domain. The task typology, which encompasses corpus analysis, dialogue reconstruction, role-play, professional writing, online commentary,

and intercultural communication simulation, operationalises the observe-hypothesise-produce cycle central to DDL pedagogy and the communicative task-centredness of TBLT.

The quasi-experimental evaluation study demonstrated significant gains in all targeted pragmatic and grammatical competences, with large effect sizes relative to a conventional coursebook comparison condition. These findings support the integration of corpus technologies into ESP pedagogy for IT contexts and contribute empirical evidence to the broader case for multi-corpus, multi-task pedagogical design as an effective approach to developing professional communicative competence in contemporary academic and workplace settings.

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An individualized model for teaching Turkish based on artificial intelligence and methodological recommendations

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Annotation *This article explores an individualized model for teaching Turkish based on artificial intelligence technologies. The study analyzes the pedagogical potential of adaptive learning systems, chatbots, automated speech analysis tools, and virtual communicative simulations. The findings indicate that AI-based learning environments significantly contribute to the development of students' linguistic, communicative, and intercultural competences. Furthermore, the use of adaptive digital technologies supports personalized learning trajectories, enhances motivation, and promotes autonomous learning.*

Keywords *Artificial intelligence, individualized learning, teaching Turkish as a foreign language, adaptive learning, communicative competence, digital pedagogy, language learning technologies*

Sun'iy intellekt asosida turk tilini o'qitishda individual yondashuv modeli va metodik tavsiyalar

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Annotatsiya *Mazkur maqolada sun'iy intellekt texnologiyalaridan foydalanish orqali turk tilini o'qitishda individual yondashuv modelini ishlab chiqish masalasi tahlil qilinadi. Tadqiqotda adaptiv o'quv tizimlari, chatbotlar, nutqni avtomatik tahlil qiluvchi dasturlar va virtual kommunikativ simulyatsiyalar imkoniyatlari o'rganiladi. Sun'iy intellekt asosidagi ta'lim modeli o'quvchilarning lingvistik, kommunikativ va madaniy kompetensiyalarini rivojlantirishga xizmat qilishi aniqlangan. Tadqiqot natijalari individual o'quv trayektoriyasini shakllantirish, motivatsiyani oshirish va mustaqil o'rganish ko'nikmalarini rivojlantirishda SI texnologiyalarining muhim rol o'ynashini ko'rsatadi.*

Kalit so'zlar *Sun'iy intellekt, individual yondashuv, turk tilini o'qitish, adaptiv ta'lim, kommunikativ kompetensiya, raqamli pedagogika, til o'rganish texnologiyalari*

Модель индивидуализированного обучения турецкому языку на основе искусственного интеллекта и методические рекомендации

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- Аннотация** *В данной статье рассматривается модель индивидуализированного обучения турецкому языку на основе технологий искусственного интеллекта. Исследуются педагогические возможности адаптивных образовательных систем, чат-ботов, программ автоматического анализа речи и виртуальных коммуникативных симуляций. Результаты исследования показывают, что использование искусственного интеллекта способствует развитию лингвистической, коммуникативной и межкультурной компетенций обучающихся. Также отмечается, что адаптивные цифровые технологии повышают мотивацию студентов и способствуют формированию индивидуальной образовательной траектории.*
- Ключевые слова** *Искусственный интеллект, индивидуальный подход, обучение турецкому языку, адаптивное обучение, коммуникативная компетенция, цифровая педагогика, технологии изучения языков*

Kirish

Zamonaviy ta'lim tizimida sun'iy intellekt texnologiyalari xorijiy tillarni o'qitishda innovatsion imkoniyatlar yaratmoqda. Ayniqsa, turk tilini chet tili sifatida o'qitishda individual yondashuv tamoyilini amalga oshirish muhim metodik vazifalardan biridir. Individual yondashuv o'quvchilarning bilim darajasi, o'rganish sur'ati va motivatsiyasini hisobga olgan holda ta'lim jarayonini tashkil etishni nazarda tutadi.

Zamonaviy pedagogik tadqiqotlar kompetensiyaviy yondashuv til o'qitish samaradorligini oshirishini ko'rsatmoqda. Masalan, Yuldashova va boshqalar (2025) oliy ta'lim tizimida kommunikativ kompetensiyani rivojlantirish uchun integrativ model samarali ekanligini ta'kidlaydi. Shuningdek, Moydinova (2024) bo'lajak o'qituvchilarning kasbiy kompetensiyasi tuzilmasini tahlil qilib, raqamli texnologiyalar ta'lim sifatini oshirishda muhim rol o'ynashini ko'rsatadi.

Sun'iy intellekt asosidagi ta'lim platformalari o'quvchilarning individual ehtiyojlariga moslashib, adaptiv o'quv muhitini yaratadi. Bu esa shaxsga yo'naltirilgan ta'lim modelini samarali amalga oshirish imkonini beradi.

Natijalar va Muhokama

Tadqiqot natijalari sun'iy intellekt asosidagi individual yondashuv modeli turk tilini o'qitish jarayonining samaradorligini oshirishini ko'rsatdi. Adaptiv algoritmlar o'quvchilarning bilim darajasini tahlil qilib, ularga mos topshiriqlarni taklif qiladi. Bu esa o'quvchilarning o'zlashtirish darajasini oshiradi.

SI asosidagi chatbotlar interaktiv muloqot muhitini yaratib, o'quvchilarning nutq faolligini oshiradi. Shuningdek, nutqni avtomatik tahlil qiluvchi dasturlar talaffuz va grammatik xatolarni aniqlash orqali og'zaki nutqni takomillashtirishga yordam beradi.

Tadqiqotlar shuni ko'rsatadiki, kompetensiyaviy yondashuv asosida tashkil etilgan ta'lim modeli o'quvchilarning kommunikativ ko'nikmalarini rivojlantiradi (Yuldashova et al., 2025). Bundan tashqari, professional kompetensiyani shakllantirishda raqamli pedagogika muhim ahamiyatga ega (Kamariddinovna, 2022). Shu bilan birga, zamonaviy ta'lim texnologiyalari o'qituvchilarning metodik tayyorgarligini ham yangi bosqichga olib chiqadi (Moydinova, 2024).

Tadqiqot metodologiyasi

Tadqiqotda aralash metod (mixed-method) yondashuvi qo'llanildi. Ushbu metod miqdoriy va sifat tahlilini birlashtirib, sun'iy intellekt asosidagi ta'limning samaradorligini kompleks o'rganish imkonini beradi.

Tadqiqot jarayonida quyidagi metodlar qo'llanildi:

- ilmiy adabiyotlarni tahlil qilish
- pedagogik kuzatuv
- tajriba-sinov ishlari
- so'rovnomalar va intervyu
- statistik tahlil

Tajriba-sinov ishlari davomida turk tilini o'rganayotgan talabalar ikki guruhga ajratildi:

tajriba guruhi SI asosidagi platformalar yordamida o'qitildi, nazorat guruhi esa an'anaviy metodlar asosida ta'lim oldi. Eksperiment davomida chatbotlar, adaptiv o'quv platformalari va nutqni avtomatik tahlil qiluvchi dasturlar qo'llanildi.

Natijalar

Tadqiqot natijalari sun'iy intellekt asosidagi individual yondashuv modeli o'quvchilarning til o'rganish samaradorligini oshirishini ko'rsatdi. Ayniqsa, adaptiv o'quv tizimlari yordamida o'quvchilarning individual ehtiyojlari aniqlanib, ularga mos topshiriqlar ishlab chiqildi.

Komponent	Tavsifi	Ta'lim jarayonidagi roli
Adaptiv ta'lim tizimi	O'quvchining bilim darajasini tahlil qiladi	Individual o'quv trayektoriyasini yaratadi
Chatbotlar	Interaktiv suhbat muhitini yaratadi	Nutq va kommunikativ kompetensiyani rivojlantiradi
Nutqni tahlil qilish dasturlari	Talaffuz va grammatik xatolarni aniqlaydi	Og'zaki nutqni takomillashtiradi
Virtual simulyatsiyalar	Real kommunikativ vaziyatlarni modellashtiradi	Pragmatik va madaniy kompetensiyani rivojlantiradi

1-jadval. *Sun'iy intellekt asosidagi individual yondashuv modelining asosiy komponentlari*

Natijalar shuni ko'rsatdiki, SI vositalari yordamida tashkil etilgan mashg'ulotlar talabalarning til o'rganishga bo'lgan motivatsiyasini ham oshirgan.

Muhokama

Sun'iy intellekt texnologiyalari ta'lim jarayonini shaxsga yo'naltirilgan model asosida tashkil etishga imkon beradi. Adaptiv algoritmlar o'quvchilarning bilim darajasi va o'rganish sur'atini tahlil qilib, ularga mos topshiriqlarni taklif qiladi. Bu esa individual yondashuv tamoyilini amalda qo'llashga yordam beradi.

Bundan tashqari, chatbotlar va virtual dialog tizimlari o'quvchilarning kommunikativ kompetensiyasini rivojlantirishda muhim rol o'ynaydi. Ular real muloqotga yaqin vaziyatlarni yaratib, o'quvchilarning nutq faolligini oshiradi.

Shu bilan birga, SI texnologiyalaridan foydalanishda ayrim muammolar ham mavjud. Jumladan, texnik infratuzilmaning yetarli darajada rivojlanmaganligi yoki o'qituvchilarning raqamli kompetensiyasi pastligi ta'lim jarayonining samaradorligiga ta'sir qilishi mumkin. Shu sababli pedagoglarni raqamli pedagogika va SI texnologiyalari bo'yicha tayyorlash muhim hisoblanadi.

Metodik tavsiyalar

Turk tilini o'qitishda sun'iy intellekt asosidagi individual yondashuvni samarali qo'llash uchun quyidagi metodik tavsiyalarni taklif etish mumkin:

Adaptiv o'quv platformalaridan foydalanish orqali har bir o'quvchining individual o'quv trayektoriyasini shakllantirish.

Chatbotlar yordamida interaktiv dialog mashg'ulotlarini tashkil etish.

Nutqni avtomatik tahlil qiluvchi dasturlar yordamida talaffuz ustida ishlash.

Virtual kommunikativ vaziyatlar orqali madaniy va pragmatik kompetensiyani rivojlantirish.

O'qituvchilarning raqamli kompetensiyasini oshirish bo'yicha treninglar tashkil etish.

Xulosa

Sun'iy intellekt texnologiyalari turk tilini o'qitish jarayonida individual yondashuvni amalga oshirish uchun keng imkoniyatlar yaratadi. Adaptiv ta'lim tizimlari, chatbotlar va

virtual simulyatsiyalar o'quvchilarning lingvistik va kommunikativ kompetensiyalarini rivojlantirishda samarali vosita hisoblanadi.

Tadqiqot natijalari shuni ko'rsatadiki, sun'iy intellekt asosidagi individual yondashuv modeli til o'rganish jarayonining samaradorligini oshiradi, o'quvchilarning motivatsiyasini kuchaytiradi va ularning mustaqil o'rganish ko'nikmalarini rivojlantiradi.

Kelgusida sun'iy intellekt texnologiyalarini turk tilini o'qitish metodikasiga kengroq integratsiya qilish va yangi pedagogik modellar ishlab chiqish muhim ilmiy yo'nalishlardan biri hisoblanadi.

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The Psycho-Linguistic Analysis of the Process of Developing Speech Competence of the Students of Non-Philological Departments

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Annotation

This comprehensive research article examines the psycho-linguistic foundations of speech competence development in university students from non-philological departments. Drawing upon contemporary research in psycholinguistics, cognitive psychology, and language pedagogy, this article synthesizes current understanding of the cognitive mechanisms, psychological processes, and pedagogical approaches that facilitate foreign language communicative competence in non-language majors. The integration of technology into foreign language instruction offers significant potential for enhancing speech competence development in non-philological students. The synthesis of contemporary research demonstrates that effective speech competence development requires instructional approaches that are simultaneously grounded in psycholinguistic theory, responsive to the unique constraints of non-philological contexts, and oriented toward the professional communication needs of students. Research examining the effectiveness of interactive online courses for speech competence development in non-language-major students has identified several key factors contributing to successful outcomes. The analysis reveals that speech competence development in this population is fundamentally shaped by the interplay of cognitive processes including memory, perception, attention, and thinking, alongside speech production mechanisms and language acquisition processes.

Keywords

Speech competence, cognitive mechanism, memory, language acquisition, non-philological departments

Filologiya bo'lmagan fakultetlar talabalarining nutq kompetentsiyasini rivojlantirish jarayonining psixo-lingvistik tahlili

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Annotatsiya Ushbu keng qamrovli tadqiqot maqolasi filologiya bo'lmagan fakultetlar talabalarida nutq kompetentsiyasini rivojlantirishning psixolingvistik asoslarini o'rganadi. Psixolingvistika, kognitiv psixologiya va til pedagogikasi bo'yicha zamonaviy tadqiqotlarga tayangan holda, maqola til bo'yicha mutaxassis bo'lmagan talabalarda chet til kommunikativ kompetentsiyasini rivojlantirishga yordam beruvchi kognitiv mexanizmlar, psixologik jarayonlar va pedagogik yondashuvlar haqidagi hozirgi tushunchalarni sintez qiladi. Texnologiyani chet tillarni o'qitishga integratsiya qilish filologiya bo'lmagan yo'nalishdagi talabalarda nutq kompetentsiyasini rivojlantirishni sezilarli darajada yaxshilash imkonini beradi. Zamonaviy tadqiqotlar sintezi shuni ko'rsatadiki, nutq kompetentsiyasini samarali rivojlantirish uchun psixolingvistika nazariyasiga asoslangan, filologiya bo'lmagan kontekstlarning o'ziga xos cheklovlarini hisobga olgan va talabalarining kasbiy kommunikatsiya ehtiyojlariga yo'naltirilgan o'qitish yondashuvlari zarur. Til bo'yicha mutaxassis bo'lmagan talabalarda nutq kompetentsiyasini rivojlantirishda interaktiv onlayn kurslarning samaradorligini o'rganishga bag'ishlangan tadqiqotlar muvaffaqiyatli natijalarga hissa qo'shadigan bir nechta asosiy omillarni aniqladi. Tahlil shuni ko'rsatadiki, bu guruhda nutq kompetentsiyasining rivojlanishi asosan xotira, idrok, e'tibor va fikrlash kabi kognitiv jarayonlar hamda nutqni ishlab chiqarish mexanizmlari va tilni o'zlashtirish jarayonlarining o'zaro ta'siri natijasida shakllanadi.

Kalit so'zlar Nutq kompetentsiyasi, kognitiv mexanizm, xotira, tilni egallash, filologik bo'lmagan fakultetlar

Психолингвистический анализ процесса формирования речевой компетенции студентов нефилологических факультетов

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Аннотация В данной обзорной научной статье рассматриваются психолингвистические основы развития речевой компетенции у студентов нефилологических факультетов. Опираясь на современные исследования в области психолингвистики, когнитивной психологии и языковой педагогики, в статье обобщаются современные представления о когнитивных механизмах, психологических процессах и педагогических подходах, способствующих формированию коммуникативной компетенции в иностранном языке у студентов нефилологических специальностей. Интеграция технологий в преподавание иностранного языка открывает значительные возможности для улучшения развития речевой компетенции у студентов нефилологических специальностей. Синтез современных

исследований показывает, что эффективное развитие речевой компетенции требует подходов к обучению, которые одновременно основываются на психолингвистической теории, учитывают уникальные ограничения нефилологического контекста и ориентированы на профессиональные коммуникативные потребности студентов. Исследования, посвященные изучению эффективности интерактивных онлайн-курсов для развития речевой компетенции у студентов нефилологических специальностей, выявили несколько ключевых факторов, способствующих успешным результатам. Анализ показывает, что развитие речевой компетенции у этой группы студентов в основном определяется взаимодействием когнитивных процессов, включая память, восприятие, внимание и мышление, наряду с механизмами речевого производства и процессами языкового усвоения.

**Ключевые
слова**

Речевая компетенция, когнитивный механизм, память, освоение языка, нефилологические факультеты

Introduction

Psycholinguistics, as an interdisciplinary field bridging psychology and linguistics, examines the cognitive processes underlying language comprehension, production, and acquisition (Dakowska, 1993). From a psycholinguistic perspective, speech competence encompasses not merely the mastery of linguistic forms – phonology, morphology, syntax, and semantics – but also the cognitive capacity to process linguistic information in real-time, retrieve appropriate lexical and grammatical structures from memory, monitor and regulate speech production, and adapt communicative strategies to diverse interactional contexts. For non-philological students, developing this multifaceted competence requires instructional approaches that explicitly address the psychological foundations of language learning, including attention, perception, memory consolidation, cognitive load management, and metacognitive awareness.

The psycho-linguistic analysis of speech competence development provides a theoretical and empirical framework for understanding how cognitive processes,

psychological mechanisms, and linguistic structures interact to facilitate language acquisition and production. Unlike philological students who engage in intensive, sustained language study as their primary academic focus, non-philological students face unique constraints including limited instructional hours, diverse entry-level proficiency, discontinuous language learning experiences, and the imperative to integrate language learning with professional domain knowledge. These contextual factors necessitate pedagogical approaches that are both psycholinguistically grounded and pragmatically adapted to the specific learning conditions of non-language majors.

The present article undertakes a systematic psycho-linguistic analysis of the process of developing speech competence in students of non-philological departments. Through synthesis of contemporary research, this article aims to: (1) elucidate the psycholinguistic foundations and cognitive mechanisms underlying speech competence development; (2) examine pedagogical approaches and instructional strategies specifically designed for non-philological

contexts; (3) analyze the challenges inherent in developing communicative competence within the constraints of non-language major programs; and (4) identify evidence-based practices and future directions for enhancing speech competence in this population. By integrating theoretical insights from psycholinguistics with empirical findings from educational research, this article contributes to a more nuanced understanding of how cognitive processes, linguistic structures, and pedagogical interventions interact to facilitate foreign language speech competence in specialized educational contexts.

Literature review

Psycholinguistic Foundations of Speech Competence

The psycholinguistic foundations of speech competence in foreign language learning rest upon fundamental cognitive processes that mediate between linguistic input and communicative output. Research has consistently demonstrated that the development of communicative competence is intrinsically linked to psychological mechanisms including memory, perception, attention, and thinking (Кирякова, 2024). These cognitive processes do not operate in isolation but function as an integrated system that enables learners to process linguistic information, construct mental representations, retrieve appropriate linguistic forms, and produce coherent speech in real-time communicative contexts.

Memory systems play a particularly crucial role in speech competence development. The coordination of visual-auditory imagery has been identified as a key mechanism for activating psychological processes that support foreign language communication (Кирякова, 2024). This multimodal integration facilitates the encoding of lexical items and grammatical structures in long-term memory while simultaneously supporting working memory processes essential for real-time speech production. Studies examining the psychological

foundations of foreign language communicative competence formation in technical university students have emphasized that the mastery of lexical units and grammatical structures depends critically on the activation of memory processes through coordinated sensory modalities (Кирякова, 2024).

Perception constitutes another fundamental psycholinguistic factor in speech competence development. The ability to accurately perceive phonological distinctions, prosodic patterns, and acoustic features of the target language directly influences both comprehension and production capabilities. Research on speech production management from a cognitive perspective has highlighted the role of perceptual processing in developing fluency, demonstrating that learners must develop sophisticated perceptual schemas to distinguish phonemic contrasts and recognize lexical items in continuous speech (Mirzaei et al., 2012). For non-philological students, who often have limited exposure to authentic target language input, the development of accurate perceptual abilities represents a significant challenge requiring explicit instructional attention.

Attention and cognitive control mechanisms are essential for managing the complex cognitive demands of foreign language speech production. The deployment of attention resources influences which linguistic features learners notice in input, how effectively they can retrieve linguistic forms from memory during production, and their capacity to monitor and self-correct their speech output. Psycholinguistic research has established that attention is a limited cognitive resource, and learners must develop strategies for efficiently allocating attention across multiple dimensions of language processing – phonological encoding, lexical retrieval, syntactic formulation, and pragmatic appropriateness (Dakowska, 1993). For non-philological students balancing language learning with demanding disciplinary

coursework, attention management becomes particularly critical.

The structure and dynamics of speech actions constitute central concerns in psycholinguistic approaches to foreign language learning. Speech production involves a complex sequence of cognitive operations including conceptualization (formulating the intended message), formulation (selecting appropriate lexical items and grammatical structures), articulation (executing the motor programs for speech), and monitoring (detecting and correcting errors) (Khrin, 2020). Each of these stages draws upon distinct cognitive resources and can be disrupted by various factors including insufficient linguistic knowledge, cognitive overload, anxiety, or inadequate automatization of linguistic procedures. Understanding these speech mechanisms is essential for designing pedagogical interventions that target specific bottlenecks in the production process.

The role of speech mechanisms in mastering a foreign language extends beyond production to encompass comprehension processes as well. Successful language learning requires the activation and coordination of multiple speech mechanisms including phonological processing, lexical access, syntactic parsing, semantic integration, and pragmatic inference (Khrin, 2020). For non-linguistic specialty students, the challenge lies in developing these mechanisms sufficiently to support professional communication while working within the constraints of limited instructional time and competing academic demands.

Cognitive-conceptual models for developing foreign language communicative competence in non-linguistic university students have emphasized the importance of integrating psycholinguistic principles with pedagogical practice. These models recognize that communicative competence emerges from the interaction of linguistic knowledge (phonological, lexical, grammatical, and pragmatic), cognitive processing capabilities

(attention, memory, perception), and metacognitive awareness (knowledge about language learning processes and strategies) (Evyugina et al., 2020). Effective instruction must therefore address all three dimensions, providing not only linguistic input and practice opportunities but also explicit training in cognitive strategies and metacognitive reflection.

The psychological parameters relevant to forming foreign language communicative competence in non-language university students include motivation, self-efficacy beliefs, anxiety levels, learning styles, and cognitive aptitudes (Babak et al., 2024). These individual difference variables interact with instructional approaches to influence learning outcomes. Research has shown that students with higher levels of intrinsic motivation and self-efficacy demonstrate greater persistence in language learning tasks and achieve higher levels of communicative competence. Conversely, FL anxiety can significantly impair speech production by consuming cognitive resources and disrupting the smooth operation of speech mechanisms (Babak et al., 2024).

Metalinguistic awareness refers to the ability to consciously reflect upon and manipulate linguistic structures, and it has been associated with more effective language learning, particularly in instructed contexts (Dakowska, 1993). For non-philological students, who typically learn foreign languages primarily through formal instruction rather than immersion, metalinguistic awareness may serve as a compensatory mechanism, enabling them to analyze linguistic patterns, formulate explicit rules, and consciously apply these rules in production.

Cognitive Mechanisms in Language Acquisition

The cognitive mechanisms underlying language acquisition in non-philological students involve complex interactions between implicit and explicit learning processes, working memory capacity, processing speed,

and pattern recognition abilities. Contemporary psycholinguistic theory distinguishes between implicit learning, which occurs unconsciously through exposure to input, and explicit learning, which involves conscious attention to linguistic forms and rules. For ESP students with limited exposure to authentic target language input, explicit learning mechanisms play a particularly prominent role (Dakowska, 1993).

Working memory capacity has been identified as a critical cognitive factor influencing language acquisition outcomes. Working memory enables learners to temporarily hold and manipulate linguistic information during comprehension and production tasks. Research has demonstrated that individual differences in working memory capacity predict variance in vocabulary acquisition, grammatical development, and speech fluency (Mirzaei et al., 2012). For non-philological students, who must process complex professional content in addition to linguistic material, working memory limitations can create significant bottlenecks in language learning. Pedagogical approaches that reduce cognitive load through scaffolding, chunking, and strategic sequencing of instructional content can help mitigate these limitations.

The role of feedback mechanisms in language acquisition represents another important psycholinguistic consideration. Articulatory feedback, which involves the learner's perception of their own speech production, contributes to the refinement of phonological representations and the development of accurate pronunciation (Perrin, 2013). For non-philological students learning foreign languages, explicit attention to articulatory feedback and systematic pronunciation training may be necessary to overcome fossilized pronunciation patterns and develop intelligible speech. Research on the role of articulatory feedback in learning non-native phonemes has demonstrated that learners benefit from explicit instruction that draws attention to the relationship between

articulatory gestures and acoustic output (Perrin, 2013).

Pattern recognition and statistical learning mechanisms enable learners to extract regularities from linguistic input and construct implicit knowledge of grammatical structures. Even in instructed contexts, learners unconsciously track the frequency and distribution of linguistic forms, gradually developing intuitions about what sounds "right" in the target language. For non-philological students, maximizing exposure to patterned input through extensive reading, listening activities, and interaction with authentic materials can support the development of implicit linguistic knowledge that complements explicit rule learning (Dakowska, 1993).

The development of automaticity in linguistic processing represents a crucial milestone in language acquisition. Automaticity refers to the ability to execute linguistic procedures rapidly and effortlessly, without conscious attention. As learners progress from controlled to automatic processing, cognitive resources are freed up for higher-level aspects of communication such as discourse organization, pragmatic appropriateness, and strategic communication (Mirzaei et al., 2012). For non-philological students, achieving sufficient automaticity in basic linguistic operations is essential for managing the cognitive demands of professional communication in a foreign language.

Cognitive load theory provides a framework for understanding how instructional design influences language learning outcomes. Cognitive load theory distinguishes between intrinsic load (the inherent complexity of the material), extraneous load (unnecessary cognitive demands imposed by poor instructional design), and germane load (productive cognitive effort directed toward learning) (Evtyugina et al., 2020). Effective instruction for non-philological students minimizes extraneous load through clear

presentation and organization, manages intrinsic load through appropriate sequencing and scaffolding, and optimizes germane load by engaging learners in meaningful processing activities.

The concept of transfer, both positive and negative, is central to understanding language acquisition in non-philological students who already possess native language competence and often have prior foreign language learning experience. Positive transfer occurs when knowledge or skills from the native language or previously learned languages facilitate acquisition of the target language. Negative transfer, or interference, occurs when prior linguistic knowledge leads to errors in the target language. Previous researches examined how learners' existing linguistic systems influence their perception, production, and acquisition of new linguistic forms (Oliveira, 2016). For instructors working with non-philological students, awareness of potential transfer effects can inform the selection of instructional focus and the design of practice activities.

Discussions

Integration of Psycholinguistic Theory and Pedagogical Practice

The synthesis of research on psycholinguistic foundations and pedagogical approaches reveals a critical need for tighter integration between theoretical understanding of cognitive mechanisms and practical instructional design. While psycholinguistic research has elucidated the cognitive processes underlying speech competence development – including memory consolidation, perceptual processing, attention allocation, and speech production mechanisms – the translation of these insights into concrete pedagogical practices remains incomplete. The most effective approaches identified in the literature are those that explicitly bridge this theory-practice gap by designing instruction that directly targets specific cognitive processes and speech mechanisms (Khrin, 2020, Кирякова, 2024).

The coordination of visual-auditory imagery exemplifies successful integration of psycholinguistic principles with pedagogical practice. By deliberately engaging multiple sensory modalities in vocabulary and grammar instruction, educators can enhance encoding in long-term memory and facilitate retrieval during speech production (Кирякова, 2024). This approach is grounded in cognitive psychology research demonstrating that multimodal encoding creates richer memory traces and more robust retrieval pathways. For non-philological students, who often have limited time for language study, such efficiency-enhancing strategies are particularly valuable.

The explicit teaching of speech mechanisms represents another domain where psycholinguistic theory can inform pedagogical practice. Research has demonstrated that when students understand the cognitive operations involved in speech production – conceptualization, formulation, articulation, and monitoring – they can more effectively diagnose their own difficulties and employ appropriate strategies to address them (Соловйова, 2024). This metacognitive awareness transforms students from passive recipients of instruction to active managers of their own learning processes. For non-philological students balancing multiple academic demands, such self-directed learning capabilities are essential.

However, the literature also reveals significant gaps in the application of psycholinguistic insights to pedagogical design. While research has identified working memory limitations as a critical constraint on language learning, relatively few studies have systematically examined how instructional design can be optimized to reduce cognitive load and manage working memory demands in non-philological contexts. Similarly, while attention allocation has been recognized as crucial for language learning, explicit strategies for training students to deploy attention effectively across multiple dimensions of

language processing remain underdeveloped. Future research should focus on developing and empirically validating pedagogical interventions that directly address these cognitive constraints.

The role of individual differences in cognitive abilities, learning styles, and psychological characteristics presents both challenges and opportunities for pedagogical practice. Researches have consistently demonstrated that students vary significantly in working memory capacity, processing speed, aptitude for pattern recognition, and other cognitive factors that influence language learning (Babak et al., 2024). Differentiated instruction that accommodates this diversity while maintaining high expectations for all students represents a pedagogical ideal that is difficult to achieve in practice, particularly in large classes typical of non-philological programs. Technology-enhanced learning may offer partial solutions by enabling individualized practice and adaptive feedback, but the effectiveness of such approaches depends on careful integration with face-to-face instruction and ongoing monitoring of student progress (Bilichenko et al., 2024).

Technology-Enhanced Learning and Cognitive Development

The integration of technology into foreign language instruction for non-philological students offers significant potential for enhancing cognitive development and speech competence. Interactive online courses and digital learning platforms provide opportunities for individualized practice, immediate feedback, multimedia input, and connection with target language speakers that would be difficult or impossible to achieve through traditional classroom instruction alone (Bilichenko et al., 2024). However, the effectiveness of technology-enhanced learning depends on careful attention to cognitive principles and pedagogical design.

Research examining the effectiveness of interactive online courses for speech competence development in non-language-

major students has identified several key factors contributing to successful outcomes. First, effective online courses provide structured opportunities for interactive communication, not merely passive consumption of content. Speaking practice activities that require students to produce extended discourse, receive feedback, and revise their production have been shown to significantly enhance speech competence (Bilichenko et al., 2024). Second, successful online courses integrate multimedia resources in ways that support rather than overload cognitive processing. The coordination of visual and auditory information, when designed according to cognitive load principles, can enhance learning by engaging multiple sensory modalities and creating richer memory representations (Кирякова, 2024).

The role of technology in creating enriched language environments for non-philological students deserves particular attention. While these students typically lack access to immersive target language environments, technology can partially compensate by providing extensive exposure to authentic materials, opportunities for interaction with target language speakers through video conferencing and social media, and access to online communities of practice (Гадаев et al., 2024). Research has demonstrated that students who actively engage with technology-mediated language environments show enhanced motivation, increased exposure to authentic language use, and improved communicative competence compared to students relying solely on classroom instruction.

However, technology-enhanced learning also presents challenges that must be addressed. Students vary in their digital literacy, access to technology, and ability to engage in self-directed online learning. Without adequate support and structure, technology-enhanced learning can exacerbate rather than reduce educational inequalities. Additionally, the proliferation of low-quality language learning

applications and resources creates challenges for students and instructors in identifying effective tools. Institutional support for technology integration, including professional development for instructors, evaluation of digital resources, and provision of technical support for students, is essential for realizing the potential of technology-enhanced learning.

Conclusion

This comprehensive psycho-linguistic analysis of speech competence development in students of non-philological departments reveals the complex interplay of cognitive mechanisms, psychological processes, linguistic structures, and pedagogical approaches that shape learning outcomes in this population. The synthesis of contemporary research demonstrates that effective speech competence development requires instructional approaches that are simultaneously grounded in psycholinguistic theory, responsive to the unique constraints of non-philological contexts, and oriented toward the professional communication needs of students.

The psycholinguistic foundations of speech competence encompass fundamental cognitive processes including memory, perception, attention, and thinking, alongside specialized speech production mechanisms and language acquisition processes. Research has established that the coordination of visual-auditory imagery, activation of working memory, perceptual processing of phonological input, and strategic deployment of attention significantly influence communicative competence development (Кирякова, 2024, Khirin, 2020). Understanding these cognitive mechanisms enables educators to design instruction that directly targets specific bottlenecks in the learning process and that employs strategies to enhance encoding, consolidation, and retrieval of linguistic knowledge.

The integration of technology into foreign language instruction offers significant potential for enhancing speech competence development in non-philological students. Interactive online courses, multimedia resources, and AI-powered learning applications can provide individualized practice, immediate feedback, extensive exposure to authentic materials, and opportunities for interaction with target language speakers (Bilichenko et al., 2024). However, the effectiveness of technology-enhanced learning depends critically on pedagogical design that adheres to cognitive principles, ensures active rather than passive engagement, and integrates online resources with face-to-face instruction and human feedback.

The role of individual differences in cognitive abilities, learning styles, and psychological characteristics deserves more systematic attention. While research has documented the existence of such differences, practical strategies for accommodating diversity while maintaining high expectations for all students require further development and validation. Fourth, the long-term retention and continued development of speech competence beyond formal instruction merits investigation. Understanding factors that support or impede maintenance of linguistic skills after students complete language courses could inform both instructional design and institutional policies.

Concluding, the research synthesized in this article demonstrates that when instruction is grounded in understanding of cognitive mechanisms, responsive to contextual constraints, strategically focused on high-priority competencies, professionally oriented, and enhanced through thoughtful technology integration, significant improvements in communicative competence are achievable even within the limitations characteristic of non-philological programs.

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The Application of Big Data Analytics to Optimize the Learning Process in English Language Teaching

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Annotation *This article examines the application of big data analytics in optimizing the learning process in English language teaching. With the rapid development of digital technologies and educational platforms, large volumes of learning data are generated through students' interactions with online resources, assessments, and learning management systems. The study explores how big data analytics can be used to analyze these data in order to identify students' learning patterns, difficulties, and progress. By processing and interpreting such information, educators can make more informed pedagogical decisions and design personalized learning strategies that meet the diverse needs of learners. The article also discusses the potential benefits of integrating big data tools into English language education, including improved student engagement, more effective assessment, and data-driven curriculum development. Furthermore, the research highlights the challenges associated with data privacy, technological infrastructure, and teacher preparedness. Overall, the study emphasizes the role of big data analytics as an innovative approach to enhancing the effectiveness and efficiency of English language teaching.*

Keywords *Big Data Analytics, English Language Teaching (ELT), Learning Process Optimization, Educational Technology, personalized learning, learning analytics, Data-Driven Education*

Ingliz tili o'qitishda big data tahlilini qo'llash orqali talabalarning o'rganish jarayonini optimallashtirish

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Annotatsiya *Ushbu maqolada ingliz tilini o'qitish jarayonini optimallashtirishda katta ma'lumotlar (Big Data) tahlilini qo'llash masalasi ko'rib chiqiladi. Raqamli texnologiyalar va ta'lim platformalarining jadal rivojlanishi natijasida talabalar onlayn resurslar, baholash tizimlari va o'quv boshqaruv tizimlari bilan o'zaro aloqasi orqali katta hajmdagi o'quv ma'lumotlari shakllanmoqda. Tadqiqot ushbu ma'lumotlarni tahlil qilish orqali talabalarning o'rganish jarayonidagi xususiyatlari, qiyinchiliklari va rivojlanish darajasini aniqlash imkoniyatlarini o'rganadi. Bunday ma'lumotlarni qayta ishlash va talqin qilish orqali o'qituvchilar yanada asosli pedagogik qarorlar qabul qilishlari hamda talabalarning turli ehtiyojlariga moslashtirilgan individual o'quv strategiyalarini ishlab chiqishlari mumkin. Maqolada, shuningdek, Big Data vositalarini ingliz tili ta'limiga integratsiya qilishning afzalliklari, jumladan talabalar faolligini oshirish, baholash samaradorligini kuchaytirish va ma'lumotlarga asoslangan o'quv dasturlarini ishlab*

chiqish masalalari muhokama qilinadi. Bundan tashqari, tadqiqot ma'lumotlar xavfsizligi, texnologik infratuzilma va o'qituvchilarning tayyorgarligi bilan bog'liq muammolarni ham yoritadi. Umuman olganda, mazkur tadqiqot Big Data tahlilini ingliz tilini o'qitish samaradorligi va sifatini oshirishga xizmat qiluvchi innovatsion yondashuv sifatida ta'kidlaydi.

Kalit so'zlar *Katta ma'lumotlar tahlili, Ingliz tili ta'limi (ELT), o'rganish jarayonini optimallashtirish, ta'lim texnologiyalari, individualizatsiyalashgan o'qish, o'quv tahlillari, ma'lumotlarga asoslangan ta'lim*

Применение аналитики больших данных для оптимизации процесса обучения английскому языку

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Аннотация *В данной статье рассматривается применение аналитики больших данных для оптимизации процесса обучения английскому языку. С быстрым развитием цифровых технологий и образовательных платформ формируются большие объёмы учебных данных, возникающих в результате взаимодействия студентов с онлайн-ресурсами, системами оценивания и системами управления обучением. В исследовании изучается, каким образом аналитика больших данных может использоваться для анализа этих данных с целью выявления особенностей учебной деятельности студентов, их трудностей и прогресса в обучении. Обработка и интерпретация такой информации позволяют преподавателям принимать более обоснованные педагогические решения и разрабатывать персонализированные стратегии обучения, соответствующие разнообразным потребностям обучающихся. В статье также обсуждаются потенциальные преимущества интеграции инструментов больших данных в преподавание английского языка, включая повышение вовлечённости студентов, более эффективное оценивание и разработку учебных программ на основе данных. Кроме того, исследование освещает проблемы, связанные с конфиденциальностью данных, технологической инфраструктурой и подготовленностью преподавателей. В целом работа подчёркивает роль аналитики больших данных как инновационного подхода к повышению эффективности и качества обучения английскому языку.*

Ключевые слова *Аналитика больших данных, преподавание английского языка (ELT), оптимизация процесса обучения, образовательные технологии, персонализированное обучение, аналитика обучения, образование на основе данных*

Introduction

In recent years, the field of education has undergone a significant transformation due to the rapid growth of digital technologies and online learning platforms. The English language, being one of the most widely studied languages globally, is at the forefront of these educational innovations. One of the emerging approaches in modern pedagogy is the use of big data analytics to enhance teaching and learning outcomes. Big data refers to the massive volume of data generated from student interactions with learning management systems, online resources, assessments, and other digital tools. By analyzing this data, educators can gain deep insights into students' learning patterns, strengths, weaknesses, and engagement levels. This study examines how the application of big data analytics can optimize the learning process in English language teaching (ELT), improve pedagogical decision-making, and promote personalized and effective learning strategies. In the digital era, education is undergoing rapid transformation, with technology playing a central role in teaching and learning. English language education, as one of the most widely studied disciplines globally, faces challenges in addressing the diverse needs of learners, tracking progress, and providing personalized support. Big Data Analytics (BDA) offers an innovative solution by enabling educators to collect, process, and analyze large volumes of data generated from students' online interactions, assessments, and learning activities. Through BDA, teachers can gain insights into learning patterns, difficulties, and engagement levels, which allows for informed pedagogical decisions and optimized learning experiences. This paper examines the role of big data analytics in enhancing the efficiency and effectiveness of English language teaching (ELT), highlighting its applications, benefits, challenges, and practical implications.

Research indicates that big data analytics has the potential to transform educational practices worldwide. According to Liu (2024), big data enables teachers to monitor individual and group performance, identify learning gaps, and design adaptive learning pathways. Naidu et al. (2024) highlight the use of predictive analytics in ELT, where students at risk of low performance can be identified early, allowing for timely interventions. Samsul et al. (2023) emphasize the growing role of learning analytics dashboards, which integrate real-time data for continuous monitoring and improvement of teaching methods. Other studies (Cantabella et al., 2019; Wang & Dong, 2024) illustrate successful applications of BDA in improving curriculum design, personalized learning, and student engagement.

According to Liu (2024), big data allows teachers to closely monitor both individual and group performance in a continuous and systematic manner. By analyzing detailed learner data – such as assessment scores, participation levels, and behavioral patterns – educators can identify specific learning gaps and areas where students struggle. This information makes it possible to design adaptive learning pathways that cater to different proficiency levels, learning speeds, and cognitive styles. As a result, students receive more targeted support, which enhances their overall learning outcomes and motivation.

Similarly, Naidu et al. (2024) highlight the importance of predictive analytics in English Language Teaching (ELT). Predictive models, built on historical and real-time data, can identify students who are at risk of underperforming or falling behind. This early detection allows educators to implement timely interventions, such as additional tutoring, modified instructional strategies, or personalized feedback. Such proactive measures not only improve academic performance but also help reduce dropout rates and increase student retention. In

addition, Samsul et al. (2023) emphasize the growing role of learning analytics dashboards in modern education systems. These dashboards integrate real-time data from various sources and present it in a clear, visual format, enabling teachers to track student progress continuously. With instant access to up-to-date information, educators can quickly adjust their teaching methods, refine lesson plans, and respond to student needs more effectively. This continuous feedback loop fosters a more responsive and flexible learning environment.

Other studies, including those by Cantabella et al. (2019) and Wang & Dong (2024), further demonstrate the successful application of big data analytics in improving key aspects of education. These include enhanced curriculum design based on learner data, the development of personalized learning experiences tailored to individual needs, and increased student engagement through interactive and adaptive tools. Together, these findings suggest that big data analytics is not only a supportive tool but also a transformative force that is reshaping the future of education, particularly in the field of English language teaching.

This study is primarily a conceptual and analytical review, synthesizing existing research and case studies on the application of big data in ELT. Sources include peer-reviewed journals, conference papers, and reports on educational technology. The analysis focuses on identifying key trends, tools, and strategies in using big data to enhance learning outcomes.

Data sources:

- Learning Management Systems (LMS) data;
- Student interaction logs from online English learning platforms;
- Assessment results and performance reports;
- Feedback and engagement metrics from digital learning tools.

Big Data Analytics in English Language Teaching

Big data analytics involves examining large, complex datasets to uncover patterns and insights. In ELT, these datasets include information from students' online exercises, quizzes, discussion forums, writing assignments, and speech recordings. Analytics can help teachers:

- Track student progress in real-time
- Identify common errors in grammar, vocabulary, and pronunciation
- Recognize learning preferences and challenges

Example: AI-powered tools like Grammarly or Write & Improve analyze writing submissions, providing feedback based on big data models trained on thousands of learners' texts.

Optimizing the Learning Process, BDA optimizes learning by offering personalized, data-driven strategies. Key approaches include:

- Adaptive Learning Systems: Automatically adjust difficulty levels based on learner performance.
- Predictive Analytics: Forecast potential performance issues, allowing early intervention.
- Learning Path Optimization: Tailor lessons and exercises according to students' proficiency.
- Feedback Mechanisms: Provide instant, targeted guidance to reinforce learning.

Case Study Example: A university implementing an adaptive English learning platform reported a 20% improvement in student engagement and a 15% increase in test scores after six months of using BDA tools.

Benefits of Big Data Analytics

The main benefits in ELT include:

- Personalized Learning: Tailoring exercises and lessons to individual needs.
- Data-Driven Assessment: Continuous monitoring of performance for accurate evaluation.
- Curriculum Development: Designing lesson plans based on evidence from learning patterns.

- **Increased Student Engagement:** Interactive content that responds to learners' progress.

Big data analytics involves the collection, processing, and interpretation of large-scale data to extract meaningful insights. In education, this includes learning analytics, student performance data, engagement metrics, and feedback systems. By using advanced algorithms and statistical models, educators can identify trends, predict learning outcomes, and design interventions tailored to individual students. In English language teaching, big data can be particularly valuable because language acquisition involves multiple skills such as reading, writing, speaking, and listening, all of which can be tracked and analyzed digitally.

Quantitative studies indicate that students using data-driven learning platforms often outperform peers in traditional classroom settings. Moreover, teachers report increased efficiency and confidence in their pedagogical decisions when supported by learning analytics. Big data analytics in ELT represents a shift from traditional teaching to learner-centered, data-informed education. By leveraging technology, educators can provide personalized support, optimize resources, and improve outcomes. However, successful integration requires careful planning, ethical consideration, and ongoing teacher development.

The application of big data analytics in English language teaching significantly enhances both the efficiency and effectiveness of the learning process by enabling data-driven decision-making at every stage of education. Through the systematic collection and analysis of large volumes of learner data—such as performance records, learning behaviors, engagement patterns, and assessment results—educators can gain deep insights into individual student needs and learning trajectories. This allows for the implementation of personalized learning approaches, where instructional materials,

pacing, and teaching strategies are tailored to suit each learner's strengths and weaknesses. Furthermore, predictive assessment becomes possible with the help of big data analytics. By analyzing past performance and behavioral trends, educators and systems can forecast potential learning difficulties and intervene early, thereby preventing academic failure and improving overall outcomes. Adaptive curricula, which dynamically adjust content and difficulty levels based on real-time learner input, also become more feasible, creating a more responsive and student-centered learning environment. However, despite these advantages, several challenges must be addressed to fully realize the potential of big data analytics in English language teaching. Issues such as insufficient technological infrastructure, concerns about data privacy and security, and the need for adequate teacher training and digital literacy remain significant barriers. Teachers must be equipped not only with technical skills but also with the pedagogical understanding required to effectively interpret and apply data insights in their teaching practices. Looking ahead, future research should emphasize the integration of artificial intelligence with big data analytics to develop more sophisticated predictive intervention systems. Expanding the capabilities of adaptive learning platforms and ensuring their accessibility across diverse educational contexts will also be crucial. In addition, establishing comprehensive ethical frameworks for data collection, storage, and usage is essential to protect student rights and build trust in data-driven education systems. In conclusion, big data analytics represents a transformative and strategic tool in English language teaching. It offers unprecedented opportunities to optimize learning processes, enhance student engagement, and improve educational outcomes. By leveraging data effectively, educators can create more personalized, efficient, and impactful learning experiences.

Thus, big data analytics should be viewed not merely as a technological innovation, but as a

fundamental component of modern educational development.

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A Methodological Framework of Design, Compilation, and Pedagogical Implementation of Learner Corpora

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- Annotation** *The emergence of learner corpus research (LCR) has bridged the gap between theoretical Second Language Acquisition (SLA) and practical classroom pedagogy. This article explores the systematic methodology of compiling learner corpora, emphasizing the transition from raw data collection to pedagogical application. By integrating the specific research of Radjabova (2018–2024) alongside international standards set by Sinclair, Granger, and Hunston, the study outlines the critical role of design criteria, metadata, and error annotation. Special attention is given to the utility of written and spoken corpora in academic writing and assessment. The findings suggest that locally compiled corpora offer unique diagnostic insights that generic textbooks cannot provide, ultimately fostering a more data-driven and learner-centered educational environment.*
- Keywords** *Learner Corpora, Corpus Linguistics, Academic Writing, Pedagogy, Interlanguage, Error Annotation, SLA, Data-Driven Learning*

O'quv korpuslarini loyihalash, tuzish va pedagogik qo'llashning metodologik asoslari

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- Annotatsiya** *O'quvchi korpuslari tadqiqotlarining (LCR) paydo bo'lishi ikkinchi tilni o'zlashtirish nazariyasi (SLA) bilan amaliy sinf pedagogikasi o'rtasidagi tafovutni bartaraf etdi. Ushbu maqolada o'quvchi korpuslarini tuzishning tizimli metodologiyasi ko'rib chiqilib, xom ma'lumotlarni yig'ishdan ularni pedagogik qo'llashgacha bo'lgan jarayonga alohida e'tibor qaratiladi. Radjabovaning (2018-2024) tadqiqotlari hamda Sinclair, Granger va Hunston tomonidan belgilangan xalqaro standartlarni integratsiya qilgan holda, tadqiqot dizayn mezonlari, metadata va xatolarni annotatsiya qilishning muhim rolini yoritadi. Akademik yozuv va baholashda yozma hamda og'zaki korpuslarning ahamiyatiga alohida e'tibor beriladi. Natijalar shuni ko'rsatadiki, mahalliy tuzilgan korpuslar umumiy darsliklar bera olmaydigan noyob diagnostik imkoniyatlarni taqdim etadi va natijada ma'lumotlarga asoslangan hamda o'quvchiga yo'naltirilgan ta'lim muhitini shakllantiradi.*
- Kalit so'zlar** *O'quvchi korpuslari, korpus lingvistikasi, akademik yozuv, pedagogika, intertil, xatolar annotatsiyasi, SLA, ma'lumotlarga asoslangan o'qitish*

Методологическая основа проектирования, составления и педагогического применения учебных корпусов

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Аннотация *Появление исследований ученических корпусов (LCR) позволило преодолеть разрыв между теоретическим усвоением второго языка (SLA) и практической педагогикой в классе. В данной статье рассматривается системная методология составления учебных корпусов с акцентом на переход от сбора исходных данных к их педагогическому применению. Интегрируя исследования Раджабовой (2018-2024) наряду с международными стандартами, предложенными Синклером, Грейнджер и Ханстон, исследование подчеркивает ключевую роль критериев проектирования, метаданных и аннотирования ошибок. Особое внимание уделяется значимости письменных и устных корпусов в академическом письме и оценивании. Результаты показывают, что локально созданные корпуса предоставляют уникальные диагностические возможности, которые не могут обеспечить универсальные учебники, тем самым способствуя формированию более ориентированной на данные и учащегося образовательной среды.*

Ключевые слова *Учебные корпуса, корпусная лингвистика, академическое письмо, педагогика, интерязык, аннотирование ошибок, SLA, обучение на основе данных*

Introduction

In Corpus Linguistics, there has been a clear and important move toward more empirical, data-driven ways of understanding how languages are learned. Rather than relying primarily on intuition or idealized models of language use, researchers and teachers increasingly turn to real examples of language produced by learners themselves. This shift is closely connected to the development of Corpus Linguistics, which emphasizes the systematic analysis of authentic language data. Within this framework, learner corpora which is meant to be structured electronic collections of language produced by foreign or second language (L2) learners, have become a particularly valuable resource. They allow us to observe how language is actually used by learners at different stages of development. As

Radjabova (2022) points out, corpus technologies provide a unique "window" into learners' interlanguage, making it possible to move beyond assumptions and examine real patterns of use.

The implications of this shift are significant for both research and teaching. By working with learner corpora, educators can identify recurring patterns in student language, including frequent errors, overgeneralizations, and the influence of the first language. This makes it possible to adopt a more diagnostic and evidence-based approach to teaching, rather than relying solely on prescriptive rules. In addition, learner corpora support Data-Driven Learning (DDL), where students are encouraged to explore language patterns on their own. This approach not only strengthens learners' analytical skills

but also promotes greater autonomy and deeper awareness of how language works in context.

At the same time, compiling a learner corpus is not a straightforward task. It involves much more than simply collecting texts or recordings. The process requires careful planning at every stage, including decisions about the target group of learners, their proficiency levels, the types of texts to be included, and whether the focus will be on written or spoken data. Ethical considerations are equally important, particularly when working with student data. Issues such as informed consent, anonymity, and data protection must be addressed to ensure responsible research practices. Moreover, the usefulness of a learner corpus depends on the quality of its design, including consistent metadata, clear annotation practices, and a representative dataset.

Another important dimension is the role of locally compiled learner corpora. While large international corpora offer valuable points of comparison, locally developed corpora reflect the specific educational, linguistic, and cultural contexts in which learning takes place. This makes them especially relevant for classroom use, as they capture the real challenges and needs of a particular group of learners. In many cases, such corpora reveal patterns that may not be visible in more generalized datasets, thereby contributing to a more context-sensitive understanding of language learning. Against this background, the present article outlines the key stages involved in designing, compiling, and pedagogically implementing learner corpora. It seeks to connect theoretical perspectives with practical applications by demonstrating how systematically collected learner data can inform teaching materials, assessment practices, and curriculum design. In doing so, the article highlights the growing role of learner corpora as an essential component of modern, evidence-based language education.

Research methods

A learner corpus should not be understood as a simple collection of student assignments. Rather, it is a carefully designed and structured linguistic resource that must meet specific methodological criteria in order to be scientifically valid and pedagogically useful (McEnery & Hardie, 2011). First, authenticity is essential. The texts included in the corpus should be produced for meaningful communicative purposes, such as essays, presentations, or discussions, rather than isolated grammar exercises (Flowerdew, 2012). This ensures that the data reflects genuine language use. Second, the corpus must exist in an electronic, machine-readable format, allowing for systematic analysis through corpus tools such as concordancers, frequency lists, and keyword analysis (Hunston, 2002). Third, and most critically, is the integration of metadata. Each text must be accompanied by detailed information about the learner (e.g., age, proficiency level, linguistic background) and the task (e.g., genre, time constraints, instructional context). As Giyosiddinovna (2024) emphasizes, without such metadata, the corpus loses much of its diagnostic and analytical value. From a theoretical standpoint, the principle of representativeness plays a crucial role. Sinclair (2005) highlights that corpus design must be purpose-driven, while Hunston (2002) argues that representativeness is not merely a matter of size but of how accurately the corpus reflects the linguistic behavior of the target population. In the case of learner corpora, this involves careful consideration of both learner variables and task variables, making their design inherently more complex than that of general corpora.

Once the design parameters are established, the process of data collection begins. In contemporary educational settings, written data is often collected through Learning Management Systems (LMS), which facilitate efficient storage and organization (McEnery & Hardie, 2011). Written corpora are particularly valuable for analyzing academic writing, as they

reveal patterns related to cohesion, argumentation, and lexical choice. As noted by Giyosiddinovna (2024), such corpora are especially effective in developing locally relevant teaching materials.

In contrast, spoken corpora require more complex procedures, including audio recording, transcription, and annotation. According to Giyosiddinovna (2021), spoken data provides insights into aspects of language that are absent in written texts, such as pauses, hesitations, and self-corrections. These features, often referred to as disfluencies, are essential for understanding fluency and pragmatic competence. This aligns with Adolphs and Knight (2010), who argue that spoken corpora offer unique perspectives on interactional and communicative aspects of language use.

Raw data, whether written or spoken, must undergo several stages of processing before it becomes analytically useful. These include:

1. *Tokenization and Part-of-Speech (POS) Tagging*, which categorize words according to their grammatical functions (McEnery & Hardie, 2011);
2. *Lemmatization*, which reduces words to their base or dictionary forms (Hunston, 2002);
3. *Error Annotation*, which is particularly significant in learner corpora.

Error annotation, as highlighted by Radjabova (2023), allows researchers and teachers to identify recurring and potentially fossilized errors, those that persist despite instruction. Díaz-Negrillo and Thompson (2013) further emphasize that a well-structured error-tagging system significantly enhances the pedagogical value of a corpus, transforming it into a tool for both diagnosis and intervention.

Results and Discussions

The metaphor of the corpus as a "window," as proposed by Radjabova (2022), effectively captures its capacity to make visible those aspects of learner language that often

remain hidden in traditional classroom observation. Unlike isolated classroom performance or teacher intuition, learner corpora provide access to large amounts of systematically collected data, allowing both researchers and practitioners to identify recurring patterns across groups of learners and over time. Through the combined use of quantitative techniques (e.g., frequency counts, concordance analysis) and qualitative interpretation, these corpora offer a nuanced and evidence-based understanding of interlanguage development.

One of the most revealing insights concerns patterns of overuse and underuse. Learners do not simply make errors; they also exhibit preferences that reflect their developing linguistic systems. For instance, as Granger (2015) demonstrates, learners may over-rely on a limited set of high-frequency connectors such as *moreover*, *however*, or *in addition*, while underutilizing a broader range of discourse markers that are typical of proficient academic writing. Similarly, modal verbs such as *might*, *could*, and *would*, which are essential for expressing hedging and academic stance, are often underused. This imbalance suggests not only lexical limitations but also a lack of pragmatic awareness, particularly in genres that require subtlety and caution in argumentation.

Another important contribution of learner corpus analysis lies in the development of detailed error profiles. Rather than treating errors as isolated incidents, corpus data enables educators to observe patterns of deviation across multiple texts and learners. This makes it possible to distinguish between performance errors (or slips), which are occasional and often self-corrected, and competence-related errors, which indicate deeper gaps in linguistic knowledge (Radjabova, 2018). Such differentiation is crucial for effective feedback: while slips may require minimal intervention, systematic errors call for targeted instruction, recycling of material, and focused practice. In this way,

corpus-informed analysis supports a more diagnostic and individualized approach to teaching.

Closely related to this is the identification of fossilization, a phenomenon whereby certain incorrect forms become resistant to change despite continued exposure to the target language. As Nesselhauf (2005) notes, fossilized errors are particularly challenging because they reflect stabilized features of a learner's interlanguage rather than temporary developmental stages. Learner corpora make it possible to track the persistence of such errors over time and across contexts, thereby providing empirical evidence for their existence. This, in turn, allows educators to design specific pedagogical interventions, such as consciousness-raising activities or contrastive analysis tasks, aimed at destabilizing these entrenched patterns.

Beyond these core phenomena, learner corpora also shed light on broader aspects of language use, including collocational behavior, lexical diversity, and syntactic complexity. For example, learners may produce grammatically correct sentences that nonetheless sound unnatural due to non-native-like collocations. Corpus analysis can reveal such patterns by comparing learner output with native-speaker benchmarks, highlighting discrepancies that may not be immediately apparent to either the learner or the teacher (Hunston, 2002). Similarly, measures of lexical variation and sentence structure can provide insights into learners' developmental stages and their readiness to engage with more advanced linguistic forms.

Taken together, these findings illustrate that learner corpora do not merely document errors; they offer a comprehensive and systematic perspective on learner language as a developing system. This has direct implications for assessment practices. As Radjabova (2018) emphasizes, effective evaluation must be grounded in authentic learner performance rather than abstract or idealized norms. Corpus-based assessment

allows for the use of real data as a benchmark, making feedback more objective, transparent, and consistent. It also enables the development of criterion-referenced assessment tools that reflect the actual linguistic challenges faced by learners in specific contexts. In this sense, the "window" metaphor extends beyond observation, it becomes a tool for informed action. By making learner language visible in all its complexity, corpora empower educators to move toward a more precise, data-driven, and learner-centered approach to teaching and assessment, where pedagogical decisions are guided not by assumption, but by evidence.

The ultimate goal of compiling a learner corpus is its pedagogical application. In this sense, corpus-informed teaching serves as a bridge between real-world language use and classroom instruction, ensuring that what is taught reflects how language is actually used in authentic contexts (Flowerdew, 2012). Rather than relying on generalized or intuition-based materials, educators can draw directly on empirical data to design instruction that is responsive to learners' observable needs and developmental patterns. By systematically analyzing corpus data, teachers can design criterion-referenced assessments grounded in authentic learner performance. For example, instead of evaluating students based on abstract descriptors such as "*uses appropriate linking devices*," a teacher can identify the most frequently used connectors in a learner corpus and assess whether students rely excessively on a narrow set (e.g., *moreover*, *firstly*, *in conclusion*). Tasks can then be designed where students revise their essays by incorporating a wider range of discourse markers drawn from native-speaker corpora (O'Keeffe & McCarthy, 2010).

Another powerful application involves comparing learner data with native-speaker corpora to identify developmental gaps. For instance, a comparison might reveal that learners frequently produce phrases such as "*make a research*" or "*do a decision*", which deviate from standard collocations ("*conduct*

research," "make a decision"). Based on this insight, teachers can design focused activities where students analyze concordance lines from both learner and native corpora to notice these differences and practice correct collocations (Granger, 2015; Nesselhauf, 2005).

The implementation of Data-Driven Learning (DDL) further strengthens this process by actively involving learners in corpus exploration. For example, students can be given a concordance output for the word "*however*" and asked to identify its typical position in a sentence. They may discover that native speakers often place *however* in mid-position (e.g., "*This result, however, suggests...*"), while learners tend to overuse it at the beginning of sentences. Such discovery-based tasks encourage learners to formulate rules inductively, thereby increasing retention and awareness (Johns, 1991; Boulton, 2010). Corpus-informed pedagogy is also particularly effective in teaching phraseology and academic discourse patterns. For instance, analysis of a learner corpus may show limited use of hedging expressions such as "*it appears that,*" "*it is likely that,*" or "*this may indicate.*" Teachers can then design activities where students compare their own writing with corpus examples of academic texts, identifying how expert writers soften claims. Hyland (2008) emphasizes that such features are central to academic writing, as they reflect an appropriate level of caution and critical stance.

In addition, learner corpora support more systematic and meaningful feedback practices. Instead of correcting isolated errors, a teacher might notice that a particular student consistently omits articles (e.g., "*teacher explained lesson*" instead of "*the teacher explained the lesson*"). By referring to corpus data, the teacher can show the student multiple authentic examples of article usage, helping them recognize the pattern rather than simply correcting individual instances (Ädel, 2010). Similarly, if a corpus reveals frequent misuse of verb tense in narratives, targeted mini-lessons can be developed to address this specific issue

across the class. Importantly, locally compiled corpora play a crucial role in ensuring pedagogical relevance. While international corpora such as ICLE provide useful benchmarks, they may not fully capture the influence of learners' first languages. For example, Uzbek or Russian learners may produce structures such as "*He very likes this subject*" due to L1 transfer. A local corpus makes such patterns visible, allowing teachers to design contrastive exercises that explicitly address these recurring issues (Radjabova, 2023). For instance, students can be asked to compare incorrect corpus examples with corrected versions and explain the differences, thereby deepening their grammatical awareness.

Moreover, learner corpora can inform curriculum design by highlighting which linguistic features require greater instructional focus. If corpus analysis shows that students struggle with complex sentence structures (e.g., relative clauses or conditionals), these areas can be prioritized in syllabus planning. As Gilquin, Granger, and Paquot (2007) note, such data-driven curriculum development ensures that teaching is aligned with actual learner needs rather than assumed difficulties. The pedagogical value of learner corpora lies in their ability to transform abstract linguistic knowledge into concrete teaching practices. Through examples such as revising overused connectors, correcting collocational errors, exploring concordance lines, and addressing fossilized mistakes, corpus-informed pedagogy provides a practical and effective framework for language instruction. By integrating insights from researchers such as Johns (1991), Boulton (2010), Hyland (2008), and Wray (2002), it becomes evident that this approach not only enhances accuracy but also promotes learner autonomy, critical thinking, and a deeper understanding of language as it is genuinely used.

Conclusion

The development of learner corpora represents a significant advancement in the

field of Applied Linguistics, marking a transition from intuition-based teaching to a more scientific, evidence-driven approach. Although the process of compilation is methodologically demanding, its benefits are substantial. As demonstrated in the work of Radjabova (2023), learner corpora provide a reliable foundation for understanding learner language, improving assessment practices, and designing effective

teaching materials. Ultimately, this approach redefines the role of the learner: their language production is no longer merely evaluated but becomes the primary source of insight and instruction. In this sense, the learner corpus does not simply support pedagogy, it actively shapes it, contributing to a more responsive, data-informed, and learner-centered educational environment.

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Using mobile apps in teaching vocabulary in EFL classrooms

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Annotation *Mobile apps have really changed how people learn languages, especially for English as a foreign language, which means that with phones everywhere, it has become easier than ever to learn new words outside of class. This paper is aimed to explore different apps that help with vocabulary acquisition, like those spaced repetition ones or games that make it fun. It is based on studies on mobile learning and compares them to old school methods. Apps seem to boost motivation and help remember words better, but there are issues too, like getting tired of screens or not everyone having good internet. In the end, mixing apps with regular teaching could make a big difference for EFL students.*

Keywords *Mobile apps, EFL, vocabulary, MALL, games, repetition*

Ingliz tilini chet tili sifatida o'qitish sinflarida lug'atni o'rgatishda mobil ilovalardan foydalanish

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Annotatsiya *Mobil ilovalar odamlarning til o'rganish usullarini sezilarli darajada o'zgartirdi, ayniqsa ingliz tilini chet tili sifatida o'rganishda. Smartfonlarning keng tarqalishi tufayli sinfdan tashqarida yangi so'zlarni o'rganish har qachongidan ham osonlashdi. Ushbu ish lug'atni o'zlashtirishga yordam beradigan turli xil ilovalarni, masalan, interval takrorlashga asoslangan yoki o'rganishni qiziqarli qiladigan o'yin ilovalarini o'rganishga qaratilgan. Tadqiqot mobil ta'limga oid ilmiy ishlarga asoslangan bo'lib, ularni an'anaviy o'qitish usullari bilan solishtiradi. Ilovalar motivatsiyani oshirishi va so'zlarni yaxshiroq eslab qolishga yordam berishi mumkin, biroq ayrim muammolar ham mavjud, masalan, ekranlardan charchash yoki sifatli internetga hammaning ham ega emasligi. Xulosa qilib aytganda, mobil ilovalarni an'anaviy o'qitish bilan birlashtirish ingliz tilini chet tili sifatida o'rganayotgan talabalar uchun katta ijobiy ta'sir ko'rsatishi mumkin.*

Kalit so'zlar *Mobil ilovalar, EFL, lug'at, MALL, o'yinlar, takrorlash*

Использование мобильных приложений при обучении лексике в классах английского языка как иностранного

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Аннотация Мобильные приложения значительно изменили то, как люди изучают языки, особенно английский как иностранный. Благодаря широкому распространению смартфонов изучение новых слов вне класса стало проще, чем когда-либо. Данная работа направлена на изучение различных приложений, способствующих усвоению лексики, таких как приложения с интервальным повторением или игровые приложения, которые делают обучение более увлекательным. Исследование основано на работах по мобильному обучению и включает сравнение с традиционными методами обучения. Приложения, по-видимому, повышают мотивацию и способствуют лучшему запоминанию слов, однако существуют и определённые проблемы, такие как усталость от экранов или ограниченный доступ к качественному интернету. В заключение можно отметить, что сочетание мобильных приложений с традиционным обучением может значительно повысить эффективность изучения английского языка как иностранного.

Ключевые слова Мобильные приложения, английский как иностранный, лексика, MALL, игры, повторение

Introduction

The development of mobile technology has significantly influenced language learning, especially in the field of English as a Foreign Language (EFL). Mobile applications provide learners with flexible and accessible opportunities to practice vocabulary anytime and anywhere. Unlike traditional learning methods, mobile apps allow students to engage in short but frequent learning sessions, which can improve vocabulary retention and support independent learning. Dictionary applications are among the simplest but most useful tools for vocabulary

learning. Applications such as the Merriam-Webster Dictionary App and the Cambridge Dictionary App provide quick access to word definitions, pronunciation, and example sentences. Learners can easily check unfamiliar words while reading or listening without interrupting their learning process. According to Batia Laufer and Monica Hill (2000), digital dictionaries are used more frequently than traditional dictionaries and can help learners build deeper vocabulary knowledge through access to collocations and real-life usage examples (Laufer & Hill, 2000).

Main part

Research has shown that mobile applications can effectively support vocabulary learning in EFL contexts. A meta-analysis conducted by Jack Burston (2015) demonstrated that mobile-assisted language learning (MALL) produces learning outcomes comparable to, and sometimes better than, traditional computer-based learning methods (Burston, 2015). One important factor that makes mobile apps effective is the possibility of frequent practice. Instead of studying for long periods occasionally, learners can practice vocabulary in short daily sessions. This approach supports the concept of distributed practice, which was originally described by Hermann Ebbinghaus (1885). Distributed practice helps learners retain information more effectively over time (Ebbinghaus, 1885). Another key factor is the quality of feedback provided by the application. Apps that explain why an answer is incorrect and provide additional examples tend to improve learning outcomes more than apps that only give simple right-or-wrong feedback. Research by Glenn Stockwell (2010) found that learners who received detailed feedback while using mobile vocabulary activities showed better retention of new words (Stockwell, 2010). Mobile apps can be even more effective when they are integrated with classroom activities. Teachers can connect vocabulary learned through apps with reading, speaking, or writing tasks during lessons. This approach allows students to apply new words in meaningful contexts rather than learning them in isolation. Despite these advantages, several challenges remain. One major issue is unequal access to technology. Not all students have smartphones or reliable internet connections, especially in rural or economically disadvantaged areas. Teachers should therefore consider using applications that allow offline learning or encourage students to share devices when necessary. Another challenge is the potential for distraction. Smartphones provide access not only to educational applications but also to

social media, games, and other entertainment platforms. Research by Adrian F. Ward and colleagues (2017) showed that the mere presence of a smartphone can reduce cognitive capacity and concentration (Ward et al., 2017). In addition, mobile apps may sometimes promote superficial vocabulary knowledge. Learners may remember the basic meaning of a word but fail to understand its connotations, grammatical patterns, or appropriate usage in context. Therefore, mobile apps should be considered a starting point for vocabulary learning rather than a complete solution.

Maintaining learner motivation is another challenge. Many learners initially use vocabulary apps enthusiastically but gradually lose interest when the activities become repetitive. Teachers can address this issue by encouraging students to keep vocabulary journals, review learned words in class, or demonstrate their progress through classroom activities. Teachers also play an important role in selecting appropriate applications that match students' proficiency levels. For example, the flashcard application Anki can be useful for beginners, while more advanced learners may benefit from reading-based platforms such as LingQ. Teachers should also train students to use these tools actively by creating their own sentences and applying new vocabulary in communication. Furthermore, mobile app learning should be connected to classroom instruction. Teachers can reuse vocabulary introduced through apps in speaking tasks, writing assignments, or group discussions. Many applications also provide progress statistics that help teachers monitor students' learning and identify areas where additional support is needed.

Examples of Mobile Applications for Vocabulary Instruction

In contemporary English as a Foreign Language (EFL) pedagogy, several mobile applications are widely adopted by professional teachers to support vocabulary development. Among these, Quizlet and Duolingo represent two of the most prominent

and pedagogically relevant tools. Quizlet is extensively used in both secondary and higher education contexts due to its flexibility and teacher-centered design. The platform enables educators to create customized vocabulary sets aligned with specific curricular goals. Its primary learning modes – such as flashcards, matching exercises, and practice tests—facilitate repeated exposure to lexical items, thereby supporting retention through active recall. From a theoretical perspective, Quizlet aligns with cognitive principles of vocabulary acquisition, particularly the importance of retrieval practice and repetition (Nation, 2013). Moreover, its adaptability allows teachers to integrate vocabulary learning with broader instructional activities, including reading and writing tasks. Research indicates that digital flashcard tools such as Quizlet can significantly improve vocabulary retention when used regularly (Dizon, 2016). However, despite these advantages, Quizlet may encourage a focus on form-meaning connections at a relatively superficial level, as learners often prioritize memorization over contextualized usage. Consequently, its effectiveness is maximized when combined with communicative classroom practices.

Based on the foregoing discussion, Duolingo adopts a more learner-centered and gamified approach to vocabulary acquisition. The application incorporates elements such as points, levels, and progress tracking, which serve to enhance learner motivation and engagement. Importantly, Duolingo employs a spaced repetition system, a technique grounded in memory research that promotes long-term retention of vocabulary (Loewen et al., 2019). Additionally, the app provides immediate feedback, allowing learners to identify and correct errors in real time. From a pedagogical standpoint, these features support autonomous learning and encourage consistent practice outside the classroom. Empirical studies suggest that Duolingo can contribute positively to vocabulary development, particularly through repeated

exposure and interactive practice (Vesselinov & Grego, 2012). Nevertheless, the gamified nature of the platform may also present certain limitations. Learners may become more focused on task completion and reward accumulation than on deep lexical processing, which can result in limited understanding of word usage in authentic contexts. For this reason, Duolingo is most effectively utilized as a supplementary tool rather than a primary instructional method.

In summary, both Quizlet and Duolingo demonstrate significant potential for enhancing vocabulary learning in EFL contexts. While Quizlet offers structured, teacher-directed practice, Duolingo promotes learner autonomy and sustained engagement. Their combined use, alongside traditional instructional strategies, can contribute to a more comprehensive and effective approach to vocabulary development.

Conclusion

In conclusion, mobile applications have greatly expanded the possibilities for vocabulary learning in EFL education. They allow learners to practice vocabulary anytime and anywhere, making learning more flexible and engaging. Research evidence suggests that regular use of mobile apps can significantly improve vocabulary retention, especially when learning is distributed over time and supported by meaningful feedback. However, mobile apps also have limitations. They may encourage surface-level vocabulary knowledge, and issues such as limited access to technology, distraction, and declining motivation can reduce their effectiveness. For this reason, mobile applications should not replace traditional instruction but rather complement it. The most effective approach is to integrate mobile apps with classroom learning activities. When teachers carefully select appropriate tools and connect them with meaningful language use, mobile applications can become a powerful resource for vocabulary development. Future developments in artificial intelligence and adaptive learning technologies

are likely to make mobile vocabulary learning even more personalized and effective. Therefore, teachers should continue exploring

ways to integrate these tools into language education in order to support more effective vocabulary acquisition.

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14. Раджабова, Г. Г. ИННОВАЦИОННЫЕ МЕТОДЫ ИЗУЧЕНИЯ АНГЛИЙСКОГО ЯЗЫКА В ЦИФРОВОЙ ЭПОХУ Ариббаева Адема Нурмахамат кизи. *Ingliz tili nazariy aspektlari 2 kafedrası/Mas'ul:© Abduvahabova MA*, 346.
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Frequency analysis of British versus American English vocabulary in EFL textbooks used in Uzbekistan

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Annotation

The article analyzes the importance of learning English in Uzbekistan and its role as an international language. A comparative analysis of the English and Uzbek language tenses is conducted, and the main difficulties faced by English as foreign language (EFL) learners are highlighted. The complexity of time and type categories in English, their equivalents in Uzbek, as well as typical mistakes made by students are analyzed using examples. In addition, the possibilities of overcoming these difficulties with the help of effective pedagogical approaches, namely contrastive analysis, visual aids and communicative exercises, are shown. The system of tenses, English as a foreign language, English, Uzbek, comparative analysis, present perfect tense, pedagogical approach, assimilation. Nowadays, English has become the main means of communication, business, education and culture all over the world. The article examines the stages of English language development, problems, proposed solutions and opinions of scientists. The goal is to help students develop the skills necessary to successfully master this language by providing them with the right approaches and techniques in the process of learning English. The article is also supplemented with foreign experience and proposals to improve the quality of English language teaching in Uzbekistan.

Keywords

English, International language, Learning English in Uzbekistan, Development stages, Education, Communication, Vocabulary, Grammar, Practice Cultural, context, Foreign experience, Language learning methodologies

O'zbekistonda qo'llaniladigan EFL (ingliz tili chet tili sifatida o'qitiladigan) darsliklarida Britaniya va Amerika ingliz tili leksikasining chastotaviy tahlili

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Annotatsiya

Ushbu maqola O'zbekistonda ingliz tilining o'rganishining ahamiyatini va uning xalqaro til sifatidagi rolini tahlil qiladi. Ingliz va o'zbek tillarining zamon tizimi taqqosiy tahlil qilinadi hamda EFL (English as a Foreign Language) o'rganuvchilari duch keladigan asosiy qiyinchiliklar yoritiladi. Ingliz tilidagi zamon va aspekt kategoriyalarining murakkabligi, ularning o'zbek tilidagi ekvivalentlari, shuningdek, o'quvchilar tomonidan uchraydigan tipik xatolar misollar orqali tahlil qilingan.

Bundan tashqari, samarali pedagogik yondashuvlar, ya'ni kontrastiv tahlil, vizual vositalar va kommunikativ mashqlar yordamida bu qiyinchiliklarni yengib o'tish imkoniyatlari ko'rsatib berilgan. Zamonlar tizimi, ingliz tili chet tili sifatida, ingliz tili, o'zbek tili, qiyosiy tahlil, hozirgi mukammal zamon, pedagogik yondashuv, o'zlashtirish. Ingliz tili hozirgi kunda global kommunikatsiya, biznes, ta'lim va madaniyat sohalarida asosiy vositaga aylandi. Maqolada ingliz tilining rivojlanish bosqichlari, muammolari, taklif etilgan yechimlar va olimlarning fikrlari o'z ichiga olingan. O'quvchilarga ingliz tilini o'rganish jarayonida to'g'ri yondashuvlar va metodologiyalarni taqdim etish orqali, ushbu tilni muvaffaqiyatli o'zlashtirish uchun zarur bo'lgan ko'nikmalarni rivojlantirishga yordam berish maqsad qilingan. Shuningdek, maqola xorij tajribasi va O'zbekistondagi ingliz tili ta'limining sifatini oshirish uchun takliflar bilan to'ldirilgan.

Kalit so'zlar *Ingliz tili, xalqaro til, o'zbekistonda ingliz tilini o'rganish, rivojlanish bosqichlari, ta'lim, kommunikatsiya, leksika, grammatika, amaliyot, madaniy kontekst, xorij tajribasi, til o'rganish metodologiyalari*

**Частотный анализ лексики
британского и американского
английского в учебниках
английского языка как
инострannого (EFL),
используемых в Узбекистане**

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Аннотация *В статье анализируется важность изучения английского языка в Узбекистане и его роль как международного языка. Проводится сравнительный анализ времен года в английском и узбекском языках и выделяются основные трудности, с которыми сталкиваются изучающие английский как иностранный язык (EFL). На примерах анализируется сложность временных и видовых категорий в английском языке, их эквиваленты в узбекском, а также типичные ошибки, допускаемые учащимися. Кроме того, показаны возможности преодоления этих трудностей с помощью эффективных педагогических подходов, а именно конструктивного анализа, наглядных пособий и коммуникативных упражнений. Система времен года, английский как иностранный, английский, узбекский, сравнительный анализ, настоящее совершенное время, педагогический подход, ассимиляция. В настоящее время английский язык стал основным средством общения, бизнеса, образования и культуры во всем мире. В статье рассматриваются этапы развития английского языка, проблемы, предлагаемые решения и мнения ученых. Цель статьи – помочь студентам развить навыки, необходимые для успешного овладения этим языком, предоставив им правильные подходы и техники в процессе изучения*

английского языка. Статья также дополнена зарубежным опытом и предложениями по повышению качества преподавания английского языка в Узбекистане.

Ключевые слова

Английский, международный язык, изучение английского языка в Узбекистане, этапы развития, образование, коммуникация, словарный запас, грамматика, культурная практика, контекст, зарубежный опыт, методики изучения языка

Introduction

The category of time has always been one of the relevant topics in linguistics, since Nation and his colleagues, analyzing the grammar of the English language, interpret time and type as separate categories carrying a semantic load (Nation, 2001).

For example, emphasizes that the tense forms in the Uzbek language form three main grammatical categories – present, past and future tense. According to him, these forms, expressed with the help of additions, provide sufficient clarity in communication, but do not have such a complex aspect system as in English.

There have also been many studies of EFL students' mistakes in mastering the time system. For example, Ellis argues that language learners often make mistakes in the process of mastering a second language due to attempts to transfer the grammatical rules of their native language to a new language. This situation is especially evident when comparing the tense systems in English and Uzbek. Thus, the temporal system of English and Uzbek languages is fundamentally different in its structure. In English, the categories of tense and type are formed using auxiliary verbs, additional forms and the suffix – whereas in Uzbek they are expressed mainly using suffixes and participial forms.

That is why students of English as a foreign language, for whom Uzbek is their native language, have difficulty mastering the complex tense-aspect forms of the English language. It is worth noting that while in

English such forms as present simple, present continuous, present perfect, past perfect have subtle semantic differences, in Uzbek there are often three main tenses – present, past and future. For this reason, it is difficult for students to distinguish between such differences in English as the present perfect and the past simple tense. For example, there is no complete equivalent in Uzbek to the English sentence I have been to London, since it is usually translated as I have been to London, but this construction may not always convey all the contextual functions of the present perfect tense.

Literature Review

J. Richards supported this idea and T. Schmidt confirms that their research shows that the perfect aspect in English is one of the most difficult categories for many foreign language learners, especially for speakers of agglutinative languages (Schmidt, 2013). In this regard, the Uzbek equivalent of the phrase "I am currently studying" will be. However, students often forget to use the – form in English and make up the wrong sentence, for example: I study now. This error is observed in many EFL classes and, as Ellis notes, its roots go back to the phenomenon of transference (Ellis, 1997). Foreign language learners, especially for those who speak agglutinative languages. In addition, while in English the category of duration (progressive aspect) is an independent grammatical tool, in Uzbek it is expressed mainly using the suffixes. In this regard, the Uzbek equivalent of the phrase "I am currently studying will be". However,

students often forget to use the form in English and make up the wrong sentence, for example: I study now. This error is observed in many EFL classes and, as Ellis notes, its roots go back to the phenomenon of transference.

Methodology

To carry out the study, we analyzed monolingual and multilingual dictionaries in Uzbek and English and materials from other literary sources. Among the methods of data analysis are: a descriptive method based on observation, a contrasting analysis of English and Uzbek Proverbs, an etymological analysis, a method of comparative analysis (used to identify and distinguish the main specificity and differences of the object under study. comparative languages), statistical method, generalization method.

Results

During our research, A.V. Kunin, E.F. Arsentyeva, L.R. We turned to the classical definition of the adjective phraseological unit of the Sakayeva: adjective phraseological units are phraseological units that are manifested through adjectives, adjectives or determinants. In the article, we examined comparative and non-comparative qualitative phraseological units. We separated proverbs and as the third structural group. The comparative components "like" and "as" are used in English phraseological units. These comparative connections serve as a connecting word between the first component (the basis of comparison) and the second (the object of comparison). A.V. Kunin notes that there is a tendency for the first link to be dropped (Ellis, 1997). Using the conjunction "like" instead of "as" is not considered a norm, but it has become a common trend in English conversation. The first component of an adjective is usually used in its basic lexical meaning. In English, comparative phraseological units with the taste component can be expressed as follows: I like sour ale in summer. In Uzbek phraseological units, the comparative component "like", "like", "day" is used, for example. Sweet, milk like white. The

third group of phraseological units that are similar in meaning can be characterized as proverbs and sayings. Examples of phraseological units in English: a rotten apple injures its neighbors, that which was bitter to endure may be sweet to remember, the nearer the bone the sweeter the flesh. From Uzbek phrases: as dear as bread, as pure as spring water.

In English and Uzbek, adjectival-component phraseological units can be semantically divided into two large groups: negative-sense phraseological units and positive-sense phraseological units. Phraseological units containing the adjective sweet in English have a positive meaning: no sweet without some sweat, the sweet and the bitter, as sweet as sugar (Krashen, 1982). Adjectives such as sour, bitter, and rotten give negative meaning to phraseological units: for example, sour apples; a rotten apple hurts its neighbors.

Discussion and Analysis

The information obtained because of our linguistic research allows us to reveal the unique characteristics of the peoples whose expression is found in English and Uzbek phraseological units. As a result, universal and specific characteristics were identified. Deed believes that understanding a phraseological unit depends on different types of context, since the linguistic context is important for distinguishing the components of the unit. In addition, the choice of tense is very important in English with time indicators. For example, only the past simple is used with words like last year, yesterday. However, the Uzbek language can also be said that I went to London last year, and I went to London last year. As a result, EFL learners make mistakes as if I have visited London last year.

The correct option should be I visited London last year. C. James calls this phenomenon «negative transfer» within the framework of his theory of contrastive analysis. At the same time, the rules for using present perfect with words like since and for cause

much confusion. In Uzbek, for example, I have been living here since 2019. In English, it takes the form I have been living here since 2019. Learners, on the other hand, often misspell I am here since 2019. Swan and Smith also note this in their research: they have shown that due to the simplicity of tense expression in Uzbek and other Turkic languages, learners have difficulty mastering aspectual differences in English (Swan, & Smith, 2001). As noted by linguistic scientists, the roots of this type of error go back primarily to contrastive differences. The Uzbek language is agglutinative and tense and aspect categories are often combined in a single suffix. English, on the other hand, expresses nuances of meaning using auxiliary verbs and syntactic devices. For this reason, Uzbek EFL learners tend to understand English tenses based on the rules of their native language, resulting in errors. From a pedagogical perspective, several approaches are effective for solving these problems (Schmidt, 2013). First, it is necessary to conduct lessons based on contrastive analysis, that is, the teacher should show the main differences between the tenses in Uzbek and English. Second, it is useful to show time relationships using visual aids such as timelines and schedules. Third, it is important to teach students to use different tenses in real-life communication situations through communicative exercises. As can be seen from the comparative analysis above, there are significant grammatical and semantic differences between the English and Uzbek tense systems. While the categories of tense and aspect are expressed in English through very complex forms, a simpler system is sufficient in Uzbek.

As a result, EFL learners have difficulty correctly using English forms such as the present perfect, past perfect, and progressive aspect. The main problem in this process is explained by the phenomenon of transfer, that is, the direct transfer of rules from the native language to English. Therefore, contrastive analysis, visual aids, and communicative methods are of particular importance in

mastering the category of time. The quality in English is higher for unit than in Uzbek according to the structure of phraseological units. In Uzbek, this constituent group is not very popular. In English, this group is formed using the binders "as" (more formal) and "like" (more colloquial), while in (more formal) and "day" (more colloquial) are used. Speaking of semantic identities, it can be noted that in both languages, pleasant taste qualities (sweet, nutritious, sweet, bold, oily) create a positive meaning of the entire phraseological unit. Unpleasant taste quality components (sour, bitter, rotten; salty, tasteless, tasteless) form phraseological units with a negative meaning. The fact that the perception of adjectives in the languages under study coincides, and therefore it is not difficult to guess whether positive or negative concepts are implied, is evident from the results of the study. This is common for both languages, but the difference is that some adjective components are not given in English phraseological units. The study of the verbs of thought in English has its own history. In the second half of XVII K. The first reference appears in works by Cooper. Leading scientist of the same century R. Louth continues this theory. In the mid-19th century, the theory of modal verbs began to take shape in English, and in the second half of the 19th century, the theory of modal verbs was established in English normative grammar and has remained unchanged to the present day.

Considering the problem of the interpretation and classification of the verb in English, we are convinced that typical types with equal and subordinate content are widespread. In terms of content, English contemplative verbs do not differ from contemplative verbs used in other languages. The rule that English contemplative verbs must necessarily have two bases (possessive and cross-sectional) in simple propositions of the base does not all occur, it has been suggested that equal-content contemplative verbs, the first part may have one composition and the other two. English has defined

contemplative verbs based on different base points. The problem of its interpretation and classification was approached from the point of view of Western scholars, as well as English linguists. In all given classifications (given in different language grammars), the possessive is derived based on a simple sentence as well.

Therefore, although there are many classifications, they are similar. However, each language, especially those belonging to different families, has its own characteristics and cannot be assimilated into each other. An analysis of the scientific works of English scholars on the issue of thinking verbs was given. The classifications showed that compound sentences were based on various signs. Based on the criteria of other linguists, English scholars have provided a definition of a compound sentence. From the point of view of scientists (based on their scientific works), the types of verbs of thought in English and the classifications that underlie them are presented. The classification of English verbs according to their structural-semantic, lexical, morphological features and the nature of the connection between parts is presented. Based on previously created classifications, the work provided a classification of the - parts of the verb, which only shows one aspect of the verb. The problem of interpretation and classification of thinking verbs is a much more interesting issue. From the legacy that our scientists have left us, we know that this issue has a long history of its own. (Krashen, 1982). Early accounts of contemplative verbs are given in works published in the 20s of the 19th century. Nevertheless, this information was not perfect. Only after the 1940s did the problem of thinking become the focus of scientists. Contemplative verbs are classified based on different base points. His approach to the issues of interpretation and classification from the point of view of World Scientists was studied, albeit in a short way, in this chapter of the work. All the given classifications (in Uzbek and Russian) are based on simple sentences.

Therefore, although there are many classifications, they are similar. However, each language has its own rules, and these rules are based on the possibilities of the language. Starting in the 80s of the 19th century, the system was approached to each syntactic unit, relying on the cross – sectional basis advanced by the second of the two bases present in the 1940s-50s joint sentence designation criterion chapter.

Results

An analysis of the scientific works of Uzbek scientists on the issues of thinking verbs is given. Reflecting on the classifications, they show a mixed reliance on the various signs of the compound sentence: structural – semantic, lexical, morphological characters, and on the character of the crosslinking of parts (i.e., binders and b. classifications of grammatical means according to usage// non-usage) have been cited and modifications have been made to some of them. In the formal-functional interpretation, the classification of thinking verbs is based on a certain aspect of it.

Based on previously created classifications, the work provided a classification of the – parts of the verb, which shows only one aspect of the verb. The essence of the verbs of contemplation used in English is no different from the verbs of contemplation used in other languages. In the use of contemplative verbs, the possibilities in the artistic style are wide. Either scope of the use of the verb "to think" is not limited to Hemingway's "Farewell to Arms." In this work, typical types of contemplative verbs with equal and subordinate content are widely used. Of particular note is the arrival of broad-bound contemplative verbs. The author made good and very appropriate use of them. It is also noteworthy that the subordinate clause, which is used as a separate sentence following the main clause based on the integrity of the text, is also noteworthy. When given in English, the rehash sentence was rendered in the manner of a connected verb of contemplation, the place followed in the

manner of an indefinite clause, the cross-section followed in the case of an adverb, and the fact that the ego followed is expressed in a simple sentence in the Uzbek language also did not go unnoticed. The components of contemplative verbs are numerically different and three-part sentences are more commonly used.

Conclusion

In conclusion, the differences between the English and Uzbek tense systems pose certain challenges for Uzbek-speaking EFL learners. However, these challenges can be effectively overcome with the right pedagogical approach, namely contrastive analysis, visual aids, and contextual exercises. Most importantly, it is to teach learners to pay special attention to subtle aspects such as "present perfect" and "past simple".

In general, issues such as the assignment of connected and followed English sentences in Uzbek, their connection with other parts, the arrival of Union fragments in the composition of parts, the assignment of two-content grammatically fully formed sentences based on the English joint sentence construction mold to Uzbek in a simple sentence, the arrival of connected, connected verbs of thought in a simple, It is an interesting issue to study the use of thinking verbs and organized sentences in these sentences. The analysis of scientific works of English, Uzbek and other scholars on the issues of simple sentences is given.

Classifications are given according to the use (or non-use) of grammatical means. In the structural-semantic interpretation, the classification of compound sentences is classified on a certain aspect of it. Based on previously created classifications, the work provided a classification of compound sentences based on their structural features. In world, particularly Western, linguistics, one-component sentences have their own history of study. This issue has also been studied in English and Uzbek linguistics. In the work, the opinions of scientists on this issue are clearly presented in groups (information from English, Uzbek, and Russian linguistics). English grammarians do not distinguish between one-part (headless) sentences at all. In English, Special Studies briefly dwell on the fact that impersonal sentences (those in which the owner is not found) are given using a dog unit.

The Uzbek variant of such sentences in English! Checked. In the scientific grammars of other Western languages, this issue is classified in a similar way to Russian. The formal and semantic changes of the English verb "to think" when translated into Uzbek, the use of the verb "to think" as a verb, and their relationship with other sentences were analyzed. The verbs of contemplation used in English do not differ in essence from the verbs of contemplation used in other languages. The scope of opportunity in artistic style in the use of contemplative verbs is not narrow.

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The use of English idiomatic expressions by Uzbek EFL learners and strategies to improve idiom comprehension

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Annotation

The use of English idiomatic idioms by Uzbek learners of English as a foreign language (EFL) is examined in this article, along with practical methods for improving understanding. Gaining near-native fluency requires grasping idioms, which are the cultural and linguistic core of a language. However, because of their cultural subtleties and non-literal interpretations, idioms can be quite difficult for Uzbek learners. The main goal of this study is to identify the particular challenges that students encounter and to provide instructional frameworks that help them learn these complicated expressions more effectively. The study examines typical challenges, including insufficient exposure to real-world language contexts and first-language (L1) interference, in which students attempt literal translations from Uzbek. The article offers a number of cutting-edge teaching techniques to overcome these problems, such as the cognitive linguistic method, which emphasizes the mental analogies behind idioms. To go beyond rote memorization, the use of digital tools, visual aids, and contextual learning is also considered. The results imply that learners have a more profound and long-lasting comprehension of idioms when they are taught through their historical roots and cultural settings. Teachers may assist students in bridging the gap between classroom knowledge and real-world communication by including genuine materials like podcasts and films into the curriculum. For EFL teachers in Uzbekistan looking to improve their methods and raise their students' communicative proficiency, this study offers insightful information.

Keywords

Idiomatic expressions, EFL, Uzbek learners, linguistic competence, teaching strategies, cultural context, cognitive approach

O'zbek EFL til o'rganuvchilari tomonidan ingliz tili idiomatik iformalaridan foydalanish va idioma tushunishini yaxshilashtirish strategiyalari

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Annotatsiya

Ushbu maqola ingliz tilini chet tili sifatida o'rganayotgan (EFL) o'zbek talabalari tomonidan idiomatik iboralarning qo'llanilishi va ularni tushunish darajasini tadqiq etishga bag'ishlangan. Idiomalar tilning madaniy va lingvistik boyligi bo'lib, ularni

o'zlashtirish nutqning tabiiy va ravon chiqishini ta'minlaydi. Biroq, o'zbek o'quvchilari uchun ingliz idiomalarini tushunish va nutqda to'g'ri qo'llash ko'pincha jiddiy qiyinchiliklar tug'diradi. Tadqiqotning asosiy maqsadi – talabalarning idiomalar bilan bog'liq asosiy muammolarini aniqlash va ularning tushunish qobiliyatini yaxshilash uchun samarali strategiyalarni ishlab chiqishdir. Maqolada ona tilining (o'zbek tili) interferensiyasi, ya'ni so'zlarni so'zma-so'z tarjima qilishga urinish va kontekstual ma'lumotlarning yetishmasligi kabi to'siqlar tahlil qilinadi. Muallif talabalarning idiomatik kompetentsiyasini oshirish uchun bir qancha zamonaviy metodik usullarni taklif etadi. Bularga kontekstual o'rganish, kognitiv lingvistik yondashuv va vizual vositalardan foydalanish kiradi. Shuningdek, texnologiyaga asoslangan o'rganish va autentik materiallar (filmlar, podkastlar) orqali idiomalar bilan ishlashning ahamiyati yoritilgan. Tadqiqot natijalari shuni ko'rsatadiki, idiomalar faqat yod olish orqali emas, balki ularning etimologiyasi va madaniy asosi bilan birga o'rganilganda ko'proq samara beradi. Maqola yakunida o'qituvchilar va o'quvchilar uchun til o'rganish jarayonini yanada qiziqarli va natijali qilish bo'yicha amaliy tavsiyalar berilgan.

Kalit so'zlar *Idiomatik iboralar, ingliz tilini o'rganuvchilar, o'qitish strategiyalari, madaniy kontekst, kognitiv yondashuv*

Использование английских идиоматических выражений узбекскими изучающими английский как иностранный язык и стратегии улучшения понимания идиом

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Аннотация *Данная статья посвящена исследованию использования английских идиоматических выражений узбекскими студентами, изучающими английский язык как иностранный (EFL), а также анализу стратегий по улучшению их понимания. Идиомы являются неотъемлемой частью языковой компетенции, обеспечивая естественность и выразительность речи. Тем не менее, для узбекских учащихся идиомы часто становятся серьезным барьером из-за их метафорической природы и отсутствия прямых эквивалентов в родном языке. Основная цель данного исследования – выявить типичные трудности, с которыми сталкиваются студенты, и предложить эффективные методические рекомендации для повышения их идиоматической грамотности. В работе рассматриваются такие проблемы, как влияние интерференции родного языка, выражающееся в попытках буквального перевода, и дефицит контекстуальных знаний. Автор предлагает ряд современных подходов к обучению, включая когнитивно-лингвистический метод, акцентирующий внимание на логике*

возникновения идиом, а также использование визуализации и цифровых образовательных ресурсов. В статье подчеркивается, что механическое заучивание идиом менее эффективно, чем изучение их этимологии и культурного подтекста. Использование аутентичных материалов, таких как современные медиа и литература, способствует более глубокому погружению в языковую среду. Результаты исследования демонстрируют, что систематическое внедрение стратегий контекстуального анализа позволяет значительно улучшить навыки восприятия и активного использования устойчивых выражений. Работа представляет практическую ценность для преподавателей английского языка и исследователей в области методики преподавания в условиях узбекской образовательной среды.

Ключевые слова

Идиоматические выражения, английский как иностранный, узбекские учащиеся, языковая компетентность, педагогические стратегии, культурный контекст, когнитивный подход

Introduction

English is the main language used in international relations, academia, and digital innovation in the current global communication environment. But learning syntactic structures and formal vocabulary is only one aspect of mastering English in a non-native setting like Uzbekistan. It is becoming more often accepted that “idiomatic competence” – the capacity to comprehend and use statements whose meanings cannot be inferred from their component parts – is a necessary component of true linguistic competency. A nation’s historical experience, social ideals, and cognitive frameworks are all encapsulated in its idioms, which are more than just decorative accents. Idiom mastery is the last step required for an EFL (English as a Foreign Language) learner to advance from a functional user to a sophisticated, nearly native speaker. For Uzbek learners, one of the biggest obstacles is the cognitive shift needed to comprehend figurative language (Boers, 2000). Early on in the process of learning a language, human intellect naturally leans toward literal interpretation. When Uzbek students come across idioms like “to bark up the wrong tree”

or “to let the cat out of the bag,” there is a mental struggle between the intended abstract meaning and the literal imagery (animals and objects). According to this study, the challenge is not only linguistic but also conceptual. Because they lack the “conceptual metaphors” that anchor English idioms in everyday life, learners frequently have difficulties. Without these mental maps, idioms are just random, nonsensical word strings that are hard to remember and even more difficult to recall when speaking spontaneously. An important cultural and genetic gap separates the Turkic Uzbek language from the Germanic English language. Many English idioms have their roots in Western history, nautical customs, or biblical allusions, and therefore lack clear equivalents in the Uzbek cultural vocabulary. However, there are some universal idioms that arise from common human experiences (Charteris- Black, 2002).

Due to this divergence, learners seek to translate Uzbek proverbs and fixed expressions straight into English, which frequently results in “Uzbek-English” hybrids that are incomprehensible to native speakers. This phenomenon is known as “negative transfer”

or linguistic interference. Preventing communication breakdowns and promoting authentic intercultural discussion thus require an understanding of the “cultural fingerprints” present in English idioms. There is a recurring contradiction in Uzbekistan’s educational system: students who score highly on standardized proficiency exams frequently encounter “language shock” when exposed to real-world discussions or realistic English media. The main reason for this disparity is because idiomaticity is not included in the core curriculum. A strict set of rules known as “Prescriptive Grammar” – which frequently overlooks the flexible, idiomatic character of real speech – has long been given precedence in the region’s traditional educational programs. As a result, students acquire an excessively formal or “frozen” type of English that lacks the emotional depth and complexity that come from using idiomatic terms (Cooper, 1999). This study highlights that idioms are essential elements of natural communication that ought to be incorporated from the intermediate levels; they are not “extra” vocabulary for advanced pupils. Finding the precise linguistic and psychological obstacles preventing Uzbek EFL learners from employing English idioms successfully is the main goal of this study. It investigates the theory that idiomatic expression understanding and retention may be greatly improved by switching from “translation-based learning” to “concept-based learning.” This study looks at the methods now used in Uzbek language centers and colleges in order to give teachers a thorough framework – a “methodological roadmap” – for bridging the gap between their students’ idiomatic fluency and grammatical precision. In the end, this study aims to enable Uzbek students to express themselves as deeply and richly as native English speakers (Fernando, 1996).

Challenges and strategies in improving idiom comprehension among Uzbek EFL learners

The complexity of English idiomatic phrases, both cognitively and sociolinguistics, makes idiomatic proficiency a tough obstacle for Uzbek EFL learners. Idioms need a higher level of semantic processing than literal language because the learner must simultaneously suppress the literal meaning of individual words and activate a figurative idea with cultural roots. Students in Uzbekistan, whose native tongue is part of the Turkic family and presents a significant conceptual and genealogical distance from the Germanic origins of English, find this cognitive “switching” especially challenging. Due to this language barrier, learners frequently seek to impose the logic of Uzbek syntax and metaphors onto English sentences, which frequently results in considerable “negative transfer,” which produces less natural or clear utterances. Beyond the structural distinctions, the challenge is made more difficult by a “cultural opaqueness”; many English idioms have deep roots in Western history, nautical customs, or biblical stories – contexts that are nevertheless largely foreign to a student who has not been immersed in those particular traditions. Idioms that come from maritime history, such “to be taken aback” or “to weather the storm,” for example, go beyond simple grammatical decoding and require knowledge of the historical context in which they were created. When this context is lacking, the Uzbek student is frequently presented with a random word string that is impossible to understand. Traditional pedagogical paradigms that consider idioms as static vocabulary lists to be memorized rather than as dynamic communication tools exacerbate the issue in Uzbekistan’s present educational environment. Because the literal output rarely fits the intended meaning, this “decontextualized” method creates a literal trap where students expend extra work utilizing bilingual dictionaries to decode idioms word by word. This often ends in semantic misunderstanding. This robotic approach ignores “Pragmatic Competence” – the capacity

to understand not just the meaning of an idiom but also when and when it should be used. It is possible for a student to comprehend the meaning of a slang term but use it incorrectly in a formal academic context, damaging their reputation as a professional (Gibbs, 1994).

A significant methodological change is needed to close this gap, shifting from rote memorization to cognitive techniques like Conceptual Metaphor Theory. Teachers can provide pupils a "logical anchor" that promotes long-term memory by outlining the underlying reasoning, such as how the metaphor "Time is Money" regulates idioms like "spending time" or "investing time". Additionally, the incorporation of "Contrastive Idiomatology" is crucial; students' existing linguistic knowledge is validated when teachers encourage them to identify semantic parallels in their native Uzbek language, such as connecting "killing two birds with one stone" to "bir o'q bilan ikki quyovni urmoq." This produces a strong mnemonic bridge. Multimedia and contemporary technologies are also essential to this developmental process. Learners can examine the emotional prosody and social subtleties connected with idiomatic speech by using real English-language media, such as news broadcasts, podcasts, and cinematography. In the end, enhancing idiom comprehension in the context of Uzbek EFL calls for a multi-modal strategy that incorporates both genuine exposure and an understanding of the "cultural fingerprints" ingrained in the language. In addition to improving students' conversational skills, this shift from "classroom English" to "idiomatic fluency" gives them the ability to negotiate the subtleties of sarcasm, humour, and emotion – all of which are critical for near-native success in the worldwide English-speaking community. We help Uzbek learners become actual "interpreters" of meaning rather than just "translators" of words by cultivating a profound, metaphorical grasp of the language (Irujo, 1986).

Discussion

The analysis of the research results shows that among Uzbek EFL learners, the degree of pragmatic competency and the frequency of idiom usage are significantly correlated. It has been noted that although students theoretically understand several high-frequency idioms, their real "use" in unplanned conversation is still rather low. This characteristic, which is often called "avoidance behaviour," implies that Uzbek learners prioritise literal language in order to assure clarity, hence avoiding the dangers posed by idiomatic phrases' semantic ambiguity. Claims that this hesitancy is typical of L2 learners who are afraid of "pragmatic failure" – using an idiom in the wrong social or stylistic context. This is made worse in the Uzbek setting by a teaching tradition that prioritises grammatical correctness above idiomatic naturalness. Idiom "comprehension" is a complicated cognitive job that involves "figurative mapping," rather than a linear process, as the evidence further demonstrates. The findings showed that idioms that have no clear conceptual counterpart in their native tongue are a common source of difficulty for Uzbek learners. There is a "comprehension gap" when the Uzbek cultural schema and the English metaphorical system (such as baseball or maritime historical idioms) do not meet. For example, an Uzbek student may not understand the phrase "to be on the same page" until they understand the underlying metaphor of "life/work as a book," which needs specific cognitive education rather than straightforward translation (Lakoff, 1980).

The techniques covered in this study, notably Etymological Inquiry and Conceptual Metaphor Awareness (CMA), show promise in addressing these issues. Boers' theory that elucidating an idiom's roots improves long-term retention is supported with the results. When Uzbek learners are made aware of the historical background of a term such as "to turn a blind eye," the idiom transforms from a random collection of words into a dramatic story. Additionally, hypothesis that L1-L2

similarity can greatly speed up idiom acquisition is supported by the use of Contrastive Analysis, which compares English idioms with their Uzbek equivalents, such as "bir o'q bilan ikki quyonni urmoq." By guiding the student from passive recognition to active usage, this method successfully closes the gap between "knowing" and "using" an idiom in conversation (Littlemore, 2006).

The conversation concludes by emphasising the need to move away from "rote memorization" and toward "contextualised immersion" in order to improve idiom comprehension among Uzbeks. Idioms are dynamic reflections of cognition rather than "dead metaphors". Multimedia resources and real materials must thus be included into instructional methodologies in order to provide students the situational and emotional clues they need to grasp a subject. In order to assist Uzbek learners overcome their aversion to figurative language and achieve a more near-native level of communicative ability, instructors should concentrate on both the "logic" underlying the idioms and their practical application (O'Dell, 2010).

Conclusion

In the end, learning English idiomatic phrases is a complex process that goes beyond the confines of conventional vocabulary development for Uzbek EFL learners. This study has clearly shown that idiomatic competence is an essential component of communicative fluency and sociocultural integration, not just a "optional" language ability. The results highlight an important fact: the ancient techniques of rote memorization cannot overcome the obstacles encountered by Uzbek learners, which include the significant typological gap between the Turkic and Germanic languages as well as the cognitive friction brought on by semantic opacity. Many local pedagogical practices still rely heavily on

literal translation, which has been shown to be ineffective because it keeps learners in a "literal cage," preventing them from developing the metaphorical flexibility needed to deal with the complexities of a living language like English. More than merely a change in teaching methods, the move toward more complex approaches like Conceptual Metaphor Awareness, Etymological Inquiry, and Contrastive Idiomatology signifies a paradigm shift in the way language is seen in the Uzbek educational system. By recognizing "semantic bridges" between the English and Uzbek worldviews, we allow learners to use their innate cultural knowledge as a basis for mastering the second language rather than as a barrier. Incorporating real-world multimedia resources and exposure to context is also crucial for giving students the "pragmatic compass" they need to differentiate between different social registers and emotional tones.

Enhancing idiom understanding ultimately aims to enable the Uzbek student to become an active interpreter of meaning rather than only a passive translation of words. The capacity of Uzbekistan's students to communicate with subtlety, humour, and emotional depth becomes strategically necessary as the country continues to integrate into the international intellectual and commercial world. By cultivating a "metaphorically aware" generation of speakers, this study finds, we are not just teaching them a language but also giving them the means to engage in the global human story in a genuine manner. In order to bridge the gap between two different linguistic worlds, English language instruction in Uzbekistan must prioritise the "soul" of the language – its idioms – ensuring that students have the cognitive and cultural tools to express their thoughts with the same richness and precision as native speakers.

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Common Errors in Word order among Uzbek Learners of English a Contrastive Perspective

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- Annotation** *The article focuses on examining common word order mistakes made by Uzbek learners of English based on contrastive analysis. The importance of learning word order is that it directly affects grammatically correct and clear communication in a foreign language. English and Uzbek languages belong to different language families and sentence structure is a main component of all sentences. As a result, students have difficulties in using syntactic structures correctly when composing sentences in English. Both languages have different syntactic structures and this difference leads to errors in language learners. It is widely acknowledged that Uzbek language mainly follows SOV (Subject-object-verb) word order, and the English language is SVO (Subject-verb-object) structure. This structural difference is one of the main reasons for negative transfer in second language acquisition. This main difference causes learners to transfer native patterns from native language into English. The study analyzes their typical errors, explains their causes and suggests pedagogical strategies to reduce the errors encountered in language learning. The results of the research serve to improve the teaching methodology and increase students' understanding of the syntactic differences between the two languages.*
- Keywords** *Word order, analytic language, relatively fixed, flexible, native language, errors, sentence structure*

O'zbek tilida so'zlashuvchi ingliz tilini o'rganuvchilarda so'z tartibi bilan bog'liq keng tarqalgan xatolar: kontrastiv tahlil yondashuvi asosida tadqiqot

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- Annotatsiya** *Ushbu maqola kontrastiv tahlil asosida o'zbek tilida so'zlashuvchi ingliz tilini o'rganuvchilarda uchraydigan so'z tartibi bilan bog'liq keng tarqalgan xatolarni o'rganishga qaratilgan. So'z tartibini o'rganishning ahamiyati shundaki, u chet tilida grammatik jihatdan to'g'ri va aniq muloqot qilishga bevosita ta'sir qiladi. Ingliz va o'zbek tillari turli til oilalariga mansub bo'lib, gap tuzilishi barcha gaplarning asosiy tarkibiy qismi hisoblanadi. Natijada, o'quvchilar ingliz tilida gap tuzishda sintaktik tuzilmalardan to'g'ri foydalanishda qiyinchiliklarga duch keladilar. Bu ikki tilning sintaktik tuzilmalari bir-biridan farq qiladi va bu farq til o'rganuvchilarda xatolarga olib keladi. Ma'lumki, o'zbek tili asosan SOV (ega-to'ldiruvchi-kesim) so'z tartibiga,*

ingliz tili esa SVO (ega-kesim-to'ldiruvchi) tuzilishiga amal qiladi. Ushbu tuzilmaviy farq ikkinchi tilni o'zlashtirish jarayonida salbiy transferning asosiy sabablaridan biridir. Bu farq o'quvchilarning ona tilidagi grammatik naqshlarni ingliz tiliga ko'chirishiga olib keladi. Tadqiqot o'quvchilarda uchraydigan tipik xatolarni tahlil qiladi, ularning sabablarini tushuntiradi hamda til o'rganish jarayonida uchraydigan xatolarni kamaytirish uchun pedagogik strategiyalarni taklif qiladi. Tadqiqot natijalari o'qitish metodikasini takomillashtirishga va o'quvchilarning ikki til o'rtasidagi sintaktik farqlar haqidagi tushunchasini oshirishga xizmat qiladi.

Kalit so'zlar So'z tartibi, analitik til, nisbatan qat'iy, moslashuvchan, ona tili, xatolar, gap tuzilishi

**Распространённые ошибки в
порядке слов у узбекских
учащихся английского языка:
исследование с позиции
контрастивного анализа**

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Аннотация Данная статья направлена на изучение распространённых ошибок в порядке слов, которые допускают узбекские учащиеся при изучении английского языка, на основе контрастивного анализа. Важность изучения порядка слов заключается в том, что он напрямую влияет на грамматически правильное и понятное общение на иностранном языке. Английский и узбекский языки относятся к разным языковым семьям, а структура предложения является основным компонентом любого высказывания. В результате учащиеся испытывают трудности при правильном использовании синтаксических структур при построении предложений на английском языке. Оба языка имеют разные синтаксические структуры, и это различие приводит к ошибкам у изучающих язык. Известно, что узбекский язык в основном следует порядку слов SOV (подлежащее-дополнение-сказуемое), а английский язык – структуре SVO (подлежащее-сказуемое-дополнение). Это структурное различие является одной из основных причин негативного переноса в процессе овладения вторым языком. Данное различие приводит к тому, что учащиеся переносят модели родного языка в английскую речь. В исследовании анализируются типичные ошибки учащихся, объясняются их причины и предлагаются педагогические стратегии для их уменьшения. Результаты исследования способствуют совершенствованию методики преподавания и повышению понимания учащимися синтаксических различий между двумя языками.

Ключевые слова Порядок слов, аналитический язык, относительно фиксированный, гибкий, родной язык, ошибки, структура предложения

Introduction

In some languages word order is relatively fixed, while some languages word order is moveable. If the words are rearranged, the sentence may lose its original meaning. In Uzbek word order is very flexible due to its rich system of suffixes while, in English it is fixed. This difference creates significant difficulties for students to construct correct sentences in English. Differences in the use of verbs and adverbs are beneficial for learners of these languages, as they have less difficulty with correct use of word order. Also, these differences are of great help not only for language learners, but also in the translation process.

The major process of this article is:

- Identify common errors in Word order.
- Analyzing them by contrastive analysis.
- Provide methodological recommendations.

These objectives facilitate a deeper understanding of issues related to language acquisition. Furthermore, this research contributes to the more effective organization of the teaching process.

In analytic languages such as English, the sequence of words is frequently crucial for achieving clear and unambiguous communication. Words are arranged according to established patterns and frameworks that define their relationships and functions within a sentence. In English word order is rigid, which follows the Subject-verb-object. (SVO) model (Swan&Smith, 2001). In English, word order plays a crucial role in determining grammatical function. That is why the order of words in English is grammatically fixed and cannot be changed. In this structure, the subject appears first, followed by the verb and then the object. For instance, in the sentence "Nancy cleans the room every morning", "Nancy" functions as a subject, "cleans" is a verb, and "the room" is an object. Therefore, the position of each word determines the syntactic structure of the

sentence. In addition, word order plays a significant role in English, because if the arrangement of words are changed, the meaning of the sentence will also change or be grammatically incorrect. The accuracy of sentence structure in English ensures the effectiveness of communication. Therefore, learners should pay particular attention to word order.

In contrast, in Uzbek grammatical relations rely on morphological structures and correct use of suffixes. Uzbek usually follows Subject-Object-Verb (SOV) order: *Malika xonanitozalaydi* (*Malika cleans the room*). This allows students to construct sentences in different word order, and this situation leads to mistakes in learning English. The correct use of grammatical adverbs such as possessives, adverbs, and verb forms make the sentence clearer. Word order in a sentence mainly indicates stylistic purpose and flexibility. For example, the object marker -ni explicitly indicates the grammatical role of the noun in a sentence, so the sentence can be rearranged without losing meaning: *Xonani Malika tozalaydi*. The study of languages belong to the two contrasting families is important for language learners and linguistics. Differences in word order constitute one of the most prevalent challenges in the process of language learning. The rigid structural framework of the English language presents considerable difficulty for Uzbek learners. This characteristic renders the Uzbek language both flexible and expressive. However, this very flexibility creates challenges in the acquisition of English. Through this approach, students' errors can be anticipated in advance. This difference more clearly demonstrates the structural contrast between the two languages. As a result, teachers are able to plan lessons more effectively.

Common word order mistakes

Comparative analysis is a linguistic approach that includes systematically

comparing two languages to analyze differences and similarities and predict learning difficulties. This theory identifies differences between the learner's native language and the target language are one of the main sources of errors in second language acquisition (Lado, 1957; Ellis, 2008). One of the main differences between Uzbek and English lies in their word order patterns. The Uzbek language is characterized by flexible word order. In response, English has a stricter and more rigid word order. Because of this structural difference, Uzbek learners often transfer native language patterns to English, which leads to various errors. This phenomenon is commonly called language interference or negative transfer (Odlin, 1989; Selinker, 1972). Such interference prevents students from fully mastering the new language system. As a result, students often rely on their mother tongue and form an incorrect model.

Verb placement errors

Learners often make mistakes related to word order in English and Uzbek. The most common mistakes are related to incorrect placement of the verb, violation of the order of adverbs, failure to use auxiliary verbs in interrogative sentences, incorrect construction of negative forms, and incorrect placement of expressions of time and place. For example, *he a book reads* instead of *he reads a book* as a verb placement error. Also, in interrogative sentences *you are coming?* instead of *are you coming?* form should be used. These errors mainly occur as a result of transferring the freer and SOV-type sentence structure of the Uzbek language to the English language and also it is directly related to the fact that the verb in Uzbek comes at the end of the sentence. Verb placement errors indicate that students have not yet fully mastered English grammar and these errors occur particularly frequently at the initial stage of learning. This problem is associated with the incorrect acquisition of the predicate structure in English.

Adverb placement errors

In Uzbek, adverbs are relatively free, but in English their place in a sentence is subject to clear rules. Because of this, language learners tend to misplace adverbs within the sentence. For example, *I every day go to university*, instead of *I go to university every day* is correct. This shows that the students have not yet been able to adapt to the strict order of the English language. Incorrect placement vowels results in speech that sounds unnatural. This negatively affects the fluency of speech. Incorrect placement of adverbs reduces the stylistic quality of the sentence.

Question formation errors

Interrogative sentences in English require an auxiliary verb and inversion, while in Uzbek, intonation or prepositions are often sufficient. Because of this difference, students make mistakes. For example, *You are coming?* instead of *Are you coming?* is used. As a result, student cannot fully use the system of auxiliary verbs in English. These errors arise due to an insufficient understanding of question structures in English. The use of auxiliary verbs is particularly challenging for learners. This situation requires the mastery of inversion rules in English.

Negation errors

In English, negative sentences are formed using auxiliary verbs, but in Uzbek, this system is different. As a result, students use incorrect forms. For example, instead of *I go not to school*, *I do not go to school* is correct. These errors are also explained by the complexity of negative forms in English. Errors in negative constructions may lead to misunderstanding of sentence meaning. Therefore, this issue requires special attention. Because, such mistakes have a negative impact on communicative accuracy.

Placement of time and Place expressions

In English, expressions of time and place usually come at the end of the sentence, while in Uzbek they have a freer place. This leads to errors. For example, *I to Samarkand yesterday went*, instead of *I went to Samarkand yesterday*.

These errors disrupt the logical structure of the sentence. Consequently, it becomes difficult to comprehend the sentence. Auxiliary verbs serve an essential grammatical function in English. Their omission renders the sentence grammatically incorrect. This rule serves to ensure pragmatic accuracy in English.

Auxiliary verb errors

Many grammatical constructions in English require auxiliary verbs. Since there is no such system in the Uzbek language, students leave them down. For example, instead of *She not know*, *She does not know* is correct (Swan&Smith, 2001). Their correct use ensures the grammatical completeness of the sentence.

Causes of errors

Errors related to word order are mainly explained by several factors. The main reason is the influence of the mother tongue, and learners copy the structure of sentences in Uzbek to English. In addition, insufficient understanding of English syntax is also one of the important factors. Another reason is overgeneralization, where students incorrectly apply one grammatical rule to other situations. Auxiliary verbs serve an essential grammatical function in English.

The main reason is the influence of the mother tongue, and students copy the structure of sentences in Uzbek to English. In addition, insufficient understanding of English syntax is also one of the important factors. Another reason is overgeneralization, where students incorrectly apply one grammatical rule to other situations. Therefore, it is necessary to pay special attention to these problems in the teaching process. These factors are interrelated and reinforce one another. As a result, systematic errors emerge among students. In addition, a lack of practical exercises also contributes to an increase in errors.

Pedagogical implications

To reduce these errors, teachers need to use several effective methods. First of all, it is important to explain the differences between

English and Uzbek in a clear and understandable way. Also, regular exercises should be given to teach students to construct correct sentences, especially exercises on SVO structure, interrogative sentences, and placement of adverbs. Correcting errors in time and explaining the reason is also of great importance. In addition, it is recommended to develop students' practical skills through the use of visual aids such as diagrams and charts, and through role-plays and dialogue-based activities. The application of modern methods enhances students' interest. This significantly improves the effectiveness of learning. These approaches help to develop stable grammatical competence in students.

Differences in word order between English and Uzbek languages are one of the important difficulties for Uzbek learners. As discussed in this article, the differences between the strict SVO structure of English and the relatively loose SOV order of Uzbek cause many errors. In particular, the wrong location of the verb, the order of verbs, the wrong structure of interrogative and negative sentences, and the omission of auxiliary verbs appear as the most common errors. These errors are mainly caused by the influence of the mother tongue, insufficient grammatical knowledge and incorrect generalization (Richards, 1974). Therefore, it is important to use a contrastive approach in teaching English, that is, to clearly show the differences between the two languages. The findings of this study are also valuable for future research. Moreover, these results can be applied in practical teaching contexts. In general, the language learning process requires a systematic approach.

In conclusion, the differences between the word order in English and Uzbek are one of the most significant challenges in the process of language learning. In English, word order is relatively strict, but in Uzbek it is more free, which causes mistakes in students. The analysis shows that the main cause of word order errors is the influence of the mother tongue and

insufficient mastery of grammatical rules. As a result, the structure of the sentence is broken and it becomes difficult to express the idea clearly. In order to form the correct word order in students, along with theoretical

explanations, it is necessary to use practical exercises, continuous corrections, and effective communication methods. This will help students to develop the skills of making correct and fluent sentences in English.

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Collaborative writing as a tool and method to develop writing competence of the 11th grade learners

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Annotation

Writing skills really matter in learning a language, particularly when high school students get ready for schoolwork or jobs where they have to communicate well. A lot of the usual teaching methods stick to students working alone, and that can hold back their ability to talk things out or think critically about what they are doing. Instead, collaborative writing lets kids team up on planning, writing drafts, and fixing up their pieces. It seems like this could change things for the better in class. This piece looks at how well that team approach works for 11th graders building up their writing abilities. The way groups interact ends up helping with stuff like getting grammar right, picking better words, and putting ideas in order. Sometimes it feels a bit messy at first, but I think the interactions make a difference there. Also, these group tasks bring in some motivation that solo work might not, especially in English classes where everyone is trying to get better. That part stands out, though it is not always straightforward how much it boosts everyone equally. This article examines collaborative writing as an effective pedagogical tool for developing writing competence among 11th grade learners. Writing is considered one of the most complex language skills, requiring grammatical accuracy, coherence, creativity, and critical thinking. Traditional individual writing tasks often limit students' engagement and interaction. Collaborative writing, based on social constructivist theory, encourages learners to work together in planning, drafting, revising, and editing texts. The study explores the theoretical foundations of collaborative learning and presents a small-scale classroom research conducted with 11th grade students. The results demonstrate that collaborative writing enhances motivation, improves linguistic accuracy, and develops communicative competence.

Keywords

Collaborative writing, writing competence, 11th grade learners, communicative competence, peer interaction, EFL classroom

11-sinf o'quvchilarining yozma kompetensiyasini rivojlantirishda hamkorlikda yozish usuli va vositasi

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- Annotatsiya** *Yozma nutq ko'nikmalari til o'rganishda muhim ahamiyatga ega, ayniqsa yuqori sinf o'quvchilari ta'lim jarayoniga yoki samarali muloqotni talab qiladigan kelajakdagi kasbiy faoliyatga tayyorgarlik ko'rayotgan davrda. An'anaviy o'qitish usullari ko'pincha o'quvchilarning individual ishlashiga asoslanadi, bu esa ularning fikr almashish va tanqidiy tafakkurni rivojlantirish imkoniyatlarini cheklashi mumkin. Bunga muqobil ravishda, hamkorlikda yozish (collaborative writing) o'quvchilarga matnni rejalashtirish, qoralama yozish hamda tahrirlash jarayonlarida birgalikda ishlash imkonini beradi va ta'lim samaradorligini oshiradi. Ushbu maqolada hamkorlikda yozish 11-sinf o'quvchilarining yozma kompetensiyasini rivojlantirishda samarali pedagogik vosita sifatida tahlil qilinadi. Yozish eng murakkab til ko'nikmalaridan biri bo'lib, grammatik aniqlik, mantiqiy izchillik, ijodkorlik va tanqidiy fikrlashni talab etadi. Ijtimoiy konstruktivizm nazariyasiga asoslangan hamkorlikda yozish o'quvchilarni matn yaratishning barcha bosqichlarida – rejalashtirish, yozish, qayta ko'rib chiqish va tahrirlash jarayonlarida – birgalikda ishlashga undaydi. Tadqiqot doirasida 11-sinf o'quvchilari bilan o'tkazilgan kichik hajmdagi sinf tajribasi natijalari ham keltirilgan. Natijalar hamkorlikda yozish o'quvchilarning motivatsiyasini oshirishini, lingvistik aniqligini yaxshilashini va kommunikativ kompetensiyasini rivojlantirishini ko'rsatadi.*
- Kalit so'zlar** *Hamkorlikda yozish, yozma kompetensiya, 11-sinf o'quvchilari, kommunikativ kompetensiya, tengdoshlar o'rtasidagi hamkorlik, ingliz tilini chet tili sifatida o'qitish (EFL)*

Совместное письмо как средство и метод развития письменной компетенции учащихся 11 класса

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- Аннотация** *Навыки письма играют важную роль в изучении языка, особенно когда учащиеся старших классов готовятся к учебной деятельности или будущей профессиональной карьере, требующей эффективной коммуникации. Традиционные методы обучения часто ориентированы на индивидуальную работу учащихся, что может ограничивать их возможности для обсуждения идей и развития критического мышления. В отличие от этого, совместное письмо (collaborative writing) позволяет учащимся работать вместе на этапах планирования, написания черновиков и редактирования текстов, что способствует улучшению учебного процесса. В данной статье рассматривается эффективность совместного письма как педагогического инструмента для развития письменной компетенции*

учащихся 11-х классов. Письмо считается одним из наиболее сложных языковых навыков, требующих грамматической точности, связности, креативности и критического мышления. Совместное письмо, основанное на теории социального конструктивизма, поощряет учащихся к сотрудничеству на всех этапах создания текста. Исследование также включает результаты небольшого классного эксперимента, проведённого среди учащихся 11-х классов. Полученные данные показывают, что совместное письмо повышает мотивацию, улучшает языковую точность и способствует развитию коммуникативной компетенции.

**Ключевые
слова**

Совместное письмо, письменная компетенция, учащиеся 11-х классов, коммуникативная компетенция, взаимодействие между сверстниками, обучение английскому языку как иностранному

Introduction

Writing is really important in learning a foreign language, as it is crucial for learners to develop their ideas and reflect them in written form. However, this language skill tends to be complicated, especially for young learners, as they usually struggle with not only expressing their ideas in written form, but also they mainly struggle with just developing their writing skills as the process itself, which means that they might have problems with writing as a manual, not cognitive process. Jeremy Harmer states that the process of writing comprises the knowledge of grammar and appropriate vocabulary usage and how to organize grammar and vocabulary, all at the same time, which makes it a productive skill. These days, teaching focuses more on students being in charge of their learning and talking things out with others. Collaborative writing fits right into that, where a couple of students team up to create one piece of writing together. It seems based on what Lev Vygotsky said about how interacting socially helps develop learners' writing competence through socio-cultural theory. In addition, writing competence also involves the ability to revise and edit texts. Students often need to reread their work to correct grammatical mistakes, improve vocabulary choices, and

clarify unclear sentences. For instance, a learner may initially write the sentence "People must to protect the nature because pollution make problems", but during the revision process it can be improved to "People must protect nature because pollution causes many serious problems." This process of drafting, revising, and editing helps learners gradually develop stronger writing competence and produce clearer and more accurate texts.

The main idea of socio-cultural theory is that learning occurs through social interaction and collaboration with others. According to this theory, cognitive development is strongly influenced by communication and cooperation between learners and more knowledgeable peers or teachers. Through discussion, feedback, and shared problem-solving, learners can perform tasks that they would not be able to complete independently. This concept is closely related to Vygotsky's idea of the Zone of Proximal Development, where students improve their abilities with the support and guidance of others. In the context of language learning, collaborative activities such as joint writing allow students to exchange ideas, negotiate meaning, and support each other in the process of constructing texts.

Main part

Theoretical Background and Research

Gaps

Collaborative learning has been widely discussed in pedagogical research as an effective approach to language teaching and learning. Kenneth A. Bruffee argues that knowledge is socially constructed through interaction and dialogue among learners. According to this perspective, learning develops through communication, cooperation, and the exchange of ideas between individuals. When students work together on a task, they share perspectives, negotiate meaning, and support each other's learning process. Such interaction helps learners clarify their understanding and improve their language skills through discussion and feedback (Bruffee, 1999).

In the context of writing instruction, collaborative writing includes joint planning, brainstorming, drafting, peer reviewing, and editing. According to David W. Johnson and Roger T. Johnson, cooperative learning improves academic achievement and interpersonal skills. In the context of writing instruction, collaborative writing includes joint planning, brainstorming, drafting, peer reviewing, and editing. According to David W. Johnson and Roger T. Johnson, cooperative learning improves academic achievement and interpersonal skills. By this, it is meant that when students work together on a shared writing task, they actively exchange ideas, discuss language choices, and provide feedback to one another during different stages of the writing process. Such interaction allows learners to clarify their thoughts, notice mistakes, and learn alternative ways of expressing their ideas. For example, during the brainstorming stage students may suggest different vocabulary items or arguments for the topic, while during the peer-review stage they may help their partner identify grammatical errors or improve the organization of the text. In this way, collaborative writing not only contributes to the development of writing

competence but also encourages communication, teamwork, and mutual support among learners.

The integration of collaborative writing into the 11th-grade curriculum offers a multifaceted approach to language acquisition, moving beyond simple composition to foster a holistic learning environment. By working together, students transition from passive recipients of information to active contributors in the linguistic process. Below is the expanded development of these advantages, integrated with the relevant scholarly references:

1. Improved Grammatical Accuracy and Linguistic Precision

Collaborative writing creates a natural environment for peer correction, where students identify and rectify grammatical inconsistencies during the drafting phase. Research suggests that while collaborative texts may take longer to produce, they demonstrate higher levels of grammatical accuracy and complexity than individual work (Storch, 2005). This accuracy is further bolstered when students utilize digital tools to verify language patterns. As Radjabova (2023) notes, corpus technologies allow learners to verify collocations against authentic data, leading to a more sophisticated mastery of academic writing.

2. Development of Critical Thinking and Problem-Solving

When writing in groups, students are forced to "negotiate meaning," a process where they must debate vocabulary choices and logical structures. This interaction requires high-level cognitive processing and problem-solving. Dobao (2012) argues that these "language-related episodes" during group work force students to solve complex linguistic problems together. This analytical approach aligns with the methodological characteristics of advanced teaching technologies, which encourage students to analyze data critically rather than memorizing rules (Giyosiddinovna, 2022).

3. *Increased Motivation and Digital Engagement*

The social nature of collaborative writing transforms a solitary task into an interactive experience, significantly boosting student investment (Shehadeh, 2011). For the modern learner, this engagement is often tied to the use of technology. Раджабова (2024) highlights that innovative methods in the digital era provide diverse avenues for students to interact with the English language, making the writing process dynamic and interactive.

4. *Reduction of Writing Anxiety*

Sharing responsibility for a task helps students feel more confident and less afraid of making mistakes. This reduction in "writing apprehension" is a key benefit of peer-supported environments (Yastibaş & Yastibaş, 2015). Collaborative writing serves as a continuous formative process where feedback is immediate and non-threatening. This aligns with the findings of Radjabova and Rakhmonova (2021), who identify formative assessment as a primary vehicle for improving EFL learners' academic achievement.

5. *Enhancement of Communicative Competence*

Collaborative writing is fundamentally a communicative act. Students must explain their reasoning, ask questions, and defend their choices. Interestingly, research by Lundstrom and Baker (2009) indicates that the act of giving feedback to peers improves a student's own writing more than simply receiving it. This peer-to-peer assessment develops a deeper metalinguistic awareness and fluency. As Radjabova (2018) emphasizes, the role of assessment is central to teaching English, and collaborative settings allow students to practice these evaluative skills in a real-world context.

6. *Bridging Proficiency Levels in the Classroom*

In 11th-grade classrooms, where student abilities may vary, collaborative writing helps bridge the gap between different proficiency levels. Villarreal and Gil-Sarratea (2019) found that secondary education students benefit

from the "scaffolding" that occurs when more proficient and less proficient learners work together, ensuring that all students reach the learning objectives.

Collaborative learning feels like a big deal in how we teach languages these days. Students do better when they talk and work with each other instead of just sitting alone. Kenneth Bruffee talked about how knowledge comes from chatting and cooperating, not just from books or teachers. When kids share thoughts and argue points, it helps them figure out tough ideas together. That makes sense for writing too, where putting words down can be tricky without some back and forth. In English classes for high schoolers, this kind of group work builds up how they communicate. They practice the language by explaining stuff and listening to others. It seems like it boosts confidence, since no one feels totally on the spot. Critical thinking sneaks in there as well, with everyone debating what to say next. Now, collaborative writing means a couple students team up on one piece of writing. They start with throwing out ideas, then plan it out, write a draft, check it over, and fix things up. During all that, they give each other tips and spot mistakes. We think it makes them notice grammar and word choices more, which is helpful for 11th graders still getting the hang of English as a second language. Researchers like the Johnsons point out that these group strategies lift grades and teach kids to get along better. Respecting different views, splitting up jobs, aiming for the same finish line, all that prepares them for college or jobs. But sometimes it gets messy, with not everyone agreeing right away. One good thing about this for writing is fixing grammar errors together. Peers catch what you miss, so you learn the rules without as much frustration. It cuts down on repeating the same slip ups later. Motivation picks up too, because solo writing can drag, but groups make it lively. Students jump in more, share without holding back. That anxiety about messing up in writing, collaborative stuff helps with that. In pairs, there's less pressure, more

encouragement to try new phrases. They experiment and feel okay about it.

Overall, it sharpens how they talk and write in English, tying into bigger language skills. Problem solving comes out in discussions, where they weigh ideas and structure the text. It pushes deeper thinking, maybe even better organized papers. Though, not every group flows perfectly, some parts drag on. Still, the support from others keeps engagement high in class. In the end, this approach aids both language growth and brain skills for these learners. Cooperation builds real experience toward better writing and success, even if it's not always smooth. The findings showed noticeable improvement in students' writing competence after implementing collaborative writing tasks.

Results

The study showed that working together on writing really helped 11th graders get better at it overall. Their papers ended up more organized, like with solid starts, ideas that flowed okay, and endings that made sense. I think a lot of that came from the group parts, where they talked through planning and fixing stuff up. Students felt more into it when they collaborated. A bunch said they were less nervous about writing because everyone shared the load, and there was this support from the group. It made the class feel alive, you know, where they could try out words without worrying too much about messing up. On the accuracy side, there were way fewer grammar slip ups. Groups caught errors right away during editing, and that helped them get the rules down better. It seems like reflecting on mistakes together cut down on the same problems happening over and over. Vocabulary got a boost too. Kids picked up new words from each other in discussions, especially if they stuck to the same old ones before. That

exposure in context made their writing richer, sort of pulling in better choices that fit. Beyond just the writing, it built up how they talked and worked with others. They had to agree on ideas, split tasks, and listen to different takes. Those skills matter a lot for school and life later on, even if they are not purely about language. The whole thing points to collaborative writing being a good way to build skills and keep motivation up, though it is not perfect for every situation. Some parts of the process dragged a bit, but overall it worked well for these learners.

Conclusion

Collaborative writing seems like a good way to help 11th graders get better at writing. When students work together on planning and drafting stuff, and then review each others work, it helps with grammar and vocabulary, things like that. Also coherence, making sure it all flows. But its not just the language part. It builds up their thinking skills and how they get along with others too. Research backs this up, I think. It pushes critical thinking and reflection on what they learn. Communication gets stronger, which is key for school and jobs later. That part stands out to me. On the motivation side, groups make writing less scary. Students feel supported, so they join in more and like it better. Kind of reduces anxiety, yeah. Plus, hearing different ideas from others helps with problem solving. They learn to adapt their writing, be flexible. Teachers in EFL classes should try adding this regularly. It prepares kids for real teamwork situations, where you need to talk and think critically. Some might say its messy with groups, but overall it creates a more fun classroom. Engaging, interactive. Nurtures skills beyond just words, like interpersonal stuff. Not everything is perfect though, it can take time to organize. But the benefits seem worth it for developing competence.

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Strategies of formative assessment to improve reading comprehension: the evidence from the 8th grade learners

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Annotation *Reading comprehension is a critical skill that enables learners to comprehend, interpret, and analyze written materials. However, many middle school students struggle to understand complex literature. This article investigates the role of formative assessment procedures in enhancing reading comprehension among 8th-grade students. Formative assessment monitors students' learning during the teaching process and provides feedback to help them improve their comprehension. The study investigates at numerous formative assessment procedures used in the classroom, such as teacher feedback, questioning strategies, peer assessment, and self-assessment. These techniques enable pupils to think critically about what they read and become more engaged in the learning process. The study was undertaken with 8th-grade students to evaluate how different tactics influence their reading.*

Keywords *Formative assessment, reading comprehension, 8th grade learners, feedback strategies, peer assessment, self-assessment, classroom assessment, student engagement, middle school education*

O'qishni tushunishni yaxshilash uchun formativ baholash strategiyalari: 8-sinf o'quvchilarining dalillari

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Annotatsiya *O'qishni tushunish – bu o'quvchilarga yozma materiallarni idrok etish, talqin qilish va tahlil qilish imkonini beruvchi muhim ko'nikmadir. Biroq, ko'plab o'rta maktab o'quvchilari murakkab adabiyotni tushunishda qiyinchiliklarga duch keladi. Ushbu maqola formativ baholash tartib-qoidalarining 8-sinf o'quvchilarida o'qishni tushunishni yaxshilashdagi rolini o'rganadi. Formativ baholash o'qitish jarayonida o'quvchilarning o'zlashtirish darajasini kuzatib boradi va ularning matnni tushunishini yaxshilashga yordam beruvchi fikr-mulohazalar taqdim etadi. Tadqiqotda sinfda qo'llaniladigan bir qator formativ baholash tartiblari ko'rib chiqiladi, xususan: o'qituvchi tomonidan berilgan fikr-mulohazalar, savol berish strategiyalari, o'zaro baholash va o'z-o'zini baholash. Ushbu usullar o'quvchilarga*

o'qiganlarini tanqidiy tahlil qilish va o'quv jarayonida faolroq ishtirok etish imkonini beradi. Tadqiqot 8-sinf o'quvchilari orasida turli taktikalarning ularning matnni idrok etishiga qanday ta'sir ko'rsatishini baholash maqsadida o'tkazildi.

Kalit so'zlar *Formativ baholash, o'qishni tushunish, 8-sinf o'quvchilari, fikr-mulohaza strategiyalari, o'zaro baholash, o'z-o'zini baholash, sinf baholashi, o'quvchilarning faolligi, o'rta maktab ta'limi.*

Стратегии формирующего оценивания для улучшения понимания прочитанного: данные учащихся 8-классов

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Аннотация *Понимание прочитанного – это важнейший навык, который позволяет учащимся воспринимать, интерпретировать и анализировать письменные материалы. Однако многие ученики средней школы испытывают трудности с пониманием сложной литературы. В данной статье исследуется роль процедур формирующего оценивания в улучшении понимания прочитанного среди учащихся 8-го класса. Формирующее оценивание отслеживает успеваемость учеников в процессе обучения и предоставляет обратную связь, помогающую им улучшить понимание текста. В исследовании рассматривается ряд процедур формирующего оценивания, применяемых в классе, таких как обратная связь от учителя, стратегии постановки вопросов, взаимооценивание и самооценивание. Данные методы позволяют учащимся критически осмысливать прочитанное и более активно участвовать в учебном процессе. Исследование проводилось среди учащихся 8-го класса с целью оценки того, как различные тактики влияют на их восприятие текста.*

Ключевые слова *Формирующее оценивание, понимание прочитанного, учащиеся 8-го класса, стратегии обратной связи, взаимооценивание, самооценивание, классное оценивание, вовлечённость учащихся, образование в средней школе*

Introduction

Reading comprehension is one of the most important skills in the learning process, as it enables students to understand, interpret,

and analyze written information across different subjects. In middle school education, particularly in the 8th grade, students are expected to engage with more complex texts

that require not only basic reading skills but also higher-order thinking abilities such as identifying main ideas, making inferences, evaluating arguments, and connecting information with prior knowledge. However, many students experience difficulties in understanding academic texts, which can negatively affect their overall learning outcomes and academic performance.

In recent years, educators and researchers have paid increasing attention to the role of assessment in supporting learning rather than simply measuring it. Formative assessment has emerged as an effective instructional approach that helps teachers monitor students' learning progress during the educational process. Unlike traditional summative assessment, which focuses on evaluating students' knowledge at the end of a learning period, formative assessment is integrated into daily classroom activities and provides continuous feedback that guides both teaching and learning. Formative assessment includes a variety of strategies such as teacher questioning, classroom discussions, peer assessment, self-assessment, feedback on students' work, and short diagnostic tasks. These strategies allow teachers to identify students' strengths and learning gaps in reading comprehension and adjust instructional methods accordingly. At the same time, formative assessment encourages students to become active participants in their own learning by reflecting on their progress, recognizing their mistakes, and developing strategies to improve their understanding of texts.

Research in educational pedagogy suggests that the consistent use of formative assessment can significantly enhance students' engagement, motivation, and comprehension abilities. When students receive timely and constructive feedback, they are better able to understand the purpose of reading tasks and develop effective reading strategies such as predicting, questioning, summarizing, and clarifying information from texts.

Therefore, the purpose of this article is to examine the impact of formative assessment strategies on the development of reading comprehension skills among 8th grade learners. The study analyzes how different formative assessment practices can support students' understanding of texts, improve their reading performance, and create a more interactive and supportive classroom learning environment. The findings of this research aim to contribute to the improvement of teaching practices and provide practical recommendations for teachers who seek to enhance students' reading comprehension through formative assessment.

The Concept and Importance of Reading Comprehension

Reading comprehension is considered one of the most essential skills in the learning process, as it enables students to understand, interpret, analyze, and evaluate written texts. It is not limited to recognizing words or sentences but involves constructing meaning from the text by combining linguistic knowledge, cognitive skills, and prior experience. According to Catherine Snow (2002), reading comprehension is "the process of simultaneously extracting and constructing meaning through interaction and involvement with written language." This definition emphasizes that comprehension is an active and dynamic process in which readers interact with the text in order to build understanding.

Scholars in the field of language education emphasize that reading comprehension includes several cognitive and metacognitive processes. David Nunan (2003) explains that successful readers use different strategies while reading, such as predicting the content of the text, identifying key ideas, making inferences, and monitoring their own understanding. These strategies help learners process information more effectively and allow them to interpret both explicit and implicit meanings within a text.

Similarly, Anderson (1999) states that reading comprehension is a complex

interaction between the reader, the text, and the context in which the reading occurs. Readers bring their background knowledge, language competence, and experiences to the reading process, which influences how they interpret and understand the information presented in the text. When students lack sufficient vocabulary or background knowledge, their comprehension may become limited, which highlights the importance of effective instructional support.

The development of reading comprehension is particularly important in foreign language learning. Jeremy Harmer (2007) notes that reading provides learners with exposure to authentic language, vocabulary development, and grammatical structures. Through reading, students encounter different writing styles, text structures, and ideas, which contribute to their overall language competence. In addition, reading activities help learners improve other language skills such as writing, speaking, and listening.

Another important perspective is presented by Françoise Grellet (1981), who emphasizes that reading comprehension requires the use of specific reading strategies. She identifies several important strategies, including skimming for general understanding, scanning for specific information, and intensive reading for detailed comprehension. Teaching these strategies enables students to approach texts more effectively and develop independence in reading.

The importance of reading comprehension becomes even more significant at the middle school level. At the 8th grade stage, students are expected to work with more complex and informative texts in different subjects. They must be able to analyze arguments, identify the author's purpose, compare information, and draw logical conclusions. According to Grabe and Stoller (2011), strong reading comprehension skills allow learners to access academic knowledge, develop critical thinking, and

participate more actively in the learning process.

Therefore, developing reading comprehension is a key objective in modern education. Effective teaching methods, appropriate reading materials, and the integration of supportive instructional strategies can significantly improve students' ability to understand and interpret texts. Strengthening these skills at the middle school level prepares learners for higher academic demands and helps them become more confident and independent readers.

The concept of assessment in education

In education, assessment is a methodical procedure that collects, evaluates, and interprets data regarding students' knowledge, abilities, and comprehension. Its main goals are to drive instructional decisions, highlight areas for development, and give teachers, students, and stakeholders insights into the learning process. Assessment is a technique to facilitate learning and improve educational results; it is not just about ranking or evaluating students. Assessment is essential to learning since it gives students feedback that can help them identify their strengths and limitations, according to Black and Wiliam (1998). They stress that good evaluation encourages a culture of ongoing development and contemplation, enabling students to take an active role in their learning process. In a similar vein, Stiggins (2005) emphasizes that assessment need to be utilized as a learning-oriented procedure, emphasizing the growth of abilities and information as opposed to just rating performance.

Summative and formative are the two fundamental classifications into which assessment can be divided. At the conclusion of a unit, course, or term, summative assessment analyzes student learning and provides a measure of achievement, frequently in the form of grades or results from standardized tests. On the other hand, formative assessment takes place during the

learning process and gives students instant feedback to assist them modify their learning tactics. Formative evaluation is especially useful since it actively encourages students to reflect on their development and comprehension, which can result in better learning outcomes, according to Hattie and Timperley (2007). Furthermore, evaluation in school accomplishes more than just assessing knowledge. Nitko and Brookhart (2014) claim that it supports educators in lesson planning, learning activity design, and the development of tailored interventions for struggling students. Additionally, assessment inspires students, promotes self-control, and cultivates a sense of accountability for their own education. In conclusion, evaluation is an essential part of contemporary education. When used well, it not only assesses student performance but also facilitates learning, guides instructional tactics, and fosters an engaged and contemplative learning environment. The idea of evaluation has developed from just evaluating student performance to actively improving the learning process, making it a crucial instrument for accomplishing educational objectives.

Pedagogical value of formative assessment

Formative assessment is an important element of the teaching and learning process because it helps teachers monitor students' progress and improve instruction during the learning process. Unlike traditional assessment that measures final results, formative assessment focuses on supporting learning through continuous feedback and classroom interaction. According to Black and Wiliam (1998), formative assessment significantly improves students' academic achievement because it helps teachers identify learning difficulties and adjust their teaching strategies. Regular feedback allows students to understand their mistakes and improve their performance. Another pedagogical advantage of formative assessment is increased student engagement. Sadler (1989) explains that

students learn more effectively when they clearly understand learning goals and receive feedback that helps them improve their work. Classroom questioning, discussions, and short tasks encourage students to participate actively in the learning process. Formative assessment also develops students' self-regulation and critical thinking skills. Nicol and Macfarlane-Dick (2006) state that feedback and self-assessment help students reflect on their learning and identify areas that need improvement. As a result, learners become more independent and responsible for their own progress.

In addition, formative assessment allows teachers to adapt their instruction according to students' needs. Heritage (2010) notes that this flexibility improves teaching effectiveness and creates a more supportive learning environment.

Overall, formative assessment has strong pedagogical value because it improves teaching quality, increases student engagement, and supports continuous learning.

Formative assessment techniques in reading instruction

Formative assessment techniques play an important role in improving students' reading comprehension by allowing teachers to monitor understanding and provide immediate feedback during the learning process. These techniques help identify students' difficulties and support the development of effective reading strategies. One common technique in reading instruction is teacher questioning. According to Harmer (2007), asking different types of questions before, during, and after reading helps teachers evaluate students' comprehension and encourages them to think critically about the text. Questions about the main idea, supporting details, and the author's purpose help students analyze the text more deeply.

Another effective technique is think-pair-share activities, where students first reflect on a reading task individually, then discuss their

ideas with a partner, and finally share their responses with the class. Nunan (2003) notes that such collaborative activities allow students to clarify their understanding and learn from each other. Self-assessment is also widely used in formative assessment. Students evaluate their own comprehension by reflecting on questions such as whether they understood the main ideas or which parts of the text were difficult. According to Black and Wiliam (1998), self-assessment helps learners become more aware of their learning progress and encourages responsibility for their own improvement. Peer assessment is another useful strategy in reading instruction. Students review and comment on each other's answers to comprehension questions or summaries of texts. This process promotes discussion and helps students develop analytical thinking skills. Teachers also use short formative tasks, such as reading journals, exit tickets, and quick comprehension quizzes. These activities provide immediate information about students' understanding and allow teachers to adjust instruction if necessary. Overall, formative assessment techniques support effective reading instruction by providing continuous feedback, encouraging student participation, and helping teachers adapt their teaching methods to improve students' reading comprehension.

Conclusion

Reading comprehension is an essential ability for pupils' academic growth. As previously noted in this article, understanding written texts involves not just fundamental

reading skills but also higher-level cognitive abilities such as information analysis, key concept identification, and conclusion making. diverse academics' theoretical approaches emphasize that reading comprehension is an active process in which students interact with the text and use diverse tactics to generate meaning. The study also underlines the value of assessment in education as a means of monitoring and encouraging students' learning. Assessment is used not simply to evaluate academic performance, but also to drive teaching techniques and improve learning outcomes. In this setting, formative assessment is especially useful because it focuses on the learning process and gives constant feedback to both teachers and students. Furthermore, the educational usefulness of formative assessment stems from its potential to increase student involvement, foster reflection, and promote the development of independent learning skills. Teachers can improve student outcomes by recognizing learning gaps and offering timely feedback. Finally, including formative assessment strategies into reading teaching, such as instructor questioning, peer assessment, self-assessment, and brief classroom assignments, helps to improve students' reading comprehension. These tactics encourage active engagement and help students acquire excellent reading abilities. Overall, including formative evaluation into reading instruction can improve students' understanding and foster a more effective and supportive learning environment.

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13. Раджабова, Г. Г. ИННОВАЦИОННЫЕ МЕТОДЫ ИЗУЧЕНИЯ АНГЛИЙСКОГО ЯЗЫКА В ЦИФРОВОЙ ЭПОХУ Ариббаева Адема Нурмахамат кизи. *Ingliz tili nazariy aspektlari 2 kafedrası/Mas 'ul:© Abduvahabova MA*, 346.
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The influence of English subtitles in movies or listening comprehension on 8th-grade learners

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Annotation	<i>This study explores how English subtitles in movies affect the listening comprehension skills of 8th-grade learners. Listening is considered one of the most challenging skills for students learning English as a foreign language. Many learners find it difficult to understand spoken language due to fast speech, unfamiliar vocabulary, and different accents. The use of English subtitles can support learners by providing both visual and auditory input at the same time. In this research, students were exposed to movie clips with English subtitles during classroom activities. The results showed that subtitles helped learners recognize new words, understand sentence structures, and follow the context more easily. Moreover, students felt more confident and motivated while watching movies with subtitles. The combination of sound and text allowed learners to connect pronunciation with spelling, which improved their overall comprehension. Therefore, using English subtitles in movies can be considered an effective tool for developing listening skills in middle school learners.</i>
Keywords	<i>English subtitles, listening comprehension, EFL learners, movies, multimedia learning, secondary education</i>

8-sinf o'quvchilarining tinglab tushunish ko'nikmasiga filmlardagi inglizcha subtitrlarning ta'siri

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Annotatsiya	<i>Mazkur tadqiqot ingliz tilidagi subtitrlarning 8-sinf o'quvchilarining tinglab tushunish ko'nikmalariga ta'sirini o'rganishga bag'ishlangan. Tinglab tushunish chet tilini o'rganishda eng murakkab ko'nikmalardan biri sifatida e'tirof etiladi. Ko'plab o'quvchilar tez nutq, notanish leksik birliklar hamda turli talaffuz (aksent) xususiyatlari sababli og'zaki nutqni idrok etishda qiyinchiliklarga duch keladilar. Ingliz tilidagi subtitrlarning qo'llanilishi esa bir vaqtning o'zida vizual va audial</i>

axborotni taqdim etish orqali o'quvchilarga qo'shimcha yordam beradi. Tadqiqot jarayonida o'quvchilar dars mashg'ulotlari davomida ingliz tilidagi subtitrlar bilan ta'minlangan film lavhalarini tomosha qildilar. Natijalar shuni ko'rsatdiki, subtitrlar o'quvchilarga yangi so'zlarni aniqlash, gap tuzilishini tushunish hamda matn mazmunini yaxshiroq anglash imkonini beradi. Bundan tashqari, o'quvchilar subtitrlar bilan ishlash jarayonida o'zlariga bo'lgan ishonchlari ortgani va o'rganishga nisbatan motivatsiyalari kuchayganini ta'kidlashdi. Audio va matnning uyg'unlashuvi o'quvchilarga talaffuz va yozuv o'rtasidagi bog'liqlikni anglashga yordam beradi, bu esa umumiy tinglab tushunish darajasining oshishiga xizmat qiladi. Shunday qilib, ingliz tilidagi subtitrlar bilan boyitilgan videomateriallardan foydalanish o'rta maktab o'quvchilarida tinglab tushunish ko'nikmalarini rivojlantirishda samarali pedagogik vosita sifatida baholanishi mumkin.

Kalit so'zlar *Inglizcha subtitrlar, tinglab tushunish, ingliz tilini o'rganish, filmlar, multimedia ta'lim, maktab ta'limi*

Влияние английских субтитров в фильмах на развитие навыков аудирования у учащихся 8 класса

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Аннотация

Данное исследование посвящено изучению влияния английских субтитров в фильмах на развитие навыков аудирования у учащихся 8-х классов. Аудирование традиционно рассматривается как один из наиболее сложных аспектов овладения иностранным языком. Многие учащиеся испытывают трудности при восприятии устной речи из-за высокой скорости говорения, наличия незнакомой лексики, а также разнообразия акцентов. Использование английских субтитров способствует облегчению процесса понимания за счет одновременного предъявления аудиальной и визуальной информации. В рамках данного исследования учащимся были предложены фрагменты фильмов с английскими субтитрами, которые использовались в ходе учебных занятий. Полученные результаты показали, что наличие субтитров способствует более эффективному усвоению новой лексики, лучшему пониманию синтаксических структур, а также облегчает восприятие общего контекста высказывания. Сочетание звукового и текстового каналов восприятия позволяет установить прочную связь между произношением и графическим образом слова, что в конечном итоге

положительно влияет на уровень понимания речи на слух. Таким образом, использование фильмов с английскими субтитрами может рассматриваться как эффективное средство развития навыков аудирования у учащихся средней школы.

Ключевые слова *Английские субтитры, аудирование, изучение английского языка, фильмы, мультимедийное обучение, школьное образование*

Introduction

In modern language learning, listening is considered one of the most important yet at the same time one of the most difficult skills for learners, especially for those studying English as a foreign language. For 8th-grade students, this skill can be particularly challenging because they are still developing their vocabulary and are not fully familiar with different pronunciation patterns. Many learners have problems understanding spoken English due to fast speech, connected sounds, reduced forms, and various accents used by native speakers (Nation, 2001; Brown, 2007). Unlike reading, listening does not allow students to pause, analyze, or reread the material, which often makes them feel confused and unsure about their answers (Karimov, 2020). Because of these difficulties, students may lose interest in listening tasks and become less active during lessons. In many schools, listening is usually taught through traditional methods such as playing audio recordings, answering questions, and repeating after the speaker. While these techniques may help students practice basic listening skills, they are often not enough to prepare learners for real-life communication (Schmitt, 2000; Jalolov, 2012). Students frequently try to translate each word they hear instead of understanding the general idea, which makes the process slower and less effective. As a result, their listening remains passive, and they may struggle to use the language actively in speaking situations. Therefore, teachers need to find more engaging and practical ways to improve students' listening comprehension.

With the rapid development of technology, new teaching methods based on multimedia have become more common in language classrooms. Movies and videos are especially useful because they provide both visual and auditory input at the same time, which makes learning more interesting and meaningful (Mayer, 2009; Vasiljevic, 2014). One of the most effective ways to use movies in teaching is through English subtitles. Subtitles allow learners to see the written form of what they hear, helping them understand pronunciation, spelling, and meaning together. According to multimedia learning theory, combining visual and auditory information improves comprehension and helps students remember new material for a longer time (Mayer, 2009). In addition, subtitles help learners follow the storyline, which reduces stress and makes it easier to understand the context of conversations (Vanderplank, 2016).

Another important aspect is that subtitles can support vocabulary learning and language awareness. When students see and hear words at the same time, they are more likely to notice how language works in real situations. This idea is supported by cognitive learning theories, which state that information is remembered better when it is connected to visual images (Paivio, 1986; Paivio, 1991). Moreover, movies present authentic language, including natural expressions, everyday conversations, and cultural elements, which are essential for developing communicative competence (Gibbs, 2008; Sherman, 2003). Watching films can also increase students' motivation, as they usually find this type of activity more enjoyable

than traditional exercises. As a result, learners become more interested and more willing to participate in classroom activities.

However, not all researchers agree that subtitles are always beneficial. Some studies suggest that students may rely too much on reading subtitles and pay less attention to listening, which can limit their progress (Zarei & Rahimi, 2012). Because of this, it is important to examine how subtitles are used and whether they truly improve listening comprehension in practice. In the context of Uzbek schools, where students often have limited exposure to authentic English outside the classroom, the use of movies with subtitles may provide additional support and learning opportunities (Rasulov, 2021).

Therefore, this study aims to investigate the influence of English subtitles in movies on the listening comprehension of 8th-grade learners. It focuses on how subtitles affect students' ability to understand spoken English, learn new vocabulary, and feel more confident during listening activities. The findings of this research may help teachers choose more effective teaching methods and create a more engaging learning environment for students.

Methodology

This study employed a mixed-method approach in order to investigate the influence of English subtitles in movies on the listening comprehension of 8th-grade learners. The purpose of using both quantitative and qualitative methods was to gain a deeper understanding of students' learning outcomes as well as their attitudes toward the use of subtitles in English lessons. In addition to classroom-based activities, various academic sources, including books and research articles, were reviewed to provide a theoretical foundation for the study (Mayer, 2009; Vanderplank, 2016; Brown, 2007). The participants of the study were 60 students from the 8th grade who were learning English as a foreign language at a secondary school. Their level of English proficiency ranged from elementary to pre-intermediate. Although they

had already been introduced to listening tasks in their textbooks, many students reported that they found listening difficult and sometimes uninteresting. This was mainly due to their limited vocabulary, difficulty in understanding fast speech, and lack of exposure to authentic English outside the classroom (Karimov, 2020; Nation, 2001). These challenges made them an appropriate group for examining the effectiveness of using English subtitles as a supportive learning tool.

To collect data, a questionnaire was designed as the main research instrument. It consisted of 10 questions aimed at identifying students' difficulties in listening, their attitudes toward traditional teaching methods, and their opinions about using English subtitles. The questionnaire included both closed-ended and open-ended questions so that students could express their thoughts more freely. For example, students were asked whether subtitles helped them understand spoken English better, whether they could learn new vocabulary through watching movies, and how their level of confidence changed during the lessons (Schmitt, 2000). This allowed the researcher to collect both statistical data and personal feedback from the participants. The research was carried out over a period of three weeks during regular English classes and was divided into two main stages. In the first stage, students were taught listening using traditional methods such as audio recordings, teacher explanations, and comprehension exercises. During this phase, it was observed that many students were not very active in the classroom. Some students appeared bored, while others struggled to understand the audio materials. They often tried to translate every single word they heard, which made it difficult for them to grasp the overall meaning of the text (Jalolov, 2012). As a result, their participation level was relatively low, and they showed less confidence in completing listening tasks.

In the second stage, a different approach was introduced by using movie clips with English subtitles. The teacher selected short

and age-appropriate videos that included everyday conversations and clear pronunciation. While watching the clips, students were encouraged to pay attention to both the spoken language and the subtitles. After watching, they completed various classroom activities such as answering comprehension questions, discussing the content in groups, and performing short role-plays based on the scenes. This approach created a more interactive learning environment and allowed students to understand the context of conversations more easily (Vasiljevic, 2014). In addition to the questionnaire, classroom observation was used as a qualitative method to analyze students' behavior and engagement during the lessons. The teacher carefully observed how students reacted to both traditional and subtitle-based lessons. It was noticed that during the second stage, students became more active, asked more questions, and participated more willingly in discussions and group activities. This supports the idea that combining visual and auditory input can improve students' comprehension and memory retention (Paivio, 1986; Paivio, 1991). Furthermore, students seemed more interested in the lesson when movies were used, which increased their motivation to learn.

After completing both stages of the experiment, the questionnaire results were collected and analyzed. The data were examined using simple statistical methods such as percentages and comparisons between the two stages. This helped to identify changes in students' understanding, motivation, and confidence levels. In addition, qualitative observations were used to support the statistical findings and provide a clearer picture of how subtitles influenced the learning process (Nation, 2001; Brown, 2007). Overall, the methodology was designed to compare traditional listening instruction with subtitle-based learning and to determine which approach was more effective for improving listening comprehension among 8th-grade

learners. The combination of surveys, classroom activities, and observations made it possible to obtain reliable and meaningful results (Rasulov, 2021; Zarei & Rahimi, 2012).

Results

The results of the study demonstrated significant changes in students' listening comprehension after the integration of English subtitles in movie-based lessons. At the initial stage, when traditional teaching methods were applied, the majority of students experienced serious difficulties in understanding spoken English. According to the questionnaire data, approximately 72% of the participants reported that they could not clearly understand listening materials due to fast speech, unknown vocabulary, and different accents. Moreover, about 65% of the students admitted that they tried to translate each word individually, which made it difficult for them to grasp the overall meaning of the text (Nation, 2001; Brown, 2007). Classroom observations also confirmed that students were less active during these lessons, showed limited participation, and often hesitated to answer questions. Some learners appeared bored or distracted, which indicates that traditional listening activities were not engaging enough for this age group. After the introduction of English subtitles through movie clips, the results showed a noticeable improvement in students' performance. Approximately 87% of the students stated that subtitles helped them understand spoken English more easily. They explained that seeing the written form of the words while listening made it easier to follow conversations and recognize key expressions. This finding supports the idea that combining visual and auditory input enhances comprehension and helps learners process information more effectively (Mayer, 2009; Vanderplank, 2016). In addition, around 78% of the participants reported that they were able to learn new vocabulary while watching movies with subtitles. Students mentioned that learning words in context was more effective than memorizing vocabulary lists, as they could

connect meanings with real-life situations (Vasiljevic, 2014; Schmitt, 2000). This shows that subtitles not only improve listening comprehension but also contribute to vocabulary development.

Another important result of the study was related to student motivation and engagement. Nearly 85% of the learners reported that lessons became more interesting and enjoyable when movies with subtitles were used. During classroom observations, it was noticed that students became more active, participated in discussions more willingly, and showed greater interest in completing tasks such as answering questions and performing role-plays. In addition, about 80% of the students stated that they felt more confident in their listening abilities after using subtitles. They were less focused on translating every word and more able to understand the general idea of conversations. This improvement in confidence can be explained by cognitive learning theories, which suggest that visual support helps learners reduce anxiety and build stronger memory connections (Paivio, 1986; Paivio, 1991).

Despite the overall positive results, a small percentage of students (around 13%) reported that they sometimes relied too much on subtitles and did not pay enough attention to listening. This suggests that subtitles may create a certain level of dependence if they are not used properly. Therefore, it is important for teachers to balance subtitle use with other listening activities in order to develop students' independent listening skills (Zarei & Rahimi, 2012; Jalolov, 2012). Overall, the findings indicate that English subtitles have a strong positive impact on students' listening comprehension, vocabulary acquisition, motivation, and confidence. These results highlight the effectiveness of using multimedia tools in language teaching and support the idea that combining visual and auditory input creates a more productive learning environment (Karimov, 2020; Rasulov, 2021).

Discussion

The findings of this study clearly show that the use of English subtitles in movies has a positive effect on students' listening comprehension. The results indicate that when learners are provided with both visual and auditory input, they are able to understand spoken language more effectively compared to traditional listening methods. This can be explained by the multimedia learning theory, which suggests that information is processed more successfully when it is presented through multiple channels (Mayer, 2009). In this study, students who watched movie clips with English subtitles were able to follow conversations more easily and recognize important words and expressions, which improved their overall comprehension (Vanderplank, 2016).

One of the key findings of the research is the improvement in vocabulary learning. Students reported that they could learn new words more easily when they saw them in context while watching movies. This supports the idea that vocabulary is better acquired when learners are exposed to meaningful situations rather than isolated word lists (Schmitt, 2000; Vasiljevic, 2014). In addition, the combination of hearing and reading words at the same time helped students connect pronunciation with spelling, which is an important aspect of language learning. This process is also supported by cognitive theories, which explain that visual and verbal information together create stronger mental associations and improve memory retention (Paivio, 1986; Paivio, 1991).

Another important aspect discussed in this study is the role of subtitles in increasing student motivation. The results showed that students were more interested and active during lessons that included movie clips. This can be explained by the fact that movies provide authentic and engaging content, which makes the learning process more enjoyable. According to previous research, the use of authentic materials such as films can help learners develop communicative competence

and better understand real-life language use (Gibbs, 2008; Sherman, 2003). In this study, students not only improved their listening skills but also became more confident in using English during classroom activities. This increased confidence is important because it encourages learners to participate more actively and take risks in communication. However, the study also revealed some limitations related to the use of subtitles. A small number of students reported that they relied too much on reading subtitles instead of focusing on listening. This finding is consistent with previous studies, which suggest that excessive use of subtitles may reduce learners' ability to develop independent listening skills (Zarei & Rahimi, 2012). Therefore, it is important for teachers to use subtitles in a balanced way. For example, subtitles can be used at the initial stage of learning to support comprehension, but gradually reduced as students become more confident in their listening abilities. This approach can help learners develop both supported and independent listening skills (Jalolov, 2012).

In addition, the context of the study should be considered when interpreting the results. The research was conducted with a relatively small group of 8th-grade students and over a short period of time. Therefore, the findings may not fully represent all types of learners or educational settings. Future studies could include a larger number of participants and longer observation periods to examine the long-term effects of subtitle use on listening comprehension (Nation, 2001; Brown, 2007). It would also be useful to compare the effects of different types of subtitles, such as native language subtitles and English subtitles, in order to better understand their impact on learning outcomes.

Overall, the discussion of the results suggests that English subtitles can be a highly effective tool for improving listening comprehension among young learners. They help students understand spoken language

more easily, increase vocabulary knowledge, and create a more engaging learning environment. At the same time, careful and balanced use of subtitles is necessary to avoid over-dependence and to ensure the development of independent listening skills. These findings are especially relevant for English language teaching in contexts where students have limited exposure to authentic language outside the classroom, such as in many Uzbek schools (Karimov, 2020; Rasulov, 2021).

Conclusion

This study examined the influence of English subtitles in movies on the listening comprehension of 8th-grade learners and the findings clearly demonstrated that subtitles can play an important role in improving students' ability to understand spoken English. When learners are exposed to both visual and auditory input at the same time, they are able to follow conversations more easily, recognize key words and expressions, and understand the general meaning without translating every word. This makes the learning process more natural and effective compared to traditional listening methods. In addition, subtitles were found to support vocabulary development, as students could see how words are used in real-life contexts and remember them more easily. Another important result is that students became more interested and motivated during lessons that included movies, which encouraged them to participate more actively and express their ideas with greater confidence. The use of subtitles also helped reduce students' anxiety during listening tasks, making them feel more comfortable and willing to engage in activities. However, it was also observed that some learners relied too much on reading subtitles instead of focusing on listening, which suggests that this method should be used carefully and combined with other teaching strategies. Despite certain limitations, such as the small number of participants and the short duration of the research, the overall findings indicate that

English subtitles are a practical and effective tool for improving listening comprehension among school learners. Therefore, it can be recommended that teachers integrate subtitle-

based activities into their lessons in a balanced way in order to create a more engaging, interactive, and productive learning environment.

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Rethinking Academic Reading Strategies in the Age of AI: The Emerging Role of Prompt Literacy

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Annotation *This article explores the transformation of academic reading strategies in the context of rapidly evolving artificial intelligence technologies, with particular attention to the emerging concept of prompt literacy. As AI-driven tools increasingly mediate access to knowledge, traditional models of reading – centered on linear text processing – are being supplemented by interactive and dialogic modes of engagement. The study conceptualizes prompt literacy as a metacognitive and strategic competence that enables learners to formulate purposeful queries, guide AI-generated responses, and critically evaluate information. Drawing on established frameworks in metacognition, constructivism, and reading theory, the research investigates how prompt literacy reshapes the processes of comprehension, inference, and critical analysis. A qualitative approach is employed, incorporating classroom-based observations, analysis of learner – AI interactions, and reflective accounts. The findings indicate that students who develop prompt literacy demonstrate deeper engagement with texts, improved interpretive flexibility, and greater autonomy in managing their learning. The article argues that prompt literacy should be integrated into academic reading instruction as a core component of contemporary literacy practices, particularly within digitally mediated educational environments.*

Keywords *Prompt literacy, academic reading, artificial intelligence, metacognition, critical reading, digital literacy, higher education*

Sun'iy intellekt davrida akademik o'qish strategiyalarini qayta ko'rib chiqish: prompt literacy tushunchasining shakllanib borayotgan roli

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Annotatsiya *Ushbu maqolada sun'iy intellekt texnologiyalarining jadal rivojlanishi sharoitida akademik o'qish strategiyalarining transformatsiyasi tahlil qilinadi hamda prompt literacy tushunchasiga alohida e'tibor qaratiladi. Sun'iy intellekt asosidagi vositalar bilimga kirishni tobora ko'proq vositachilik qilayotgan bir paytda, matnni chiziqli qayta ishlashga asoslangan an'anaviy o'qish modellari interaktiv va dialogik yondashuvlar bilan boyitilmoqda. Tadqiqotda prompt literacy metakognitiv va*

strategik kompetensiya sifatida talqin qilinadi, u o'quvchilarga maqsadga yo'naltirilgan savollarni shakllantirish, sun'iy intellekt tomonidan yaratilgan javoblarni boshqarish va axborotni tanqidiy baholash imkonini beradi. Metakognitsiya, konstruktivizm va o'qish nazariyasiga oid ilmiy yondashuvlarga tayangan holda, ushbu tadqiqot prompt literacy o'qish jarayonidagi tushunish, inferensiya va tanqidiy tahlil bosqichlarini qanday o'zgartirishini o'rganadi. Tadqiqotda sifatli metodologiya qo'llanilib, dars jarayonlarini kuzatish, talaba–sun'iy intellekt o'zaro ta'sirlarini tahlil qilish hamda reflektiv yozuvlar asosida ma'lumotlar yig'ildi. Natijalar shuni ko'rsatdiki, prompt literacy darajasi yuqori bo'lgan talabalar matn bilan chuqurroq ishlaydi, talqin qilish moslashuvchanligi yuqori bo'ladi hamda o'z o'qish jarayonini mustaqil boshqarish qobiliyatiga ega bo'ladi. Maqolada xulosa sifatida prompt literacy zamonaviy raqamli ta'lim muhitida akademik o'qishni o'qitishning muhim tarkibiy qismi sifatida integratsiya qilinishi zarurligi asoslab beriladi.

Kalit so'zlar *Prompt literacy, akademik o'qish, sun'iy intellekt, metakognitsiya, tanqidiy o'qish, raqamli savodxonlik, oliy ta'lim*

Переосмысление стратегий академического чтения в эпоху искусственного интеллекта: формирующаяся роль prompt literacy

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Аннотация В данной статье рассматривается трансформация стратегий академического чтения в условиях стремительного развития технологий искусственного интеллекта с особым акцентом на формирующуюся концепцию prompt literacy. По мере того как инструменты, основанные на ИИ, всё активнее опосредуют доступ к знаниям, традиционные модели чтения, ориентированные на линейную обработку текста, дополняются интерактивными и диалогическими формами взаимодействия. В исследовании prompt literacy рассматривается как метакогнитивная и стратегическая компетенция, позволяющая обучающимся формулировать целенаправленные запросы, управлять ответами, генерируемыми ИИ, и критически оценивать полученную информацию. Опираясь на признанные теоретические подходы в области метакогниции, конструктивизма и теории чтения, автор анализирует, каким образом prompt literacy влияет на процессы понимания, интерпретации и критического анализа. В работе используется качественный подход, включающий наблюдение за учебным процессом, анализ взаимодействия обучающихся с ИИ и рефлексивные отчёты. Полученные результаты показывают, что студенты,

обладающие развитым уровнем prompt literacy, демонстрируют более глубокое понимание текстов, повышенную интерпретационную гибкость и более высокий уровень автономии в обучении. В заключение обосновывается необходимость интеграции prompt literacy в обучение академическому чтению как ключевого компонента современной образовательной практики в условиях цифровой среды.

Ключевые слова

Prompt literacy, академическое чтение, искусственный интеллект, метакогниция, критическое чтение, цифровая грамотность, высшее образование отрицание

Introduction

Academic reading has traditionally been understood as a complex cognitive activity that requires the coordination of linguistic knowledge, background knowledge, and strategic processing. For decades, research in applied linguistics has emphasized the importance of strategies such as skimming, scanning, predicting, and summarizing in facilitating comprehension. These strategies, while effective within conventional print-based environments, are increasingly being redefined in response to the growing presence of digital technologies in education.

The emergence of artificial intelligence has introduced a fundamental shift in how learners engage with texts. Unlike traditional reading contexts, where meaning is constructed through direct interaction with a static text, AI-supported environments enable learners to engage in a form of dialogic reading. In such environments, understanding is not derived solely from the text itself but is co-constructed through interaction with intelligent systems capable of generating explanations, paraphrases, and interpretations on demand.

This transformation raises important questions about the nature of reading strategies in the digital age. If reading is no longer a solitary act but an interactive process mediated by AI, then the strategies required for effective reading must also evolve. One concept that captures this shift is prompt

literacy. Prompt literacy refers to the ability to formulate precise, purposeful, and cognitively engaging queries when interacting with AI systems. It represents a new dimension of academic literacy, combining elements of critical thinking, metacognitive awareness, and digital competence.

The significance of prompt literacy lies in its potential to reshape the way students approach reading tasks. Rather than passively consuming information, learners actively direct the flow of knowledge by posing questions, refining their inquiries, and evaluating the responses they receive. This process not only enhances comprehension but also fosters deeper levels of engagement and critical reflection.

Despite its growing relevance, prompt literacy has received limited attention in academic research. Most existing studies focus on the technical capabilities of AI or its general impact on education, leaving a gap in our understanding of how learners interact with these technologies at a strategic level. This article seeks to address this gap by examining the role of prompt literacy in redefining academic reading strategies and by exploring its implications for teaching and learning in higher education.

Literature review

The study of academic reading has evolved considerably over the past several decades, reflecting broader changes in our understanding of language, cognition, and

learning. Early models of reading, often described as bottom-up approaches, viewed comprehension as a process of decoding linguistic units, beginning with letters and progressing to words, sentences, and larger textual structures. However, such models were later challenged by top-down and interactive perspectives, which emphasize the active role of the reader in constructing meaning.

Rumelhart's interactive model (1977) represents a significant milestone in this development, proposing that reading involves the simultaneous interaction of multiple sources of information. According to this model, readers draw on both textual cues and prior knowledge to interpret meaning. This perspective was further elaborated by scholars such as Grabe (2009), who identified key components of academic reading, including fluency, vocabulary knowledge, inferencing, and discourse processing.

Metacognition has also been recognized as a central factor in reading success. Flavell (1979) introduced the concept of metacognitive awareness, highlighting the importance of monitoring and regulating one's cognitive processes. In the context of reading, this involves planning how to approach a text, assessing one's understanding, and making adjustments when difficulties arise. Pressley and Afflerbach (1995) provide empirical evidence that skilled readers engage in a wide range of metacognitive strategies, often unconsciously.

The integration of digital technologies into education has added a new dimension to these theoretical frameworks. Digital reading differs from traditional reading in several important ways, including its non-linear structure, multimodal nature, and interactive potential. Scholars have argued that digital environments require new forms of literacy, often referred to as digital or multiliteracies.

Artificial intelligence represents a further stage in this evolution. Unlike earlier digital tools, AI systems are capable of generating content, responding to user input, and

adapting to individual needs. Holmes et al. (2019) suggest that AI has the potential to transform education by providing personalized and adaptive learning experiences. However, they also emphasize that the effectiveness of AI depends on how learners engage with it.

Within this context, prompt literacy emerges as a critical skill. Although the term itself is relatively new, it can be understood in relation to existing theoretical constructs. From a metacognitive perspective, prompt literacy involves planning and regulating one's interaction with AI. From a sociocultural perspective, it reflects the learner's ability to engage in mediated interaction within the Zone of Proximal Development (Vygotsky, 1978).

Recent research has begun to highlight the importance of user input in shaping AI outputs. Studies indicate that the quality of prompts significantly influences the depth and relevance of responses generated by AI systems (Kasneci et al., 2023). However, there remains a lack of systematic investigation into how prompt literacy affects specific academic skills, such as reading. This study seeks to contribute to this emerging area of research by examining the relationship between prompt literacy and academic reading strategies.

Methodology

The present study adopts a qualitative research design in order to explore the role of prompt literacy in shaping academic reading strategies within AI-supported learning environments. A qualitative approach is particularly appropriate for this research, as it allows for an in-depth examination of complex cognitive and interactive processes that cannot be easily captured through quantitative measures alone.

The participants in the study consisted of undergraduate students enrolled in English language courses at a higher education institution. The selection of participants was based on their intermediate to upper-intermediate level of English proficiency, which ensured that they possessed the linguistic competence necessary to engage with

academic texts while still benefiting from strategic support.

Data collection was carried out over a period of several weeks and involved multiple sources to ensure the validity and reliability of the findings. Classroom observations were conducted to examine how students interacted with AI tools during reading tasks. Particular attention was given to the types of prompts students formulated and how these prompts influenced their engagement with the text.

In addition to observations, samples of student-AI interactions were collected and analyzed. These included both the prompts generated by students and the responses provided by the AI system. Reflective journals were also used as a data source, allowing students to articulate their thought processes, challenges, and strategies when using AI for reading.

The research procedure involved structured reading tasks in which students were required to engage with academic texts using AI tools. They were encouraged to formulate prompts aimed at different levels of comprehension, including understanding, analysis, and evaluation. Over time, students were guided to refine their prompts and adopt more sophisticated strategies.

Data analysis was conducted using thematic analysis, focusing on patterns related to comprehension, inferencing, and critical engagement. The analysis also examined the relationship between the quality of prompts and the depth of student understanding.

Results

The findings of the study reveal that prompt literacy plays a significant role in shaping students' academic reading strategies. One of the most notable outcomes is the improvement in reading comprehension among students who demonstrated higher levels of prompt literacy. These students were able to formulate precise and targeted prompts, which enabled them to obtain more relevant and detailed information from the AI system.

Another important finding relates to inferencing ability. Students who developed prompt literacy were more likely to engage with implicit meanings in the text. They used prompts to explore underlying assumptions, clarify ambiguities, and connect ideas across different sections of the text. This indicates that prompt literacy supports deeper levels of cognitive processing.

The study also found that prompt literacy contributes to the development of critical thinking. Students who used more sophisticated prompts were more inclined to question the validity of arguments, evaluate evidence, and consider alternative interpretations. This suggests that prompt literacy is closely linked to higher-order cognitive skills.

In addition, the findings highlight an increase in learner autonomy. Students who became more proficient in prompt formulation were less dependent on teacher guidance and more capable of directing their own learning. They approached reading as an active and interactive process, using AI as a tool for exploration rather than as a source of ready-made answers.

Discussion and Analysis

Furthermore, the findings can be interpreted through the lens of higher-order cognitive development. Prompt literacy does not merely facilitate comprehension at a surface level; rather, it activates analytical and evaluative dimensions of reading. When students formulate targeted and conceptually rich prompts, they are effectively engaging in hypothesis testing, problem-solving, and reflective thinking. This indicates that prompt literacy contributes to the transition from lower-order to higher-order cognitive processes, as outlined in Bloom's revised taxonomy.

Another important dimension revealed by the study concerns the relationship between prompt literacy and interpretive flexibility. Traditional reading often assumes a relatively fixed interpretation of a text, guided by the

author's intended meaning. However, interaction with AI systems introduces a multiplicity of perspectives, allowing students to approach the same text from different analytical angles. This plurality of interpretations encourages a more nuanced understanding and reduces the tendency toward passive acceptance of information.

In addition, the dialogic nature of AI-mediated reading environments redefines the concept of reader engagement. Engagement is no longer limited to attention and comprehension; it extends to active inquiry, negotiation of meaning, and iterative refinement of understanding. Students become participants in a continuous feedback loop, where each prompt generates new insights that inform subsequent questions. This recursive process enhances depth of processing and supports long-term retention of information.

The findings also suggest that prompt literacy plays a mediating role between technological affordances and learning outcomes. While AI systems offer extensive informational resources, their pedagogical value depends largely on the user's ability to navigate and direct these resources. In this sense, prompt literacy functions as a bridge that connects technological potential with cognitive development. Without this mediating competence, the benefits of AI remain underutilized.

At the pedagogical level, the study underscores the necessity of rethinking instructional practices. Traditional reading instruction, which often prioritizes text-based strategies, may not adequately prepare students for AI-supported learning environments. Instead, educators need to incorporate explicit training in prompt formulation, critical questioning, and evaluation of AI-generated content. Such an approach would not only enhance reading proficiency but also foster digital resilience and critical digital literacy.

Finally, it is important to acknowledge certain limitations and future considerations.

The integration of prompt literacy into academic practice raises questions about cognitive dependency on AI systems, the reliability of generated information, and the ethical dimensions of AI use in education. Therefore, alongside the development of prompt literacy, there is a need to cultivate critical awareness and responsible use of technology.

Conclusion

This study has explored the role of prompt literacy in redefining academic reading strategies in the age of artificial intelligence. The findings demonstrate that prompt literacy enhances comprehension, supports inferencing, fosters critical thinking, and promotes learner autonomy. More importantly, it shifts the very nature of reading from a predominantly linear and receptive activity to a dynamic, interactive, and strategically guided process.

The results of the study suggest that prompt literacy enables learners to engage with texts at multiple levels of depth. Rather than merely extracting information, students actively interrogate content, refine their understanding through iterative questioning, and construct meaning in collaboration with AI systems. This indicates that prompt literacy is not simply an auxiliary digital skill but a core academic competence that directly influences cognitive engagement and learning outcomes.

The study argues that prompt literacy should be recognized as an essential component of academic literacy in contemporary educational contexts. In an era where access to information is increasingly mediated by intelligent systems, the ability to formulate precise, purposeful, and analytically oriented prompts becomes a key determinant of academic success. Without this competence, learners risk engaging with AI tools at a superficial level, thereby limiting their potential for deep learning.

Furthermore, the integration of prompt literacy into academic practice has broader implications for curriculum design and

pedagogical frameworks. Educational institutions need to move beyond traditional models of reading instruction and incorporate explicit training in prompt formulation, critical questioning, and evaluation of AI-generated content. Such integration would not only enhance reading proficiency but also support the development of digital literacy, critical awareness, and independent learning skills.

It is also important to consider the broader educational and cognitive implications of this shift. As AI systems become more sophisticated, the boundary between human cognition and technological support becomes increasingly blurred. In this context, prompt literacy serves as a mechanism through which learners maintain cognitive control over the learning process, ensuring that technology functions as a tool for intellectual development rather than a substitute for it.

Future research should examine the long-term impact of prompt literacy on academic performance across different proficiency levels and disciplines. In particular, quantitative studies could provide further evidence of its effectiveness, while experimental designs could explore causal relationships between prompt training and learning outcomes. Additionally, there is a need to investigate how prompt literacy interacts with other variables, such as motivation, digital competence, and cognitive style.

Finally, further research should explore practical models for integrating prompt literacy into curriculum design, including the development of instructional frameworks, assessment criteria, and teacher training programs. Such efforts would contribute to establishing prompt literacy as a systematic and sustainable component of modern education.

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Effective Use of CLIL Technology in Language Teaching: A Pathway to Developing Future Teachers' Skills

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Annotation *This article examines the effective use of CLIL (Content and Language Integrated Learning) technology in foreign language teaching as a means of developing the professional skills of future teachers. In the context of modern education, there is an increasing demand for integrated approaches that combine subject content with language learning. The study explores both the theoretical foundations and practical applications of CLIL methodology in teacher education programs. It highlights how CLIL contributes to the development of communicative competence, critical thinking, and pedagogical awareness among pre-service teachers. A qualitative research approach was employed to analyze the effectiveness of CLIL-based instruction through literature review and comparative analysis. The findings indicate that CLIL enhances not only language proficiency but also teaching readiness, learner engagement, and methodological flexibility. Furthermore, the study emphasizes the importance of integrating digital tools and interactive strategies within CLIL environments. The article concludes with practical recommendations for incorporating CLIL into teacher training curricula to improve overall educational outcomes.*

Keywords *CLIL technology, pre-service teacher education, foreign language teaching, communicative competence, integrated learning, pedagogy, teaching methodology, professional skills*

Chet tilini o'qitishda CLIL texnologiyasidan samarali foydalanish: bo'lajak o'qituvchilar kasbiy ko'nikmalarini rivojlantirish yo'li

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Annotatsiya *Ushbu maqolada chet tilini o'qitishda CLIL (Content and Language Integrated Learning) texnologiyasidan samarali foydalanish bo'lajak o'qituvchilarning kasbiy ko'nikmalarini rivojlantirish vositasi sifatida tahlil qilinadi. Zamonaviy ta'lim sharoitida fan mazmuni va til o'rganishni birlashtiruvchi integratsiyalashgan yondashuvlarga ehtiyoj ortib bormoqda. Tadqiqotda o'qituvchilarni tayyorlash dasturlarida CLIL metodikasining nazariy asoslari va amaliy qo'llanilishi o'rganiladi. Unda CLIL yondashuvi bo'lajak o'qituvchilarda kommunikativ kompetensiya, tanqidiy fikrlash hamda pedagogik ongni rivojlantirishga qanday hissa qo'shishi yoritiladi. CLIL asosidagi ta'lim samaradorligini tahlil qilish uchun sifatli tadqiqot yondashuvi qo'llanilib, ilmiy adabiyotlar sharhi va taqqoslash usuli asosida o'rganildi. Natijalar CLIL nafaqat til kompetensiyasini, balki o'qitishga tayyorgarlik*

darajasini, o'quvchilarning faolligini va metodik moslashuvchanlikni ham oshirishini ko'rsatdi. Shuningdek, tadqiqot CLIL muhitida raqamli vositalar va interaktiv strategiyalarni integratsiya qilish muhimligini ta'kidlaydi. Maqola ta'lim dasturlariga CLILni joriy etish bo'yicha amaliy tavsiyalar bilan yakunlanadi.

Kalit so'zlar CLIL texnologiyasi, bo'lajak o'qituvchilar tayyorlash, chet tilini o'qitish, kommunikativ kompetensiya, integrallashgan ta'lim, pedagogika, o'qitish metodikasi, kasbiy ko'nikmalar

Эффективное использование технологии CLIL в преподавании иностранных языков: путь к развитию профессиональных навыков будущих учителей

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Аннотация В данной статье рассматривается эффективное использование технологии CLIL (Content and Language Integrated Learning) в преподавании иностранных языков как средство развития профессиональных навыков будущих учителей. В условиях современного образования возрастает потребность в интегрированных подходах, объединяющих содержание учебного предмета и изучение языка. В исследовании анализируются теоретические основы и практическое применение методики CLIL в программах подготовки учителей. Особое внимание уделяется тому, как CLIL способствует развитию коммуникативной компетенции, критического мышления и педагогического сознания будущих учителей. Для анализа эффективности CLIL-подхода использован качественный метод исследования, включающий обзор научной литературы и сравнительный анализ. Результаты показывают, что CLIL способствует не только повышению языковой компетенции, но и развитию готовности к преподаванию, учебной активности и методической гибкости. Кроме того, подчеркивается важность интеграции цифровых инструментов и интерактивных стратегий в рамках CLIL. В заключение предлагаются практические рекомендации по внедрению CLIL в образовательные программы.

Ключевые слова Технология CLIL, подготовка будущих учителей, преподавание иностранных языков, коммуникативная компетенция, интегрированное обучение, педагогика, методика преподавания, профессиональные навыки

Introduction

In the context of rapid globalization and educational transformation, the requirements for foreign language teachers have significantly

expanded. Modern educators are expected not only to possess strong linguistic knowledge but also to demonstrate advanced pedagogical, communicative, and technological

competencies. This shift has led to the growing need for innovative and integrated teaching approaches in teacher education programs (Coyle, Hood, P., & Marsh, 2010).

One of the most influential methodologies in this regard is Content and Language Integrated Learning (CLIL), which combines subject content with language instruction. Unlike traditional language teaching methods that focus primarily on grammar and vocabulary, CLIL promotes meaningful learning through real-life contexts and interdisciplinary connections. Researchers emphasize that such integration enhances both language acquisition and cognitive development (Harmer, 2001).

In foreign language and literature programs, pre-service teachers must be prepared to implement modern teaching strategies that reflect current educational demands. However, many teacher training systems still rely on conventional approaches, which may not fully develop the practical teaching skills required in real classroom environments. This creates a gap between theoretical knowledge and actual teaching practice.

CLIL technology offers a potential solution to this issue by providing a framework that integrates language learning with subject-based instruction. It encourages active participation, critical thinking, and collaborative learning, which are essential for developing professional competence. Moreover, CLIL supports the development of higher-order thinking skills, enabling learners to analyze, evaluate, and apply knowledge in various contexts (Irisqulov, 2009).

Another important advantage of CLIL is its alignment with communicative language teaching principles. It creates opportunities for authentic interaction and promotes learner-centered education. As a result, pre-service teachers become more confident and flexible in their teaching practices.

Despite its benefits, the implementation of CLIL also presents certain challenges, such as

the lack of appropriate teaching materials and insufficient methodological training. These factors highlight the need for further research and improvement in teacher education programs.

Therefore, the aim of this study is to examine the effective use of CLIL technology in language teaching and its role in developing the professional skills of future teachers.

Methodology

This research is based on a qualitative and analytical approach aimed at exploring the pedagogical value of CLIL technology. The study relies on a systematic review of scientific literature, which provides a theoretical foundation for understanding integrated learning and its role in modern language education (Richards, 2014). In contemporary methodological research, integrated approaches are considered essential for developing both linguistic and cognitive competencies of learners.

A comparative method was used to examine the differences between traditional language teaching approaches and CLIL-based instruction. This comparison allowed for identifying the strengths of integrated learning in promoting student engagement and skill development. Previous studies indicate that CLIL environments foster interactive and learner-centered classrooms, significantly increasing motivation and participation (Jalolov, 2012).

In addition, a descriptive method was applied to explain how CLIL is implemented in educational settings. The study also incorporates elements of observational analysis, focusing on classroom practices and student interaction patterns. Such observations help reveal how learners respond to integrated instruction and how teachers adapt their strategies in real-time teaching contexts.

The CLIL framework used in this research is based on the 4C model: Content, Communication, Cognition, and Culture. This model serves as a guideline for designing lessons that combine subject knowledge with

language learning. It also ensures that higher-order thinking skills and intercultural awareness are developed alongside linguistic competence.

Furthermore, the study emphasizes the role of reflective practice in teacher education, highlighting the importance of continuous self-assessment among pre-service teachers. This process supports the development of methodological flexibility and professional growth.

Finally, a synthesis method was employed to integrate various perspectives and develop practical recommendations for improving teacher training programs. The combination of these methods ensures a comprehensive and systematic analysis of CLIL implementation.

Results

The results of the study demonstrate that the implementation of CLIL technology has a substantial positive impact on the professional development of pre-service teachers. One of the most notable outcomes is the significant improvement in communicative competence, as students actively engage in meaningful classroom interactions and discussions. This finding supports previous research indicating that integrated learning environments enhance language use in authentic contexts (Richards, 2014).

Furthermore, participants showed increased confidence in using the target language for academic and instructional purposes. They were able to express ideas more clearly and participate more effectively in collaborative tasks. This suggests that CLIL contributes not only to language proficiency but also to overall communicative performance.

Another important result is the enhancement of pedagogical competence. Pre-service teachers demonstrated improved ability to design lesson plans that integrate both content and language objectives. They were also more capable of selecting appropriate teaching strategies that promote active learning.

In addition, the findings reveal that CLIL-based instruction significantly increases student engagement. Learners were more motivated to participate in classroom activities, particularly those involving problem-solving and group work. This aligns with studies highlighting the role of interactive tasks in improving learning outcomes (Nunan, 2003).

The results also indicate the development of critical thinking skills among participants. Students were able to analyze information, make connections between concepts, and apply knowledge in new situations. This reflects the cognitive dimension of the CLIL approach, which emphasizes higher-order thinking.

Moreover, the integration of digital tools within CLIL lessons contributed to the improvement of technological competence. Students became more familiar with using online platforms and educational applications in the learning process. This is particularly important in the context of modern education, where digital literacy is essential (Бим, 2002).

Another significant outcome is the improvement in collaborative skills. Pre-service teachers worked more effectively in groups, demonstrating better communication and teamwork abilities. These skills are crucial for their future professional activities. The findings also show that students developed greater autonomy in learning. They took more responsibility for their progress and became more independent in completing tasks. This suggests that CLIL encourages learner-centered education.

However, some challenges were also identified. A number of participants experienced difficulties in managing both content and language simultaneously. This indicates the need for additional support and training in CLIL methodology.

Despite these challenges, the overall results confirm the effectiveness of CLIL technology in enhancing both linguistic and pedagogical competencies. The combination of content and language learning creates a

more dynamic and meaningful educational experience.

Finally, the study demonstrates that CLIL serves as a valuable tool in preparing pre-service teachers for real classroom situations. It equips them with the necessary skills to meet the demands of modern education and supports their professional growth.

Another important result is the development of teaching skills. Pre-service teachers become more confident in designing interactive lessons that integrate language and content. This reflects a deeper understanding of pedagogical principles.

Aspect of Development	Observed Outcome
Communicative Skills	Improved significantly
Teaching Competence	Strengthened
Critical Thinking	Developed
Student Engagement	Increased

Table 1.

As well, students demonstrate higher levels of motivation and participation. The use of real-life tasks and authentic materials makes learning more engaging and relevant.

Analysis

The analysis of the findings reveals that CLIL technology plays a crucial role in developing higher-order thinking skills among pre-service teachers. Students engaged in CLIL-based instruction demonstrated the ability to analyze, evaluate, and synthesize information more effectively than those in traditional learning environments. This supports the view that integrated learning promotes cognitive development beyond basic language acquisition (Harmer, 2001).

Moreover, the integration of content and language allows learners to understand how knowledge is constructed and applied in real-life contexts. This contributes to deeper learning and long-term retention of information. The analysis shows that students are not only learning a language but also using it as a tool for acquiring subject knowledge. Another important aspect identified in the analysis is the development of learner autonomy. Pre-service teachers participating in CLIL activities showed greater independence in completing tasks and making decisions related

to their learning process. This indicates that CLIL fosters responsibility and self-directed learning.

In addition, the analysis highlights the importance of interaction in CLIL classrooms. Students actively participate in discussions, group work, and collaborative tasks, which enhances both language use and social skills. This aligns with communicative language teaching principles that emphasize meaningful communication.

The findings also suggest that CLIL supports the integration of different learning styles. Visual, auditory, and kinesthetic learners benefit from varied instructional strategies used in CLIL lessons. This diversity makes the learning process more inclusive and effective.

Furthermore, the analysis demonstrates that CLIL contributes to the development of pedagogical awareness among pre-service teachers. They become more capable of selecting appropriate teaching techniques and adapting their instruction to different classroom situations.

However, the analysis also identifies several challenges. Some students initially struggle with understanding subject content in a foreign language. This may lead to cognitive overload if not properly managed. Therefore,

scaffolding strategies are essential in CLIL implementation.

Another limitation observed is the lack of sufficient training in CLIL methodology. Pre-service teachers require additional support to effectively apply integrated teaching approaches. Without proper preparation, the potential benefits of CLIL may not be fully realized.

Despite these challenges, the overall analysis confirms that CLIL technology provides a balanced approach to language and content learning. It creates opportunities for meaningful engagement and practical application of knowledge.

Finally, the analysis indicates that CLIL has a transformative impact on teacher education. It prepares future teachers to use innovative teaching methods and respond to the demands of modern educational environments.

Discussion

The findings of this study provide strong evidence that CLIL technology is an effective approach for enhancing the professional competence of pre-service teachers. By integrating content and language, CLIL creates a more meaningful learning environment that reflects real classroom conditions. This allows future teachers to develop not only linguistic skills but also pedagogical strategies required for modern education.

From a methodological perspective, CLIL aligns with communicative and student-centered teaching approaches. It encourages active participation, collaboration, and problem-solving, which are essential components of effective teaching practice. As a result, pre-service teachers become more confident in managing interactive classroom activities and engaging learners in meaningful communication.

The discussion also highlights the role of CLIL in promoting cognitive development. Students are required to process information at deeper levels, which strengthens their analytical and critical thinking skills (Зимняя,

2001). This is particularly important in teacher education, where reflective thinking and decision-making play a key role.

Another significant aspect is the integration of digital technologies within CLIL-based instruction. The use of online platforms and multimedia resources enhances the learning process and prepares future teachers for technology-driven classrooms. This contributes to the development of digital competence, which is increasingly important in contemporary education.

However, the study also identifies several challenges associated with the implementation of CLIL. One of the main issues is the lack of sufficient methodological training for teachers. Without proper guidance, pre-service teachers may find it difficult to balance content and language objectives effectively.

Additionally, the availability of appropriate teaching materials remains a concern. CLIL requires carefully designed resources that support both language and content learning, which are not always readily accessible. This may limit the effectiveness of the approach in certain educational contexts.

Despite these challenges, the overall discussion confirms that CLIL offers a valuable framework for improving teacher education. With adequate support and training, it can significantly enhance the quality of foreign language teaching and learning.

Conclusion

In conclusion, this study demonstrates that the effective use of CLIL technology plays a vital role in developing the professional skills of future foreign language teachers. The integration of content and language learning enables pre-service teachers to acquire both linguistic competence and pedagogical expertise in a balanced and practical manner.

The findings reveal that CLIL contributes to the improvement of communicative competence, critical thinking, and teaching readiness. It also promotes learner autonomy and collaborative skills, which are essential for successful teaching practice. These outcomes

highlight the importance of adopting integrated approaches in modern teacher education programs.

Furthermore, the study emphasizes the need for continuous professional development and institutional support in implementing CLIL. Teacher training programs should include methodological training that equips future educators with the necessary skills to apply CLIL effectively.

It is also important to develop appropriate teaching materials and integrate

digital technologies into the learning process. These elements can significantly enhance the effectiveness of CLIL-based instruction.

Overall, CLIL technology represents a promising direction in foreign language education. Its implementation can lead to more effective teaching practices and better learning outcomes. Therefore, it is recommended that educational institutions incorporate CLIL into their curricula to prepare future teachers for the challenges of modern education.

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The impact of using humor in English lessons on student engagement and vocabulary recall in middle school classes

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Annotation *This study explores the impact of using humor in English lessons on student engagement and vocabulary recall in middle school classes. In modern language teaching, creating a positive and motivating learning environment is essential for effective learning, especially for young learners who may feel anxious or less confident when using a foreign language. Humor is considered one of the effective strategies that can make English lessons more interesting, interactive, and memorable. The research focuses on how humor influences students' participation in classroom activities and their ability to remember new vocabulary. It also examines the role of humor in reducing anxiety, increasing students' confidence, and encouraging them to communicate more actively in English. The study highlights that appropriate humor can help teachers build a friendly classroom atmosphere and strengthen the relationship between teachers and students. The findings of the study show that the use of humor in English lessons improves student engagement and helps learners retain vocabulary more effectively. The study suggests that humor can be used as an effective teaching tool in middle school EFL classrooms when it is relevant, respectful, and connected to the lesson content.*

Keywords *Humor, student engagement, vocabulary recall, EFL, middle school, teaching methods*

Ingliz tili darslarida hazil-mutoyibadan foydalanishning maktab o'quvchilari faolligi va so'z boyligini o'zlashtirishiga ta'siri

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Annotatsiya *Ushbu tadqiqot o'rta maktab sinflarida ingliz tili darslarida hazildan foydalanishning o'quvchilarning darsga faolligi va yangi so'zlarni eslab qolishiga ta'sirini o'rganadi. Zamonaviy til o'qitish jarayonida ijobiy va rag'batlantiruvchi ta'lim muhitini yaratish samarali o'rganish uchun muhim hisoblanadi, ayniqsa chet tilidan foydalanishda xavotirga tushadigan yoki o'ziga ishonchi past bo'lgan yosh o'quvchilar uchun. Hazil darslarni yanada qiziqarli, interaktiv va esda qolarli qilishga yordam beruvchi*

samarali strategiyalardan biri sifatida qaraladi. Tadqiqot hazilning o'quvchilarning sinfdagi mashg'ulotlarda ishtirok etishiga va yangi lug'at birliklarini eslab qolish qobiliyatiga qanday ta'sir qilishiga qaratilgan. Shuningdek, unda hazilning xavotirni kamaytirish, o'quvchilarning o'ziga bo'lgan ishonchini oshirish va ularni ingliz tilida faolroq muloqot qilishga undashdagi roli ham ko'rib chiqiladi. Tadqiqotda mos va o'rinli hazil o'qituvchilarga do'stona sinf muhitini shakllantirishga hamda o'qituvchi va o'quvchilar o'rtasidagi munosabatlarni mustahkamlashga yordam berishi ta'kidlanadi. Tadqiqot natijalari shuni ko'rsatadiki, ingliz tili darslarida hazildan foydalanish o'quvchilarning darsga qiziqishi va faolligini oshiradi hamda yangi so'zlarni samaraliroq eslab qolishga yordam beradi. Tadqiqot hazil mazmunga mos, hurmatga asoslangan va dars mavzusi bilan bog'liq bo'lgan taqdirda, o'rta maktab EFL sinflarida samarali o'qitish vositasi sifatida qo'llanishi mumkinligini ko'rsatadi.

Kalit so'zlar Hazil, o'quvchilar faolligi, lug'atni eslab qolish, EFL, o'rta maktab, o'qitish metodlari

**Влияние использования юмора
на уроках английского языка на
активность учащихся и усвоение
ими словарного запаса в
средних классах**

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Аннотация Данное исследование рассматривает влияние использования юмора на уроках английского языка на вовлечённость учащихся и запоминание новой лексики в средних классах. В современном преподавании языков создание положительной и мотивирующей учебной среды является важным условием эффективного обучения, особенно для юных учащихся, которые могут испытывать тревожность или неуверенность при использовании иностранного языка. Юмор рассматривается как одна из эффективных стратегий, способных сделать уроки английского языка более интересными, интерактивными и запоминающимися. Исследование направлено на изучение того, как юмор влияет на участие учащихся в классных занятиях и их способность запоминать новую лексику. Также рассматривается роль юмора в снижении тревожности, повышении уверенности учащихся и стимулировании их к более активному общению на английском языке. В работе подчёркивается, что уместный юмор может помочь учителям создать дружелюбную атмосферу в классе и укрепить взаимоотношения между учителем и учащимися. Результаты исследования показывают, что использование юмора на уроках английского языка повышает вовлечённость учащихся и помогает им более эффективно запоминать лексику. Исследование предполагает, что юмор может использоваться как

эффективный педагогический инструмент на уроках английского языка как иностранного в средних классах, если он является уместным, уважительным и связанным с содержанием урока.

**Ключевые
слова**

Юмор, вовлечённость учащихся, запоминание лексики, английский как иностранный, средняя школа, методы преподавания

Introduction

In modern education, improving the effectiveness of foreign language teaching has become one of the key priorities, as language teaching today requires communicative, interactive, and learner-centered approaches (Richards & Rodgers, 2014). In particular, English lessons require the use of innovative, interactive, and learner-centered methods that can increase students' participation and support the development of their language skills. In today's classroom environment, it is not enough for teachers to simply explain grammar rules or introduce new vocabulary. They are also expected to create conditions in which students feel motivated, confident, and actively involved in the learning process. Many learners face difficulties in learning English, especially when they are required to speak, remember new words, or participate in classroom discussions. These difficulties often lead to a decrease in their interest, confidence, and involvement in classroom activities.

In this regard, the use of humor in the classroom is considered an effective teaching strategy. Humor helps create a relaxed and positive learning environment, reduces students' anxiety, and encourages them to participate more actively in the lesson (Banas et al., 2011; Garner, 2006). As a result, students become more willing to express their ideas, answer questions, communicate with their classmates, and use English in different classroom situations. Humor can also help build a friendly relationship between the teacher and students, which is important for successful language learning.

Student engagement is an essential factor in successful language learning, since motivated learners are more likely to participate actively and achieve better results (Dörnyei, 2001; Williams & Burden, 1997). Active participation allows learners to better understand and retain new information. Students who are engaged in the lesson are more likely to listen carefully, respond to tasks, ask questions, and practice the target language. At the same time, vocabulary acquisition plays a crucial role in language development, as students need to learn, remember, and use new words in different contexts. Without sufficient vocabulary knowledge, learners may experience difficulties in reading, listening, speaking, and writing. Therefore, teachers should use methods that help students remember new lexical units more effectively.

The use of humor may be especially useful in vocabulary teaching because funny examples, jokes, short stories, and humorous classroom activities can make new words more memorable. When students associate vocabulary with positive emotions and interesting situations, they may remember it more easily and use it more confidently. For this reason, humor can be viewed not only as a means of entertainment, but also as a pedagogical tool that supports both emotional comfort and academic achievement.

The purpose of this study is to investigate the impact of using humor in English lessons on student engagement and vocabulary acquisition in middle school classes. The study focuses on how humor influences students'

participation, motivation, classroom interaction, and ability to remember new vocabulary. It also aims to show that humor, when used in an appropriate and purposeful way, can contribute to making English lessons more effective, interactive, and learner-centered.

Literature review

Previous studies have emphasized the importance of using interactive and engaging teaching methods in foreign language education. Among these methods, the use of humor has been widely recognized as an effective strategy for improving the classroom environment and increasing student participation. Researchers suggest that humor can make lessons more enjoyable and help create a positive atmosphere that supports learning.

According to Harmer (2007), a supportive and relaxed classroom environment plays a crucial role in successful language learning. When students feel comfortable, they are more likely to participate actively and communicate using the target language. Humor contributes to this environment by reducing stress and encouraging students to be more open during lessons.

Krashen (1982) highlights the role of emotional factors in language acquisition through his affective filter hypothesis. He argues that students learn more effectively when their anxiety is low and their confidence is high. The use of humor helps lower students' affective filter, allowing them to focus more on learning and less on fear of making mistakes.

In addition, student engagement is considered a key element of academic success states that motivated and engaged students are more likely to achieve better results in language learning. Humor can increase students' interest in lessons and encourage them to participate more actively in classroom activities. Vocabulary acquisition is another important aspect of language learning suggests that students remember new words more effectively when they are presented in

meaningful and memorable contexts. Humor can make vocabulary more memorable by connecting words with funny situations, stories, or examples.

Furthermore, the use of humor can improve communication between teachers and students. It helps build a positive relationship and creates a more student-centered learning environment. Students feel more confident and are more willing to express their ideas in English.

Overall, the literature shows that humor is not only a tool for entertainment but also an effective teaching strategy that can enhance student engagement and support vocabulary acquisition in EFL classrooms.

Methodology

This study is based on a practical and comparative research approach aimed at analyzing the impact of using humor in English lessons on student engagement and vocabulary acquisition in middle school classes. The research was conducted in a classroom setting with middle school students learning English as a foreign language.

A total of 30 students participated in the study and were divided into two groups. The first group was taught using traditional teaching methods, where lessons were conducted without the use of humor. The second group was taught using humor-based techniques, including jokes, funny examples, games, and interactive activities that made the learning process more enjoyable.

The study was carried out over a period of several weeks during regular English lessons. Students in the experimental group were encouraged to participate in activities that included humorous elements, which helped create a relaxed and positive classroom atmosphere. This allowed students to feel more confident and actively engage in the learning process. Data was collected through classroom observation, participation monitoring, and simple vocabulary tests. Student engagement was measured based on their level of activity, interest, and involvement in classroom

discussions. Vocabulary acquisition plays a crucial role in language development because vocabulary knowledge directly supports reading, listening, speaking, and writing skills (Thornbury, 2002; Ur, 1996).

The collected data was analyzed and compared between the two groups in order to determine the effectiveness of using humor in English lessons. This approach made it possible to identify differences in student engagement and vocabulary development between the traditional and humor-based teaching methods.

Analysis and Discussion

The analysis of the research results indicates that the use of humor in English lessons has a significant positive impact on student engagement and vocabulary acquisition in middle school classes. Compared to traditional teaching methods, humor-based instruction creates a more dynamic and interactive learning environment, where students feel more comfortable and motivated to participate.

During the study, it was observed that students in the group exposed to humor demonstrated higher levels of engagement. They were more active in classroom discussions, more willing to answer questions, and showed greater interest in completing tasks. Humor helped reduce students' anxiety and created a supportive atmosphere, which encouraged them to communicate more freely in English.

In contrast, students in the traditional teaching group showed lower levels of participation. Their involvement was mostly limited to completing assigned tasks, and they were less likely to express their ideas or take part in discussions. This suggests that traditional methods may not provide enough opportunities for active student participation.

The results also show that humor has a positive effect on vocabulary acquisition. Students who were taught with the help of humorous examples, jokes, and interactive activities were able to remember new words

more effectively. Associating vocabulary with funny or memorable situations helped learners retain information for a longer period of time.

Furthermore, the use of humor contributed to the development of students' communication skills. Learners became more confident in speaking English and were more willing to express their opinions. This supports the idea that a relaxed and positive learning environment plays a crucial role in language development (Krashen, 1982).

Another important finding is that humor encouraged collaboration among students. Group activities with humorous elements allowed learners to interact with each other, share ideas, and work together more effectively. This not only improved their language skills but also enhanced their social and communicative competence.

Overall, the comparison between the two groups demonstrates that the use of humor in English lessons is more effective than traditional teaching methods in increasing student engagement and improving vocabulary acquisition. It creates a student-centered learning environment that supports both academic achievement and personal development.

Conclusion

In conclusion, this study has demonstrated that the use of humor in English lessons plays an important role in improving student engagement and vocabulary acquisition in middle school classes. The findings show that when humor is integrated into the teaching process, students become more interested, active, and motivated to participate in classroom activities.

The results of the research indicate that humor creates a positive and supportive learning environment. Students feel more relaxed and confident, which helps them overcome fear and anxiety while learning a foreign language. This encourages them to communicate more freely and actively use English during lessons.

Furthermore, the use of humor contributes significantly to vocabulary learning. Students are able to remember new words more effectively when they are presented in meaningful and memorable contexts. Humor makes the learning process more enjoyable and helps learners retain information for a longer period of time.

The study also highlights that traditional teaching methods are often limited in promoting active participation and long-term

retention of knowledge. In contrast, humor-based teaching approaches provide more opportunities for interaction, creativity, and practical language use.

Overall, the findings suggest that teachers should consider incorporating humor into their teaching practices as an effective strategy for enhancing both student engagement and vocabulary acquisition. This approach can make English lessons more dynamic, interactive, and learner-centered.

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Methodological Foundations and Effectiveness of the CLIL (Content and Language Integrated Learning) Approach in Teaching English Based on Cultural Content within Tourism Education

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Annotation

This article analyzes the methodological foundations and effectiveness of teaching based on CLIL (Content and Language Integrated Learning), which is considered one of the modern educational approaches in the rapidly developing field of tourism. The article presents the main approach of the research work, including CLIL and its theoretical foundations, practical application experiences, and experimental analyses. Students do not learn the language separately; instead, the language learning process occurs naturally and effectively. Learners begin to use the language in practice and develop communicative competencies. Greater emphasis is placed only when encountering complex grammatical structures or language elements. The relevance of this methodology for the tourism sector and its effectiveness in developing cultural competencies are also highlighted. Topics and discussions organized within the framework of cultural content enhance students' ability to exchange ideas, justify their viewpoints, and think freely, thereby improving their social and communicative skills. Furthermore, it is emphasized that through the CLIL approach in teaching English based on cultural content, students learn the language naturally and meaningfully, increase their motivation, develop intercultural competence, and strengthen communicative skills.

Keywords

Tourism, CLIL, English language, cultural content, integration, communicative competence

Turizm ta'limi jarayonida madaniy kontent asosida ingliz tilini o'qitishda CLIL (Content and Language Integrated Learning) yondashuvining metodik asoslari va samaradorligi

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Annotatsiya

Mazkur maqolada bugungi kundagi jadal rivojlanib kelayotgan sohalardan biri hisoblangan turizmga zamonaviy ta'lim yondashuvlaridan biri sanalgan CLIL (Content and Language Integrated Learning) ya'ni mazmun va tilni integratsiyalashgan o'qitish yondashuvi asosida o'qitishning metodik asoslari hamda samaradorligi tahlil qilinadi. Maqolada tadqiqot ishining asosiy yondashuvi CLIL va uning nazariy asoslari, amaliy qo'llash tajribalari va eksperimental tahlillari keltirilib o'tilgan. Talabalar tilni alohida o'rganmaydi va til o'rganish jarayoni tabiiy va samarali kechadi, talaba tilni amalda qo'llay olishni boshlaydi, kommunikativ

kompetensiyalarni rivojlantiradi, qandaydir murakkab grammatik jarayonlar yoki til unsurlariga duch kelingandagina, ko'proq urg'u bilan to'xtalishi mumkin. Ushbu metodika turizm sohasi uchun dolzarb va madaniy kompetensiyalarni rivojlantirishdagi samaradorligi ochib berilgan. Madaniyatga oid mavzular doirasida tashkil etiladigan darslar, suhbatlar talabalar orasida o'zaro fikr almashinish, o'z nuqtai nazarini asoslay olish va erkin fikrlay olish qobiliyatlarini ijtimoiy va kommunikativ jihatidan oshirishi shuningdek, madaniy kontent asosida ingliz tilini o'qitishda CLIL (Content and Language Integrated Learning) yondashuvi orqali talabalar tilni tabiiy va mazmunli o'rganishi, motivatsiyasini oshirishi, madaniyatlararo kompetensiyani rivojlantirishi va kommunikativ ko'nikmalarni kuchaytirishi yoritilgan.

Kalit so'zlar *Turizm, CLIL, ingliz tili, madaniy kontent, integratsiya, kommunikativ kompetensiya*

**Методические основы и
эффективность подхода CLIL
(Content and Language Integrated
Learning) в обучении
английскому языку на основе
культурного контента в процессе
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мировых языков

Аннотация

В данной статье анализируются методические основы и эффективность обучения на основе CLIL (Content and Language Integrated Learning), который считается одним из современных образовательных подходов в стремительно развивающейся сфере туризма. В статье представлены основные подходы исследования, включая CLIL и его теоретические основы, опыт практического применения и результаты экспериментального анализа. Студенты не изучают язык изолированно, процесс овладения языком проходит естественно и эффективно. Обучающиеся начинают применять язык на практике и развивают коммуникативные компетенции. Особое внимание уделяется только в случаях столкновения со сложными грамматическими конструкциями или языковыми элементами. Актуальность данной методики для сферы туризма и её эффективность в развитии культурных компетенций также раскрываются. Темы и обсуждения, организованные в рамках культурного контента, способствуют обмену мнениями между студентами, умению обосновывать свою точку зрения и свободно мыслить, что повышает их социальные и коммуникативные навыки. Кроме того, подчеркивается, что при обучении английскому языку на основе культурного контента с использованием подхода CLIL студенты осваивают язык естественно и осмысленно, повышают мотивацию, развивают межкультурную компетенцию и усиливают коммуникативные навыки.

Ключевые слова Туризм, CLIL, английский язык, культурный контент, интеграция, коммуникативная компетенция

Kirish

Bugungi globallashuv davrida chet tillarini o'qitish ta'lim jarayonida jadal o'sib bormoqda, yurtimizda ta'lim sohasida olib borilayotgan keng qamrovli islohotlar aynan chet tillarini o'qitishga bo'lgan e'tibor yanada kuchaygani sababli yildan yilga yangi, zamonaviy yondashuvlar, texnologiyalar kirib kelmoqda. Ingliz tili faqatgina fan emas, balki boshqa fanlar bilan integratsiyani amalga oshirishda asosiy strategik manba sifatida ham qaraladi. Turizm sohasida esa til o'rganish bu shunchaki qo'shimcha mahorat emas, aynan shu turizm sohasi vakillarining asosiy kasbiy kompetensiyalaridan biri sanaladi. CLIL (Content and Language Integrated Learning) ya'ni mazmun va tilni birgalikda uyg'unlashtirgan holda o'qitish yondashuvi bo'lib, bu yondashuvda yuqori samaradorlik shundaki, talabalarining til kompetensiyalarini real kontekstda rivojlantirishga yordam beradi. CLIL yondashuvida chet tilini alohida fan sifatida o'rganilmaydi, asosiy rakurs boshqa fanlarni o'qitish vositasi sifatida qaraladi. Madaniy kontent asosida ingliz tilini o'qitish orqali talabalar tilni tabiiy va mazmunli o'rganishi, motivatsiyasini oshirishi, madaniyatlararo kompetensiyani rivojlantirishi va kommunikativ ko'nikmalarni kuchaytirishi mumkin.

Adabiyotlar tahlili va Metodlar

Ushbu yondashuv mazmun va tilni birgalikda o'rganishga yordam beradi. Coyle, Hood va Marsh (2010) tomonidan ta'kidlanganidek, mazmun va tilni integratsiyalashgan holda o'qitish (CLIL) – bu ikki yo'nalishga qaratilgan ta'lim yondashuvi bo'lib, unda qo'shimcha til mazmunni ham, tilning o'zini ham o'rganish va o'qitish vositasi sifatida qo'llaniladi. Ya'ni ta'lim jarayonida e'tibor faqat mazmunga yoki tilga qaratilmaydi.

Ikkalasi ham o'zaro chambarchas bog'langan bo'ladi, garchi ma'lum bir vaqtda ulardan biriga ko'proq urg'u berilishi mumkin bo'lsa ham. CLIL til ta'limining yangi shakli emas. U fan ta'limining ham yangi turi emas. Aksincha, u ikkalasining innovatsion uyg'unlashuvidir. Ya'ni bunda CLIL aynan bitta predmetga qaratilgan ta'lim yo'nalishi emas balki, bunda tilni ham o'rganish muhimligini, til bu yondashuvda ikkinchi darajali o'qitish vositasi tarzida saqlanib qolmasligini ko'rishimiz mumkin. Ta'lim jarayonida ayrim hollarda fan yoki tildan biriga ko'proq to'xtalishi mumkin, ammo fan yoki til ikkalasi ham uyg'unlashgan holda o'qitiladi.

Maria Pilar Augustin Lianch (2015) o'zining maqolasida shunday deydi, CLIL aslida chet tilini o'qitish usuli emas, balki umumiy yondashuv bo'lib, unda chet tili mazmunni yetkazish vositasi sifatida ishlatiladi va yangi yoki murakkab til elementlariga zarur paytda e'tibor qaratiladi. Natijada, chet tili kompetensiyasi mazmunli kontekstda qo'llanilishi tufayli rivojlanadi. Ya'ni muallif bunda, CLIL oddiy o'qitish metodi emasligini ta'kidlaydi, masalan, biror bir chet tilini o'rgatishda asosiy e'tibor til qoidalariga yoki so'z boyligiga qaratilib o'qitiladi. Lekin, CLIL yondashuvida esa beriladigan asosiy e'tibor bu – fan (mazmun) bo'lib, chet tili aynan shu fanni, bilimni yetkazadigan vositaga aylanadi. Talabalar tilni alohida o'rganmaydi va til o'rganish jarayoni tabiiy va samarali kechadi, talaba tilni amalda qo'llay olishni boshlaydi, kommunikativ kompetensiyalarni rivojlantiradi, qandaydir murakkab grammatik jarayonlar yoki til unsurlariga duch kelingandagina, ko'proq urg'u bilan to'xtalishi mumkin.

Peter Mehisto, David Marsh, Maria Jesus Frigols (2008) quyidagicha fikr bildiradi, CLIL (Content and Language Integrated Learning –

mazmun va tilni integratsiyalashgan holda o'qitish) atamasi 1994-yilda Yevropada paydo bo'lgan. Biroq, CLIL amaliyoti ancha qadimgi tarixga ega. CLIL ga o'xshash dasturlarning eng qadimgi namunasi taxminan 5000 yil avval, hozirgi Iroq hududida kuzatilgan. Akkadlar Shumerlarni bosib olgandan so'ng, ular mahalliy tilni o'rganishni xohlagan. Shu maqsadda shumer tili o'qitish tili vositasi sifatida ishlatilgan va u orqali ilohiyot, botanika hamda zoologiya kabi fanlar o'rgatilgan. Tarixda ikkinchi til orqali fanni o'qitishning yana bir misoli – lotin tilining keng qo'llanishidir. Muallifning fikridan kelib chiqib shuni aytish mumkinki, CLIL bu – yangi nom bilan shakllangan bo'lsada, aslida qadimdan mavjud bo'lib kelgan, shu bilan birgalikda u, til va mazmunni uyg'unlashtirish orqali unumli o'qitishni ta'minlaydigan pedagogik yondashuv demakdir. Masalan, muallif bergan lotin tili haqidagi fikrlarga to'xtalsak, CLIL va chet tilida o'qitish o'rtasidagi farqni shunday ko'rsatadi, Lotin tili fanni o'qitish maqsadida foydalanilgan lekin, lotin tili mahalliy tillarni rivojlantirmagan. Tilni rivojlantirish, fanlarni o'zlashtirishga esa aynan CLIL xizmat qilgan.

Bower (2020) ta'kidlashicha, tilni o'rganish vositasi sifatida qo'llash bilan birga aniq aniq tillardagi lingvistik kompetensiyani rivojlantirish ko'p tilli sinflarda til va ijtimoiy-iqtisodiy chegaralarni qanday yengib o'tish mumkinligini qayta ko'rib chiqishni talab qiladi. Bu esa ayrimlar uchun bahsli bo'lgan masalalarni ko'taradi: tilning o'rganish resursi sifatidagi roli (jumladan, translanguaging va til orqali o'rganish), grammatikaning o'рни savodxonlik talablari. Mualliflari bu borada ochiq muhokama va tadqiqotlarni davom ettirishni tavsiya etadilar. CLIL yondashuvida talabalarga qanday qilib tilni o'rgatish masalasida haligacha yechim yo'q bo'lib ushbu mavzu muhokama va tadqiqotlarni talab qiladi. CLIL yondashuvining nazariy asosini Do Coyle taklif etgan 4C modelida ko'rishimiz mumkin. Bu model bir biriga o'zaro bog'liq bo'lgan to'rtta komponentni o'z ichiga oladi, ular quyidagilar: content, communication,

cognition, culture. O'zbekiston sharoitida o'ziga xos ahamiyatga ega bo'lgan "culture" ya'ni "madaniyat" komponenti bo'lib, bu o'rganilayotgan til mamlakatlarining madaniyati bilan birgalikda o'z milliy madaniy identifikatsiyani anglash va tahlil qilishga ham e'tibor qaratilganligi bilan ajralib turadi.

Seelye (1974) ta'kidlashicha, madaniyatlararo muloqot strategiyalari muhim. Maqsadlilik tamoyili madaniy kontentni o'qitishda zarur chunki, talim jarayonida har bir o'quv faoliyati aniq bir didaktik vazifalarga yo'naltirilishi zarur. Madaniyatni o'rganish faktlarni yodlash bilan cheklanib qolmaydi, aksincha kommunikativ va madaniyatlararo kompetensiyalarni rivojlantirishga yordam beradi. CLIL (Content and Language Integrated Learning) yondashuvi mazmun bilan til integratsiyasi orqali maqsadga yo'naltirilgan ta'lim jarayonini tashkil etishga yordam beradi. Talabalar ushbu jarayonda ijtimoiy va psixologik omillarning xulq-atvoriga ta'siri qanday ekanligini anglashadi, madaniy meyorlar haqida tahlil qilishadi, til birliklarining madaniy xususiyatlarini idrok etishadi va axborotni izlash, tanqidiy baholash va tizimlashtirish ko'nikmalarini shakllantirishadi. Richards (2018) ta'kidlaganidek, madaniy turizm shunchaki yagona bozor emas, balki u tasodifiy madaniy uchrashuvlardan tortib, madaniy afzalliklarga asoslangan maqsadli qaror qabul qilishgacha bo'lgan jaryonni o'z ichiga oladi (Richards, 2007). Shuni hisobga olgan holda, turizm ta'limida CLIL yondashuvini qo'llash talabalarga sayyohlarning ushbu maqsadli ehtiyojlarini qondira oladigan chuqur madaniy va lingvistik bilimlarni berishi bilan ahamiyatlidir.

Natijalar

Adabiyotlar tahlili shuni ko'rsatadiki, turizm ta'limi jarayonida madaniy kontent asosida ingliz tilini o'qitishda CLIL (Content and Language Integrated Learning) yondashuvi talabalarning til ko'nikmalarini rivojlantirishga yordam beradi. Shuningdek, ta'lim jarayonida talabalarni faollashtirish ularning qiziqish va

ehtiyojlarini markazga qo'yish orqali chuqur va mazmunli o'rganishi ta'minlanadi. Bir qancha yo'nalishlarda CLIL yondashuvini qo'llash bo'yicha natijalar namoyon bo'lishi aniqlangan. Lingvistik natijalar tomonidan qaraydigan bo'lsak, bu yondashuv talabalarning til ko'nikmalarini takomillashtira oladi. Talabalar kundalik muloqot turi bilan bir vaqtning o'zida akademik til ko'nikmalarini egallashadi. Bu jarayon talabalarga fanlarga oid maxsus so'zlarni, tushunchalarni chet tilida o'rganish va uni qo'llay olish imkonini beradi. Qolaversa, bu jarayon davomida talabaning terminologik birliklarni bilishi va so'z boyligi oshishiga yordam beradi. Ushbu muhit ularga nutqiy ravonlik oshishi, muloqotda xatolardan qo'rqmaligi kamayadi. CLILning muhim natijalaridan yana biri, madaniyatlararo kompetensiya shakllanishidir. Talabalar boshqa madaniyatlar bilan tanishish jarayonida, o'sha xalqlarning urf-odatlarini, milliy

liboslari, o'ziga xos bo'lgan qadriyatlari va dunyoqarashiga nisbatan hurmat va bag'rikenglikni o'zlarida shakllantiradilar. Ushbu darslarda talabalar tahlil qilish, taqqoslash va umumlashtirish kabi yuqori darajada fikrlash ko'nikmalarini kognitiv jihatidan rivojlantiradilar. Ular turli madaniyatlarni o'zaro tahlil qilishadi, o'rtasidagi farqlarni taqqoslashadi so'ng umumlashtiruvchi tomonlarini aniqlashadi. Qolaversa, madaniy materiallar masalan, real hayotiy voqea va misollar, an'analar, kundalik hayotga doir mavzular ular uchun qiziqarli bo'lib darsga bo'lgan qiziqishlarini ortishiga ya'ni motivatsiyaning oshishiga sabab bo'ladi. Madaniyatga oid mavzular doirasida tashkil etiladigan mavzular, suhbatlar talabalar orasida o'zaro fikr almashinish, o'z nuqtai nazarini asoslay olish va erkin fikrlay olish qobiliyatlarini ijtimoiy va kommunikativ jihatidan oshirishi mumkin.

Yo'nalish (Sohalar)	Erishiladigan natijalar va ko'nikmalar	Amaliy ahamiyati (Natija ifodasi)
Lingvistik natijalar	Akademik va kundalik muloqot integratsiyasi; Sohaviy terminologiyani o'zlashtirish; So'z boyligining kengayishi.	Nutqiy ravonlikning ortishi va chet tilida muloqot qilishdagi psixologik to'siqlarning kamayishi.
Madaniyatlararo kompetensiya	O'zga xalqlar urf-odatlarini va qadriyatlarini o'rganish; Milliy liboslar va dunyoqarashlar tahlili.	Talabalarda bag'rikenglik va boshqa madaniyatlarga nisbatan hurmat hissining shakllanishi.
Kognitiv rivojlanish	Yuqori darajadagi fikrlash ko'nikmalari (HOTS); Tahlil qilish, taqqoslash va umumlashtirish.	Turli madaniyatlarni o'zaro solishtirish orqali mantiqiy xulosalarni chiqarish qobiliyatining shakllanishi.
Affektiv (Motivatsion) soha	Real hayotiy voqea va misollarga asoslanish; Madaniy va an'anaviy mavzularga qiziqish.	Dars jarayoniga bo'lgan ichki motivatsiyaning ortishi va o'quv materialining qiziqarli ko'rinishga kelishi.
Ijtimoiy-kommunikativ	O'z nuqtai nazarini asoslash; Erkin fikr almashish muhiti.	Talabalar o'rtasida jamoaviy ishlash va o'zaro ijtimoiy muloqot madaniyatining yuksalishi.

1-jadval. Turizm ta'limida madaniy kontentga asoslangan CLIL yondashuvining samaradorlik ko'rsatkichlari

Muhokama

Tahlil qilingan natijalar shuni ko'rsatadiki, turizm yo'nalishi talabalari uchun CLIL yondashuvini aynan madaniy kontent bilan uyg'unlashtirish an'anaviy metodlarga qaraganda bir qancha afzalliklarni o'z ichiga oladi. Lingvistik natijalardagi ijobiy o'zgarishlar talabalarning faqatgina grammatik qoidalarni yodlash bilan cheklanmaslikni va tilni kasbiy muloqot sifatida qabul qila boshlashlarini ko'rsatadi. Richardsning (2007) madaniy turizm haqidagi qarashlarini tadqiqot davomida aniqlangan kognitiv rivojlanish jarayonida o'z tasdig'ini topadi. Madaniy turizmni Richards shunchaki tasodifiy uchrashuv emas bunda maqsadli qaror qabul qilish jarayoni deb ifodalaydi. Talabalar bizning ushbu tadqiqotimizda madaniy materiallarni tahlil qilish va taqqoslash orqali aynan shu "maqsadli" tushunish darajasiga ko'tarilishini anglash shuningdek, talabalarda til va yuqori darajadagi tahliliy fikrlash ko'nikmalarini shakllantirishi mumkin. Bu jarayonda madaniyatlararo kompetensiyaning ortishi alohida bir e'tiborga sazovor deb qaraladi chunki, milliy qadriyatlarni ingliz tilida taqdim etish jarayonida "o'zlikni anglash", milliylik, qadriyatlarni tushunish, vatanga bo'lgan muhabbat hislari yanada kuchayadi. Yuqoridagi so'zlarimizni tasdig'i sifatida esa, Do Coyle (2010) tomonidan ilgari surilgan CLIL yondashuvining nazariy asosi sifatida keltirilgan 4C modelining Culture ya'ni madaniyat komponentining amaliy isbotidir. Ammo, Richards ta'kidlaganidek madaniy turizm bozorining murakkabligi va uning doimiy o'zgarib turishini hisobga oladigan bo'lsak, talabalardan doimiy ravishda o'z bilimlarini yangilab turishlari, o'z kasbiy kompetensiyalarini takomillashtirib borishlarini

talab etadi. CLIL yonashuviga asoslangan darslarda real hayotiy keyslardan foydalanish talabalarni mehnat bozoridagi raqobatga tayyorlashda eng samarali vosita hisoblanadi, chunki talabalar nazariyotni amaliyotda qo'llay olish imkoniga ega bo'ladilar.

Xulosa

Yuqoridagi adabiyot tahlillari CLIL (Content and Language Integrated Learning) yondashuvining turizm ta'limida ingliz tilini o'qitishda samarali va innovatsion pedagogik yechim sifatida namoyon bo'lishini ifodalab bermoqda. Til va mazmunning integratsiyasini ta'minlab beruvchi yondashuv orqali talabalar lingvistik bilimlarni va kasbiy madaniyatlararo kompetensiyalarni rivojlantiradilar. Talabalar tilni alohida o'rganishmaydi, CLIL asosida tashkil etilgan ta'lim jarayonida ular tilni real kontekstda qo'llash orqali uni tabiiy ravishda egallaydilar. Talabalarning o'quv jarayoniga madaniy kontentning qo'llanishi ularning fanga va tilga bo'lgan qiziqishini oshirishga, tanqidiy fikrlashini rivojlantirishga, tahlil qilish va kommunikativ ko'nikmalarni shakllantirishga yordam beradi. Turizm yo'nalishida faoliyat olib boradigan mutaxassislar yuqori darajadagi til va madaniyatlararo muloqot kompetensiyalariga ega bo'lishi muhim bo'lgani uchun yuqoridagi ko'nikmalar ahamiyatli sanaladi. CLIL yondashuvi to'g'risidagi fikr va mulohazalarimizni xulosa qilib aytadigan bo'lsak, bu yondashuv turizm ta'limida til o'rganish samaradorligini oshiradi, talabalarni global muhitda unumli faoliyat yurita oladigan, madaniy jihatidan sezgir va raqobatbardosh mutaxassislar sifatida shakllanishiga xizmat qiladi. Mazkur yondashuvni yanada chuqur o'rganish, tadqiqot ishlarini olib borish va amaliyotga keng joriy etish dolzarb masalalardan biri sanaladi.

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The role of mnemonic devices in learning new vocabulary in middle school EFL classes

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Annotation

This article analyzes the impact of using mnemonic devices in learning new vocabulary in middle school English classes. In modern education, effective vocabulary acquisition is an essential part of language learning, because students need a sufficient number of words to communicate, read, write, and understand English successfully. However, many learners find it difficult to remember new lexical items through traditional memorization methods. Therefore, teachers need to use more effective and student-centered techniques that help learners remember and apply new vocabulary more easily. The study focuses on how mnemonic techniques influence students' participation, interest, and ability to acquire new lexical items during English lessons. It also examines how these methods support students in remembering, correctly using, and applying new vocabulary in practical communication. Mnemonic devices, such as associations, images, acronyms, rhymes, and keyword techniques, can make vocabulary learning more meaningful and memorable for students. During the research, mnemonic techniques are compared with traditional memorization methods, and their effectiveness is evaluated. The findings show that the use of mnemonic devices helps students acquire vocabulary faster and more effectively, while also increasing their classroom engagement and motivation. The results of the study highlight the importance of using mnemonic techniques in English language teaching and provide practical recommendations for organizing a more effective and interactive vocabulary learning process.

Keywords

Mnemonic devices, vocabulary learning, acquisition, memory, English language, middle school, teaching method

O'rta maktablarda ingliz tili darslarida yangi lug'at boyligini o'zlashtirishda mnemonik texnikalarning ahamiyati

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Annotatsiya

Ushbu maqolada o'rta maktab ingliz tili darslarida yangi lug'at birliklarini o'rganishda mnemonik usullardan foydalanishning ta'siri tahlil qilinadi. Zamonaviy ta'lim jarayonida samarali lug'at o'zlashtirish til o'rganishning muhim qismi hisoblanadi, chunki o'quvchilar ingliz tilida muvaffaqiyatli muloqot qilish, o'qish,

yo'zish va matnlarni tushunish uchun yetarli so'z boyligiga ega bo'lishlari kerak. Biroq ko'plab o'quvchilar an'anaviy yodlash usullari orqali yangi so'zlarni eslab qolishda qiyinchiliklarga duch keladilar. Shu sababli o'qituvchilar o'quvchilarga yangi so'zlarni osonroq eslab qolish va amalda qo'llashga yordam beradigan samarali hamda o'quvchiga yo'naltirilgan metodlardan foydalanishlari zarur. Tadqiqot mnemonik usullarning ingliz tili darslarida o'quvchilarning faolligi, qiziqishi va yangi lug'at birliklarini o'zlashtirish qobiliyatiga qanday ta'sir qilishini o'rganadi. Shuningdek, ushbu usullar o'quvchilarga yangi so'zlarni eslab qolish, to'g'ri ishlatish va amaliy muloqotda qo'llashda qanday yordam berishi ham ko'rib chiqiladi. Assotsiatsiyalar, tasvirlar, qisqartmalar, qofiyalar va kalit so'z texnikalari kabi mnemonik vositalar lug'at o'rganishni o'quvchilar uchun yanada mazmunli va esda qolarli qilishi mumkin. Tadqiqot davomida mnemonik usullar an'anaviy yodlash metodlari bilan taqqoslanadi va ularning samaradorligi baholanadi. Tadqiqot natijalari shuni ko'rsatadiki, mnemonik vositalardan foydalanish o'quvchilarga lug'atni tezroq va samaraliroq o'zlashtirishga yordam beradi, shuningdek, ularning darsdagi faolligi va motivatsiyasini oshiradi. Maqola ingliz tilini o'qitishda mnemonik usullardan foydalanishning ahamiyatini ta'kidlaydi hamda samarali va interaktiv lug'at o'rganish jarayonini tashkil etish bo'yicha amaliy tavsiyalar beradi.

Kalit so'zlar Mnemonik vositalar, lug'at o'rganish, o'zlashtirish, xotira, ingliz tili, o'rta maktab, o'qitish metodi

Роль мнемонических приёмов в усвоении новой лексики на уроках английского языка как иностранного в средних классах

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Аннотация В данной статье анализируется влияние использования мнемонических приёмов при изучении новой лексики на уроках английского языка в средних классах. В современном образовании эффективное усвоение словарного запаса является важной частью изучения языка, поскольку учащимся необходимо владеть достаточным количеством слов для успешного общения, чтения, письма и понимания английского языка. Однако многие учащиеся испытывают трудности при запоминании новых лексических единиц с помощью традиционных методов заучивания. Поэтому учителям необходимо использовать более эффективные и ориентированные на учащихся методы, которые помогут легче запоминать и применять новую лексику. Исследование сосредоточено на том, как мнемонические приёмы влияют на активность, интерес и способность учащихся усваивать

новые лексические единицы на уроках английского языка. Также рассматривается, каким образом данные методы помогают учащимся запоминать, правильно использовать и применять новую лексику в практическом общении. Мнемонические средства, такие как ассоциации, изображения, аббревиатуры, рифмы и техника ключевых слов, могут сделать изучение лексики более осмысленным и запоминающимся для учащихся. В ходе исследования мнемонические приёмы сравниваются с традиционными методами заучивания, а также оценивается их эффективность. Результаты исследования показывают, что использование мнемонических средств помогает учащимся быстрее и эффективнее усваивать лексику, одновременно повышая их активность и мотивацию на уроке. В статье подчёркивается важность применения мнемонических приёмов в преподавании английского языка и предлагаются практические рекомендации по организации более эффективного и интерактивного процесса изучения лексики.

Ключевые слова

Мнемонические средства, изучение лексики, усвоение, память, английский язык, средняя школа, метод преподавания

Introduction

Learning new vocabulary is one of the main challenges for students who study English as a foreign language. Many middle school learners find it difficult to remember new words, especially when they try to memorize them without any meaningful connection or practice. As a result, students often forget vocabulary quickly and have trouble using it in real communication (Nation, 2001).

Because of this, teachers look for simple and effective ways to support vocabulary learning. One of these ways is the use of mnemonic devices. Mnemonics help learners remember information by creating associations between new words and images, sounds, or familiar ideas. This makes the learning process more interesting and easier to understand (Oxford, 1990).

When students use mnemonic techniques, they are more actively involved in the learning process. They do not just repeat words but try to connect them with meaningful patterns. This can improve their memory and help them recall vocabulary when needed.

Vocabulary learning is also closely related to students' confidence in using a foreign language. When learners remember words more easily, they feel more comfortable speaking and participating in class activities. This can lead to better overall language development (Thornbury, 2002).

This paper explores the role of mnemonic devices in learning new vocabulary in middle school English classes. It examines how these techniques influence students' ability to remember and use new words during the learning process.

Literature review

Vocabulary learning has always been considered one of the key components of language acquisition. Many researchers note that students often face difficulties in remembering new words, especially when they rely only on repetition or memorization without meaningful context. Because of this, different strategies have been introduced to support vocabulary learning in more effective ways.

Mnemonic devices are among the strategies that help learners remember

information more easily. These techniques are based on creating connections between new words and familiar ideas, images, or sounds. Such connections make information more memorable and easier to recall later.

Researchers suggest that when students use mnemonic techniques, they become more involved in the learning process. Instead of passively memorizing words, they actively create associations, which helps them understand and retain vocabulary better. This process also supports long-term memory, as information linked to meaningful or visual cues is easier to remember.

Another important aspect discussed in previous studies is student engagement. Active participation plays a significant role in successful language learning. When learners are interested and involved in classroom activities, they are more likely to remember new material. Mnemonic devices can increase students' interest because they make learning more interactive and less stressful.

In addition, memory and language learning are closely connected. Some studies show that learners remember vocabulary more effectively when they use different types of memory strategies. Mnemonics are considered one of the most practical tools, as they combine imagination, creativity, and cognitive processing.

Overall, earlier research indicates that mnemonic devices can be a useful support tool in vocabulary learning. They not only help students remember words but also make the learning process more engaging and meaningful.

Methodology

This study was conducted in a middle school English class to explore how mnemonic devices influence vocabulary learning. A total of 30 students participated in the research. They were divided into two groups with equal numbers of learners.

The first group studied vocabulary using traditional methods such as repetition, translation, and simple exercises. The second

group used mnemonic techniques, including associations, visual images, and short memory-based activities that helped connect new words with familiar ideas. Mnemonic strategies are considered useful because they support deeper processing and stronger memory connections (Atkinson, 1975).

The research was carried out during regular English lessons over a certain period of time. Both groups were taught the same vocabulary topics to ensure fairness in comparison. The only difference was the method used to learn and practice the words.

Student participation and interest were observed during the lessons. Attention was given to how actively students took part in activities, answered questions, and interacted with others. In addition, vocabulary learning was checked through short tasks, such as matching words with meanings, completing sentences, and recalling previously learned words. Vocabulary tasks of this kind are important for measuring how well students retain and use new lexical items (Schmitt, 2000).

The results from both groups were compared to understand whether mnemonic devices had any effect on students' ability to remember and use new vocabulary. This approach made it possible to identify differences between traditional learning and mnemonic-based learning. Such comparison is valuable in language teaching research because different learning strategies may influence vocabulary development in different ways (Rodgers, 2014).

Analysis and Discussion

The results of the study show clear differences between the two groups of students. Those who used mnemonic devices during vocabulary learning were generally more active and more interested in classroom activities. They participated more often, responded faster to questions, and showed greater involvement in tasks.

In contrast, students in the traditional group were less active. Many of them relied

mainly on repetition and showed limited participation during lessons. This suggests that traditional methods may not always be effective in keeping students engaged.

One of the most noticeable differences was in vocabulary recall. Students who used mnemonic techniques were able to remember more words and use them more correctly. When new vocabulary was connected with images or simple associations, it became easier for students to recall it later. This shows that meaningful connections can improve memory.

Another important observation is that mnemonic devices helped students feel more confident. They were less afraid of making mistakes and more willing to use new words in speaking and writing. This created a more open and supportive classroom environment.

The use of mnemonic techniques also made the learning process more interesting. Students seemed to enjoy activities that involved imagination and creativity. This increased their motivation and helped them stay focused during lessons.

However, it is important to note that mnemonic devices should be used carefully. If they are too complex or not related to the lesson, they may confuse students. Teachers should choose simple and clear techniques that support learning goals.

Overall, the findings suggest that mnemonic devices are more effective than traditional methods in helping students remember and use new vocabulary. They support both memory and classroom

participation, making the learning process more effective and engaging.

Conclusion

This study examined the role of mnemonic devices in learning new vocabulary in middle school English classes. The findings show that using simple memory techniques can support students in both remembering and using new words more effectively.

Students who used mnemonic devices were more active during lessons and showed greater interest in learning activities. They were also able to recall vocabulary more easily compared to those who relied on traditional methods. This suggests that connecting new words with images or associations can improve memory and make learning more meaningful.

Another important result is that mnemonic techniques helped students feel more confident. When learners were able to remember words more easily, they were more willing to participate in class and use English in practice. This created a more comfortable and supportive learning environment.

At the same time, it is important for teachers to use mnemonic devices in a simple and clear way. If the techniques are too complicated, they may not be effective. Therefore, teachers should choose appropriate methods that match students' level and lesson goals.

In conclusion, mnemonic devices can be a useful tool in vocabulary teaching. They help students learn in a more active and engaging way and support better long-term memory of new words.

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Developing Students' Professional Communication Skills Based on Linguo-Pragmatic Approach in Teaching Logistics Terminology

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Annotation

This article examines the theoretical foundations of the linguo-pragmatic approach in teaching logistics terminology in English and its potential for developing professional communication skills. The study analyses the essence of ESP (English for Specific Purposes) methodology and linguo-pragmatic competence, substantiating their role in logistics education. The linguo-pragmatic approach presupposes studying language units from the perspective of communicative situation, social context, and communicative purpose. Works of Hutchinson and Waters, Dudley-Evans and St John, and Basturkmen are reviewed alongside studies by local researchers Muxamedjanova (linguo-pragmatic approach in medical ESP), Urunova (terminology instruction for robotics students), and Botirova (professional communication in logistics education). The article proposes a three-stage theoretical model comprising terminological input, linguo-pragmatic analysis, and communicative production for teaching logistics terminology. The study identifies key linguistic features of logistics terminology – polysemy, widespread use of abbreviations, and multi-word terminological units – and explains why a linguo-pragmatic approach is better suited to teaching them than traditional vocabulary instruction. The article is theoretical in nature and serves as a methodological basis for future empirical research.

Keywords

Linguo-pragmatic approach, logistics terminology, ESP, professional communication, communicative competence, terminological vocabulary, authentic context

Logistika terminologiyasini o'qitishda lingvopragmatik yondashuv asosida talabalarning kasbiy muloqot ko'nikmalarini rivojlantirish

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Annotatsiya

Ushbu maqola logistika terminologiyasini ingliz tilida o'qitishda lingvopragmatik yondashuvning nazariy asoslarini va kasbiy muloqot ko'nikmalarini rivojlantirishdagi imkoniyatlarini ko'rib chiqadi. Maqolada ESP (English for Specific Purposes) metodologiyasi va lingvopragmatik kompetentsiyaning mohiyati tahlil qilinib, ularning logistika ta'limidagi o'rni asoslab beriladi. Lingvopragmatik yondashuv til birliklarini muloqot vaziyati, ijtimoiy kontekst va kommunikativ maqsad nuqtai nazaridan o'rganishni ko'zda tutadi. Hutchinson va Waters, Dudley-Evans va St John, Basturkmen asarlari hamda mahalliy tadqiqotchilar – Muxamedjanova, Urunova va Botirova – ishlari sharhlangan. Logistika

terminologiyasini o'qitish uchun uch bosqichli nazariy model taklif etiladi. Logistika terminologiyasining asosiy lingvistik xususiyatlari aniqlanib, lingvopragmatik yondashuvning maqsadga muvofiqligi asoslab beriladi. Maqola nazariy xarakter kasb etib, kelajakdagi empirik tadqiqotlar uchun metodologik asos bo'lib xizmat qiladi. Shu bilan birga, logistika terminologiyasini o'qitish uchun terminologik kirish, lingvo-pragmatik tahlil va kommunikativ ishlab chiqish bosqichlaridan iborat uch bosqichli nazariy modelni taklif etadi. Tadqiqot logistika terminologiyasining asosiy lingvistik xususiyatlarini – ko'p ma'nolilik (polisemiya), qisqartmalarning keng qo'llanilishi va ko'p komponentli termin birliklarini aniqlaydi hamda ularni o'qitishda an'anaviy lug'at o'rgatishdan ko'ra lingvo-pragmatik yondashuv nega samaraliroq ekanini tushuntiradi. Maqola nazariy xarakterga ega bo'lib, kelgusidagi empirik tadqiqotlar uchun metodologik asos vazifasini bajaradi.

Kalit so'zlar *Lingvopragmatik yondashuv, logistika terminologiyasi, ESP, kasbiy muloqot, kommunikativ kompetentsiya, terminologik leksika, autentik kontekst*

Развитие профессиональных коммуникативных навыков студентов на основе лингвопрагматического подхода при обучении логистической терминологии

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Аннотация *Данная статья посвящена рассмотрению теоретических основ лингвопрагматического подхода в обучении логистической терминологии на английском языке и его потенциала для развития профессиональных коммуникативных навыков. В работе анализируются сущность методологии ESP (English for Specific Purposes) и лингвопрагматической компетенции, обосновывается их роль в логистическом образовании. Лингвопрагматический подход предполагает изучение языковых единиц с точки зрения коммуникативной ситуации, социального контекста и коммуникативной цели. Рассмотрены труды Хатчинсона и Уотерса, Дадли-Эванса и Сент-Джон, Бастуркмен, а также исследования отечественных учёных – Мухамеджановой, Урунновой и Ботировой. Предложена трёхэтапная теоретическая модель обучения логистической терминологии. Определены ключевые лингвистические особенности логистической терминологии и обоснована целесообразность применения лингвопрагматического подхода. Статья носит теоретический характер и служит методологической основой для будущих эмпирических исследований.*

Ключевые слова *Лингвопрагматический подход, логистическая терминология, ESP, профессиональная коммуникация, коммуникативная компетентность, терминологическая лексика, аутентичный контекст*

Introduction

The rapid development of global trade and the growing integration of logistics into the international economic system have created an urgent demand for logistics professionals capable of communicating effectively in English. In Uzbekistan, this demand has increased significantly due to the country's active integration into international trade networks and the implementation of the "New Uzbekistan" development strategy, which places considerable emphasis on the transport and logistics sector. Higher education institutions are therefore expected to prepare logistics graduates who possess not only professional knowledge but also the ability to communicate in English with confidence and accuracy (Hutchinson & Waters, 1987).

Traditional methods of language instruction often treat vocabulary as a set of isolated items to be memorized, detached from real communicative contexts. This approach is particularly insufficient for logistics terminology, which functions within specific professional situations involving negotiation, documentation, and coordination across international borders. A student who has memorized the term "consignment" but does not know how to use it in a letter of complaint or a customs declaration cannot be considered professionally competent. This gap between vocabulary knowledge and communicative ability calls for a more context-sensitive approach to teaching.

The linguo-pragmatic approach offers a theoretically grounded and practically effective solution to this problem. By studying language units not in isolation but in relation to their communicative function, social context, and speaker intention, this approach bridges the gap between knowing a term and using it appropriately. When integrated with ESP (English for Specific Purposes) methodology, the linguo-pragmatic approach creates a

coherent framework for preparing logistics students for real professional communication (Muxamedjanova, 2022).

The present article aims to examine the theoretical foundations of the linguo-pragmatic approach in teaching logistics terminology, to describe the key linguistic features of logistics terms, and to propose a three-stage model for classroom implementation. The article is theoretical in nature and lays the groundwork for future empirical research to be conducted with first-year full-time logistics students at higher education institutions in Uzbekistan.

Literature review

The theoretical foundation of English for Specific Purposes (ESP) was established by Hutchinson and Waters (1987) in their seminal work "English for Specific Purposes: A Learning-Centred Approach." They defined ESP as an approach to language teaching based on learner needs analysis, arguing that all decisions regarding content and method should be derived from the learners' reasons for learning. This principle is particularly relevant for logistics education, where students have a clearly defined professional purpose that can guide curriculum design (Hutchinson & Waters, 1987).

Dudley-Evans and St John (1998) further developed ESP theory by expanding the role of the ESP practitioner. In their framework, the ESP teacher is not simply a language instructor but a researcher, collaborator, and course designer who works closely with subject specialists. Their work also highlighted the central importance of authentic materials – real professional texts, documents, and communicative exchanges – in developing learners' ability to function in target professional contexts (Dudley-Evans & St John, 1998).

Basturkmen (2010) contributed significantly to the understanding of pragmatic competence within ESP. Her research demonstrated that effective professional

communication requires more than grammatical accuracy: it demands awareness of speech acts, discourse conventions, and the social norms governing professional interaction. Basturkmen argued that ESP courses should explicitly teach these pragmatic dimensions rather than assuming learners will acquire them incidentally (Basturkmen, 2010).

Among Uzbek scholars, Muxamedjanova (2022) examined the linguo-pragmatic and cross-cultural approach to teaching professional foreign language communication in the context of international academic mobility, with a focus on English in medical education. Her research demonstrated the necessity of integrating pragmatic awareness into language instruction and proposed methodological guidelines for developing communicative competence in a professional context. Urunova (2021) investigated the improvement of terminological vocabulary instruction for robotics students, substantiating the importance of contextualised vocabulary teaching for developing professional competence. Botirova (2021) specifically focused on logistics students, analysing the role of metacognitive and cross-cultural approaches in developing professional communicative competence and establishing the need for specialised methodological solutions in logistics language education (Botirova, 2021).

Collectively, the existing literature establishes the theoretical basis for the present study. However, as noted by Botirova (2021), the specific intersection of linguo-pragmatic approach and logistics terminology instruction has not yet been examined as an independent, systematic research problem. The present article addresses this gap.

Theoretical Framework: The Linguo-Pragmatic Approach

Linguo-pragmatics occupies the intersection of linguistics and pragmatics, studying how language units function in real communicative situations. Unlike purely structural or semantic approaches, which focus

on the form and meaning of language items, the linguo-pragmatic approach investigates how those items are used to accomplish communicative goals in specific social contexts. Applied to language teaching, this means that learners are not simply taught what a term means but how, when, why, and by whom it is used (Muxamedjanova, 2022).

Within the linguo-pragmatic framework, the central unit of analysis is the speech act – a language action that accomplishes something in the world, such as requesting, promising, refusing, or confirming. In logistics communication, many terms are embedded within specific speech acts. For example, the term “force majeure” typically appears in the speech act of liability exemption; “delivery terms” are embedded in acts of negotiation or contract specification. Teaching these terms within their speech act contexts gives learners a richer and more functional understanding than simple definition-memorisation (Hutchinson & Waters, 1987).

The linguo-pragmatic approach also emphasises discourse awareness – the ability to understand how language functions across longer stretches of communication such as emails, reports, and negotiations. Logistics professionals regularly engage in multi-turn written and oral interactions in which terms must be used consistently, appropriately, and in relation to the overall communicative purpose. Developing this awareness requires learners to work with complete communicative texts rather than isolated sentences (Dudley-Evans & St John, 1998).

Linguistic Features of Logistics Terminology

Logistics terminology possesses several distinctive linguistic features that make it particularly challenging to teach through conventional methods and that reinforce the case for a linguo-pragmatic approach.

First, logistics terms are characterised by professional polysemy – they carry meanings in the logistics context that differ from their

everyday uses. The word “clearance,” for instance, means approval or the act of clearing goods through customs in logistics, but has broader general meanings in everyday English. The term “lead time” refers specifically to the period between the initiation and completion of a production or delivery process – a meaning that is opaque to a learner who encounters the words “lead” and “time” independently. Learners must therefore encounter these terms in context to acquire their professional meanings (Urunova, 2021).

Second, logistics communication relies heavily on abbreviations and acronyms. Terms such as FOB (Free on Board), CIF (Cost, Insurance and Freight), ETA (Estimated Time of Arrival), 3PL (Third-Party Logistics), and SKU (Stock Keeping Unit) are ubiquitous in professional documents and oral communication. These abbreviations cannot simply be memorised in a list; learners must understand the contractual, operational, or regulatory contexts in which each is used (Basturkmen, 2010).

Third, logistics terminology is largely composed of multi-word units – fixed or semi-fixed phrases that function as single terminological items. Expressions such as “supply chain management,” “just-in-time delivery,” “reverse logistics,” and “last-mile delivery” cannot be decoded from their constituent words and must be taught and learned as whole units. The linguo-pragmatic approach, by situating these units within authentic communicative contexts, allows learners to develop a feel for how these phrases pattern in professional discourse (Dudley-Evans & St John, 1998).

A Three-Stage Model for Linguo-Pragmatic Instruction

On the basis of the theoretical considerations outlined above, the present article proposes a three-stage model for teaching logistics terminology through a linguo-pragmatic approach.

The first stage is terminological input. At this stage, new terminology is introduced

through authentic professional materials such as logistics contracts, bills of lading, freight invoices, and professional email correspondence. Learners are not asked to memorise definitions but to observe how terms function within these documents: which speech act does the term appear in? What is the communicative purpose of the document? Who is the intended reader? This observational engagement activates learners’ pragmatic awareness from the outset (Basturkmen, 2010).

The second stage is linguo-pragmatic analysis. Learners examine the communicative function of each term more explicitly. Guided by questions from the instructor, they identify the speech act in which the term appears, consider whether its use is formal or informal, and analyse how the term contributes to the overall communicative purpose of the text. This analytical stage develops metalinguistic awareness and helps learners understand terminology not as static vocabulary but as dynamic communicative resources (Muxamedjanova, 2022).

The third stage is communicative production. Learners apply the terminology they have studied in productive communicative tasks that simulate real logistics situations: writing emails to suppliers, role-playing customs negotiations, drafting sections of a logistics contract, or preparing oral reports on supply chain disruptions. At this stage, accuracy of term use is evaluated not only in terms of correct form but also in terms of appropriateness to the communicative situation – a criterion that reflects the linguo-pragmatic orientation of the model (Botirova, 2021).

Discussion

The proposed model integrates the core principles of ESP methodology with the insights of linguo-pragmatics to create a coherent and contextually grounded approach to logistics terminology instruction. Several important theoretical implications emerge from this integration.

First, the model challenges the traditional separation between vocabulary instruction and communication skills development. In conventional language teaching, vocabulary is often treated as a precondition for communication – learners must first learn words before they can use them. The linguo-pragmatic approach reverses this logic: terminology is acquired through communicative engagement. Learners encounter terms in context, analyse their pragmatic function, and produce them in communicative tasks. This process is more consistent with how professional language is acquired in naturalistic settings (Hutchinson & Waters, 1987).

Second, the emphasis on authentic materials is theoretically significant. Authentic logistics documents – written by and for professionals in real communicative situations – carry implicit pragmatic information that pedagogically constructed exercises cannot replicate. The register, tone, and discourse conventions of a real freight invoice or a genuine letter of claim provide learners with exposure to the full complexity of professional communication (Dudley-Evans & St John, 1998).

Third, the model has clear implications for the role of the logistics language teacher. In line with the ESP practitioner model proposed by Dudley-Evans and St John (1998), the teacher is not simply a transmitter of vocabulary but a facilitator of professional discourse socialisation. This requires the teacher to develop familiarity with logistics as a professional domain and to design learning activities that reflect authentic professional communicative practices (Urunova, 2021).

It is important to acknowledge the limitations of the present article. As a theoretical study, it does not provide empirical evidence for the effectiveness of the proposed model. The claims made here are grounded in existing literature rather than in data collected from actual classroom contexts. Future research will need to test the

model through experimental or quasi-experimental designs involving logistics students at Uzbek universities, measuring the development of both terminological knowledge and communicative competence (Botirova, 2021).

Conclusion

This article has examined the theoretical foundations of the linguo-pragmatic approach in teaching logistics terminology in English. The review of existing literature has confirmed that ESP methodology, as developed by Hutchinson and Waters (1987) and Dudley-Evans and St John (1998), provides a strong theoretical basis for context-sensitive language instruction. The linguo-pragmatic approach, as theorised by Basturkmen (2010) and applied to professional communication by Muxamedjanova (2022), offers a principled means of developing not only learners' terminological knowledge but also their ability to deploy that knowledge appropriately in real communicative situations.

The article has also described the key linguistic features of logistics terminology – professional polysemy, reliance on abbreviations, and the prevalence of multi-word terminological units – and has argued that these features make the linguo-pragmatic approach particularly suitable for logistics language education. A three-stage instructional model comprising terminological input, linguo-pragmatic analysis, and communicative production has been proposed as a practical framework for implementing this approach in the classroom.

The present study is theoretical in scope. The proposed model has not yet been empirically tested, and its effectiveness in actual pedagogical settings remains to be demonstrated. Future research is planned involving first-year full-time logistics students at higher education institutions in Uzbekistan, with the aim of developing and trialling a complete set of linguo-pragmatic exercises and evaluating their impact on students' professional communication competence. It is

hoped that this article will serve as a useful theoretical foundation for that empirical work

and will contribute to the growing body of research on ESP instruction in Uzbekistan.

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The effectiveness of teaching word etymology on vocabulary retention among EFL students

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Annotation

This article investigates the effectiveness of etymological instruction as a cognitive strategy to enhance vocabulary recall. Through integrating etymology with language learning strategies students not only be able to use it theoretically, at the same time the information appears as practical and make it easy to use. Vocabulary plays a critical role in language learning, but considered as one of the most time-consuming procedures. As most of the students struggle to retrieve the given vocabulary after some time, learning its etymology could enhance their vocabulary skills as well as comprehension rather than memorizing it blindly (Hussein & Faris, 2022). Through integrating etymology with other vocabulary learning tactics students can be able to retrieve the word in their long-term memory. It helps them to learn about the core of the words along with understanding the meaning in context based on the roots, which makes the language usage flexible and easy to get the gist in any content.

Keywords

EFL students, word etymology, vocabulary retention, language acquisition, dual coding theory, long-term memory, narrative-based approach, lexical gap, generative skills

EFL talabasi o'rtasida so'z etimologiyasini o'qitishning so'zlarni eslab qolishdagi o'rni

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Annotatsiya

Ushbu maqolada etimologiyani o'qitishning lug'atni eslab qolishni yaxshilovchi aqliy usul sifatidagi samaradorligi o'rganiladi. Etimologiyani til o'rganish strategiyalari bilan birlashtirish qilish orqali talabalar nafaqat undan nazariy jihatdan foydalana oladilar, balki ma'lumot amaliy ko'rinish kashf etib, undan foydalanish osonlashadi. Lug'at til o'rganishda muhim rol o'ynaydi, lekin uni o'rganish eng ko'p vaqt talab qiladigan holatlardan biri hisoblanadi. Ko'pincha talabalar ma'lum vaqtdan keyin berilgan lug'atni qayta eslashga qiyinalayotganliklari sababli, uning etimologiyasini o'rganish ularda lug'at boyligini ta'minlash, shuningdek, uni ko'r-ko'rona yodlash

o'rniga tushunishni yaxshilash vazifalarini bajaradi (Hussein & Faris, 2022). Etimologiya va so'z yod olishning boshqa usullarilarini integratsiya qilish orqali talabalar so'zni xotirada uzoq muddat davomida eslab qolishlari mumkin. Bu ularga so'zlarning tarixi va kelib chiqishi orqali so'z haqida batavsil tushuncha va ko'rsatmlarga binoan o'rganishga, shuningdek, unga tayangan holda matndagi ma'noni tushunishga yordam beradi, garchi talaba barcha so'zlarni yoddan bilmasa ham asosning o'zidan foydalanish orqali muloqotni osonlashtiradi va turli vaziyatlarda uni qiyinchiliklarsiz ishlata olish imonini beradi.

Kalit so'zlar EFL talabalari, so'z etimologiyasi, lug'atni saqlash, tilni o'zlashtirish, ikki tomonlama kodlash nazariyasi, uzoq muddatli xotira, hikoya qilishga asoslangan yondashuv, leksik bo'shliq, generativ ko'nikmalar

Эффективность обучения этимологии слов для улучшения запоминания словарного запаса у студентов, изучающих английский язык как иностранный

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Аннотация В данной статье исследуется эффективность этимологического обучения как когнитивной стратегии для улучшения запоминания словарного запаса. Интеграция этимологии со стратегиями изучения языка позволяет студентам не только теоретически применять полученные знания, но и получать практическую информацию, которая становится легкой в использовании. Словарный запас играет решающую роль в изучении языка, но считается одним из наиболее трудоемких процессов. Поскольку большинству студентов трудно вспомнить заданный словарный запас спустя некоторое время, изучение его этимологии может улучшить их словарные навыки, а также понимание, в отличие от слепого запоминания (Hussein & Faris, 2022). Интеграция этимологии с другими методами изучения словарного запаса позволяет студентам запоминать слова в долговременной памяти. Это помогает им изучить суть слов, а также понять их значение в контексте, исходя из корней, что делает использование языка гибким и позволяет легко уловить суть любого материала.

Ключевые слова Студенты, изучающие английский как иностранный, этимология слов, сохранение словарного запаса, усвоение языка, теория двойного кодирования, долговременная память, нарративный подход, лексический пробел, генеративные навыки

Introduction

Vocabulary is widely recognized as the foundation of language acquisition, as it is impossible to communicate in other languages without knowing the vocabulary (Teng, 2015). For learners of English as a Foreign Language (EFL), vocabulary is fundamental to academic success, while most students struggle with memorization, which involves repeatedly learning lists of words and, consequently, retaining information in long-term memory. Etymology allows students to learn the origins, history, and roots of words, offering a different way of learning through the "story" behind a word rather than simply memorizing it.

A major challenge faced by EFL learners is the lexical gap between basic conversational English and advanced academic English (Nation, 2001). Most students easily memorize words but quickly forget them simply because they do not understand them deeply. As they progress, they begin to encounter complex words that cannot be mastered through simple translation. If students don't understand word etymology – the study of where words come from and how their meanings have changed throughout history – they will continue to rely heavily on dictionaries and struggle to develop useful skills.

Theoretical basis

The theoretical framework of this study is based on three key cognitive and psycholinguistic concepts that, together, explain why etymological learning is an effective strategy for vocabulary retention in learners of English as a foreign language.

The first and most important concept is Paivio's (1971) dual coding theory, which proposes that human cognition operates through two distinct but interconnected systems: a verbal system for processing language and a nonverbal system for creating mental images. Information encoded simultaneously through both channels is stored in long-term memory for a much longer period

than information processed through only one channel (Paivio, 1971). Etymological learning naturally activates both systems: associating a word with its etymology evokes a mental image of a specific scene, which is stored in memory along with the word form (Balegizadeh & Naim, 2011). For example, when a student discovers that the word "salary" comes from the Latin word *sal* (salt), since Roman soldiers were paid in salt, both the linguistic cue and the vivid historical image are encoded simultaneously, significantly strengthening the memory trace and reducing the likelihood of rapid forgetting (Paivio, 1971).

The second theoretical pillar is the concept of levels of information processing, proposed by Craik and Lockhart (1972), which posits that the stability of a memory trace depends on the depth of information processing. Superficial processing, such as the rote recitation of word lists, leads to weak and easily forgotten memories, while deeper semantic analysis creates stronger and more stable memory representations (Craik & Lockhart, 1972). Etymological learning inherently requires deep processing: rather than simply learning a new word, students actively explore its roots, historical evolution, and structural logic, ensuring that vocabulary is encoded as part of a meaningful knowledge network rather than as an isolated element (Soleimani & Azizmohammadi, 2015). The difficulty of deriving word meaning from etymological information further enhances retention, as it engages students in cognitive processing at a level unattainable through rote memorization (Boers & Lindstromberg, 2008).

The third concept is schema theory, originally developed by Bartlett (1932) and subsequently widely applied in second language acquisition research. Schema theory posits that new information is most effectively remembered when it is linked to the learner's pre-existing knowledge structures or schemas, rather than being stored in isolation

(Rumelhart, 1980). When learners of English as a second language are exposed to the etymological roots of new words, they can connect unfamiliar vocabulary with familiar concepts, cultural narratives, or previously learned word formations, thereby expanding and enriching their existing cognitive schemas (Zolfagharkhani & Ghorbani Moghadam, 2011). This process transforms vocabulary learning, shifting from passive memorization to the active construction of meaning, which leads to significantly greater long-term retention (Nation, 2001).

Taken together, these three theories provide a strong cognitive rationale for etymological learning as a vocabulary teaching strategy. By integrating word origins into language practice, educators simultaneously activate the dual encoding of verbal and visual information (Paivio, 1971), deep semantic processing (Craik & Lockhart, 1972), and the expansion of existing cognitive schemas (Bartlett, 1932), thus ensuring the transition of new vocabulary from short-term recognition to sustained long-term acquisition. As Hussain and Faris (2022) confirm, students who study the etymological context of words demonstrate significantly greater vocabulary retention compared to those who rely solely on rote memorization, underscoring the practical value of etymological instruction within these well-established theoretical models.

Materials and Analysis

The significance of this study lies in its potential to offer more structured and scientific approach enhancing vocabulary in EFL classrooms. Through shifting from merely memorizing to deep etymological analysis, this research offers key benefits across the following dimensions:

Enhanced Pedagogical Way for Educators

For teachers, this study provides an evidence-based alternative to mechanical repetition. As noted by Nation (2013), effective vocabulary teaching goes beyond mere translation. By integrating the etymological elaboration, educators can explain the "logic"

behind the complex words which improve classroom motivation.

Improve Long-Term Retention

A major challenge for EFL learners is forgetting words instantly. According to Paivio's (1971) Dual Coding Theory, etymological stories such as the origin of word salary from sal-salt, create a mental image which act as foundation. This study demonstrates that these roots significantly increase the word formation in the student's memory, preventing from rapid forgetting.

The study is based on qualitative approach, allows for deeper understanding the etymological instruction's effectiveness in vocabulary retention among EFL learners. The methodology specifically focuses on the cognitive mechanisms that facilitate long-term vocabulary retention. Unlike traditional methods just rely on repetition of given words, etymological instruction is examined through Deep Processing Theory (Craik & Lockhart, 1972). This theory suggests that as the learners analyze more the roots and structure of the words the memory trace becomes permanent, which form deep semantic understanding.

Discussion and Analysis

The analysis of existing research indicates that etymology serves as a powerful cognitive tool in order to enhance the vocabulary retention. According to Paivio's (1971) Dual Coding Theory, information is retained better when it is processed both visually and verbally. For instance, the word clue originally meant a ball of thread, used in Greek mythology to find one's way out of a labyrinth. When EFL students learn this narrative, they create a mental image that is store alongside the word's definition, which leads to significantly higher recall scores compared to traditional way of vocabulary learning (Baleghizadeh and Naeim, 2011).

Furthermore, etymological instruction is vital for overcoming the lexical barrier (Corson, 1995), which often prevents learners from mastering the advanced academic English. Since approximately 60% and 80% of English vocabulary derived from Latin and Greek,

etymology provides students with generative skills at the same time with deeply understanding the word meaning. Instead of memorizing isolated words, students who master a single root, such as *spect* (meaning to look), can independently decode a whole word family, including *inspect*, *retrospect* and *spectator*. This structural analysis, emphasized by Nation (2001), transforms the students from a passive receiver into an active linguistic analyst who can work on with complex texts without constant reliance on a dictionary.

Pedagogical Recommendations

EFL educators should shift from simple translation to more analytical and narrative-based approach in order to maximize the effectiveness of etymological instruction. There are some strategies recommended:

Implement Etymological Storytelling:

Instead of presenting the definition of the word, teacher share a narrative such as explaining the word *muscle* comes from the Latin *musculus* (little mouse), because ancient people thought a flexing muscle looked like a mouse moving under the skin. According to Paivio (1971), this creates powerful visuality that enhances memory retention.

The Root of the Week Strategy

Educators introduce a single Greek or Latin root such as *dict-* to *speak* at the starting of each week. Students then will be encouraged to find related words like *predict*, *dictation* and *verdict*. This generative method helps students

to understand complex vocabulary without constantly relying on dictionary (Nation, 2013).

Create Word Family Tree

Visual learners benefit from seeing the structural connection between words. Teacher uses the diagram of tree where the root is at the base like *port-* to *carry* and the branchers are related words such as *export*, *transport*, *portable*. This illustrates the logical structure and reduces excessive cognitive load on students (Schmitt, 2000).

Conclusion

The findings of this study confirm that teaching word etymology is highly effective strategy for enhancing the vocabulary retention among EFL learners. Unlike traditional way of learning vocabulary, which leads to rapid decay of new terms, etymological instruction provides students with strong foundation and generative skills. Through applying Paivo's (1971) Dual Coding Theory, this study highlights that etymological narratives create mental images that significantly improve long-term memory. The integration of etymology requires a deeper depth of processing (Craik & Lockhart, 1972), which ensures that the vocabulary moves from short term recognition into permanent mastery. Eventually, etymology transform the EFL learners from passive receiver into an active linguistic analyst, fostering a deeper and more logical understanding of the English language.

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RANSLATION



The Lingua Spectrum

Cogito, ergo sum

TARJIMASHUNOSLIK

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ПЕРЕВОДОВЕДЕНИЕ

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Agency and Evidentiality under English Dominance in Russian and Uzbek News Translation

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- Annotation** *This article examines how English-source news discourse changes when it is translated for Russian and Uzbek readers. The study focuses on two compact but influential zones of journalistic language: agency and evidentiality. A controlled mini-corpus of three Reuters headlines from 2024 was used as analytical material, and Russian and Uzbek newsroom-style renditions were produced for comparison. The analysis shows that English tends to compress agency, delay source attribution, and package evaluation into short headline formulas. Russian usually tolerates this compression more easily and often preserves institutional shorthand. Uzbek more often expands the structure, restores explicit actors, and marks the source of information earlier. These shifts are not random stylistic choices. They reflect asymmetrical linguistic prestige in a plurilingual media environment and the need to rebalance clarity, authority, and reader processing effort. The article argues that pragmatic equivalence in news translation is achieved not through lexical mirroring, but through controlled redistribution of who acts, who knows, and who is named.*
- Keywords** *News translation, agency, evidentiality, plurilingualism, language dominance, Russian, Uzbek*

Rus va o'zbek tillariga yangilik matnlarini tarjima qilishda ingliz tilining ustunligi sharoitida agentlik va evidensiallik

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- Annotatsiya** *Ushbu maqolada ingliz tilidagi yangilik diskursi rus va o'zbek auditoriyasi uchun tarjima qilinganda qanday o'zgarishi tahlil qilinadi. Tadqiqot jurnalistik tilning ixcham, ammo ta'sirchan ikki zonasi, ya'ni agentlik va evidensiallikka qaratilgan. Material sifatida 2024-yilda Reuters'da chiqqan uchta sarlavhadan tuzilgan nazoratli mini-korpus olindi, taqqoslash uchun esa rus va o'zbek tilida redaksiya uslubdagi variantlar yaratildi. Tahlil shuni ko'rsatadiki, ingliz tili agentlikni siqishga, manbani keyinroq ko'rsatishga va bahoni qisqa sarlavha formulalariga joylashga moyil. Rus tili bunday siqishni ko'proq saqlab qoladi va institutsional qisqartmalarga chidamliroq. O'zbek tili esa ko'pincha tuzilmani yoyadi, aniq bajaruvchini qaytaradi va axborot manbasini ertaroq belgilaydi. Bunday siljishlar tasodifiy uslubiy hodisa emas. Ular plyurilingual media makonida til nufuzi notekis taqsimlanganini hamda aniqlik, ishonchlilik va o'quvchi qabulini qayta muvozanatlash zaruratini aks ettiradi. Maqolada yangilik tarjimasida pragmatik ekvivalentlik leksik ko'chirish bilan emas, balki kim harakat qiladi, kim biladi va kim nomlanadi, shu unsurlarni boshqarilgan tarzda qayta taqsimlash bilan ta'minlanishi asoslanadi.*

Kalit so'zlar Yangilik tarjimasi, agentlik, evidensiallik, plyurilingualizm, til ustunligi, rus tili, o'zbek tili

Агентность и эвиденциальность в условиях английского доминирования при переводе новостных текстов на русский и узбекский языки

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Аннотация В статье рассматривается, как англоязычный новостной дискурс меняется при переводе для русской и узбекской аудитории. Анализ сосредоточен на двух сжатых, но значимых зонах журналистского языка: агентности и эвиденциальности. В качестве материала использован контролируемый мини-корпус из трех заголовков Reuters за 2024 год; для сопоставления были подготовлены русские и узбекские версии в редакционном стиле. Исследование показывает, что английский язык стремится сжимать агентность, откладывая указание на источник и упаковывая оценку в краткие заголовочные формулы. Русский язык обычно легче сохраняет такую компрессию и институциональные сокращения. Узбекский чаще разворачивает структуру, возвращает явного деятеля и раньше маркирует источник информации. Эти сдвиги нельзя считать случайными. Они отражают неравномерное распределение языкового престижа в плюрилингвальной медиасреде и необходимость заново соотносить ясность, авторитетность и усилие читателя. В работе утверждается, что прагматическая эквивалентность в новостном переводе достигается не лексическим зеркалом, а управляемым перераспределением того, кто действует, кто знает и кто назван.

Ключевые слова Новостной перевод, агентность, эвиденциальность, плюрилингвизм, языковое доминирование, русский язык, узбекский язык

Introduction

News translation almost never behaves like a calm lexical substitution. A report moves from one newsroom to another under pressure of time, house style, political salience, and audience expectation. In that movement, some elements shrink, some expand, and some quietly change function. Bell (1991) showed long ago that news language is not a transparent pipeline but a selective discursive form. Later work in news translation made the

same point from the translational side: international news is routinely rewritten, reframed, and culturally adjusted before it reaches another audience (Bielsa & Bassnett, 2009; Schäffner, 2012; Valdeón, 2015).

The present topic becomes sharper in a plurilingual environment where English often enters as the first framing language. Multilingualism, as Cenoz (2013) notes, is not merely the coexistence of several codes. It also involves uneven symbolic value, different

domains of use, and unequal circulation power. In news discourse this asymmetry matters. English headlines frequently arrive with compressed institutional logic already built in, while Russian and Uzbek editors must decide whether to keep that compression, decode it, or redirect it for local readability.

This article focuses on two indicators that expose such decisions with unusual clarity: agency and evidentiality. Agency refers here to how explicitly the text names the actor of an action. Evidentiality refers to how the text signals the source or status of knowledge, whether through direct attribution, impersonal prediction, institutional authority, or delayed source marking. These categories are small on the surface. Yet they strongly affect how readers interpret responsibility, certainty, and credibility. The article therefore asks a narrow question: how are agency and evidentiality redistributed when English-source headlines are rendered into Russian and Uzbek under conditions of English discursive dominance?

Method and Material

The analysis uses a controlled mini-corpus rather than a large automated dataset. Three Reuters headlines published in 2024 were selected because each concentrates a different kind of compression typical of Anglophone news style: market probability, metaphorical technological evaluation, and climate reporting with delayed source attribution (Reuters, 2024a, 2024b, 2024c). Since this article aims to isolate pragmatic mechanisms rather than describe one outlet's editorial policy, Russian and Uzbek target versions were produced analytically in newsroom style. That choice is deliberate. It limits empirical breadth, but it makes the translator's decision points fully visible.

The first headline is **Fed seen nearly as likely to cut rates by 50 bps as 25 bps**. The second is **US nuclear plants won't power up Big Tech's AI ambitions right away**. The third is **2024 will be world's hottest year on record, EU scientists say**. These examples were not chosen because they are spectacular. They

were chosen because they compress judgment into a very small verbal space. Following Entman's (1993) framing perspective, House's (2015) attention to functional equivalence, and Munday's (2012) emphasis on evaluative decision-making, I compare each item by asking three questions. Who is presented as acting? How is knowledge sourced? What is gained or lost when the headline is reshaped for Russian and Uzbek readers?

Analysis and Discussion

The first item stages probability without a visible human assessor: **Fed seen nearly as likely to cut rates by 50 bps as 25 bps** (Reuters, 2024a). The phrase **seen nearly as likely** is a compact evidential device. It signals market interpretation, but it does not say who performs that interpretation. The headline sounds informed precisely because the actor disappears. A Russian rendering can preserve this structure relatively comfortably: **Снижение ставки ФРС на 50 б.п. почти столь же вероятно, как и на 25 б.п.** The actor remains implicit, the institutional shorthand survives, and the headline retains financial density. Uzbek resists such compression more strongly. A functionally clear version would be closer to **Bozor tahlilchilariga ko'ra, FRS stavkani 50 bazis punktga tushirishi 25 punktga tushirishi kabi deyarli ehtimolga ega**. Here the source is moved forward and the institutional abbreviation is unpacked by the surrounding syntax. Agency is not merely translated. It is restored.

The second item shifts the problem from probability to metaphorical agency: **US nuclear plants won't power up Big Tech's AI ambitions right away** (Reuters, 2024b). The line gives agency to **nuclear plants** while also using **power up** in a semi-metaphorical way. English financial and technology journalism tolerates this blend of literal infrastructure and figurative acceleration. Russian can reproduce much of the compression, though usually with a more explicit predicate: **АЭС США не смогут быстро обеспечить энергией амбиции Big Tech в сфере ИИ**. The metaphor survives in

weakened form, but the headline still sounds idiomatic for a Russian business page. Uzbek requires stronger rebalancing. A plausible newsroom-style version would be **AQShdagi atom elektr stansiyalari Big Tech kompaniyalarining sun'iy intellekt bo'yicha rejalarini yaqin muddatda zarur energiya bilan ta'minlay olmaydi**. The English rhetorical compactness dissolves into explanatory syntax. This is not a failure of equivalence. It is a pragmatic correction. The Uzbek line names the actor more transparently and removes the risky ambiguity of **power up**.

The third item exposes the mechanics of delayed attribution: **2024 will be world's hottest year on record, EU scientists say** (Reuters, 2024c). In English the claim comes first, the source comes second. The sentence creates immediate informational impact and only then anchors it in expertise. That order is highly efficient in Anglophone headline culture. Russian can often keep it: **2024 год станет самым жарким за всю историю наблюдений, заявили ученые ЕС.** The prediction remains fronted, and the source arrives as a validating clause. Uzbek more often benefits from earlier evidential marking, especially when the proposition is broad and potentially contestable: **Yevropa Ittifoqi olimlari ma'lum qilishicha, 2024-yil kuzatuvlar tarixidagi eng issiq yil bo'ladi.** The source is moved to the front. The sentence becomes less dramatic, but also less vulnerable to misreading. Evidentiality here is redistributed in order to manage trust.

Across the three examples a stable pattern appears. Russian tends to stay closer to English headline compression. It usually preserves impersonal assessment, delayed attribution, and institutional shorthand with moderate adjustment. Uzbek tends to unpack compressed agency, specify the information source earlier, and smooth metaphorical density into more explicit prose. The difference should not be romanticized as a simple typological contrast. It also reflects media hierarchy. English often functions as the first

discourse of global news circulation; its framing choices arrive with prestige and inertia. Russian, as a long-established language of regional analytical media, can absorb much of that framing without severe loss. Uzbek, especially when targeting a broad readership, more often re-allocates informational burden toward clarity and interpretive guidance.

This is where language dominance becomes visible not as an abstract slogan but as a textual mechanism. A dominant source language exports not only facts but also preferred economies of naming, judging, and attributing. Baker (2006) and Valdeón (2022) remind us that translational decisions participate in wider narrative and gatekeeping processes. In the present material, English dominance is most evident when brevity itself begins to travel as prestige. Yet brevity is not neutral. A short headline can hide the source of knowledge, blur responsibility, or overestimate the target reader's familiarity with institutional codes. The translator or editor then faces a choice between formal elegance and communicative sufficiency. Uzbek versions in particular often gain pragmatic adequacy by sacrificing surface compactness.

A limitation must be stated clearly. The corpus is small, and the Russian and Uzbek versions were produced analytically rather than harvested from a live parallel newsroom corpus. Therefore, the findings should not be generalized as fixed properties of either language. Still, the mini-corpus is useful for one reason: it isolates recurring pressure points. When a headline suppresses the actor, delays the source, or packages evaluation inside a metaphor, Russian and Uzbek do not respond in identical ways. That asymmetry is already enough to show that pragmatic equivalence in media translation is a matter of strategic redistribution, not lexical imitation.

Conclusion

The article has argued that agency and evidentiality are reliable indicators of pragmatic shift in English, Russian, and Uzbek news translation. In the selected material, English

headlines repeatedly compress who acts and how knowledge is authorized. Russian often preserves that compression with comparatively little restructuring. Uzbek more often expands the clause, restores explicit actors, and places the source of information earlier. These moves should not be treated as mere stylistic looseness. They are functional responses to a plurilingual media environment in which English enters as a dominant framing language but cannot always dictate the most effective communicative form in the target text.

Two practical implications follow. First, translators working into Uzbek should treat

English headline brevity as a negotiable surface feature, not as a norm to be copied automatically. Second, research on media translation in Central Asian language combinations would benefit from larger parallel corpora that include real newsroom output, since the tension between prestige compression and reader-oriented explicitation is likely to recur beyond the present examples. For now, the central conclusion is modest but firm: in news translation, who speaks, who knows, and who is named are not technical leftovers. They are the core of pragmatic meaning.

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Uzbek and English political texts: linguocultural features and translation

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- Annotation** *Political discourse is a key site of cultural and ideological meaning-making, and its translation across languages is a demanding task in applied linguistics. This article examines linguocultural features of Uzbek and English political texts, focusing on metaphorical language as a vehicle of ideological framing. Drawing on conceptual metaphor theory, critical discourse analysis, and cross-cultural pragmatics, the study analyzes 60 political speeches and official statements from English- and Uzbek-speaking contexts (2015–2024). Moreover, findings reveal systematic metaphorical differences: English political discourse relies heavily on war, journey, and organism metaphors that foreground competition and individual agency, whereas Uzbek rhetoric favors metaphors from nature, family, and ancestral wisdom that emphasize collectivity and cultural continuity. These differences challenge translators, as surface equivalence often fails to preserve ideological intent or pragmatic function. As well as, the article proposes strategies for culturally informed translation of political metaphor and contributes to non-Western political discourse analysis.*
- Keywords** *Political discourse, Uzbek, English, conceptual metaphor, translation, linguoculturology, cross-cultural pragmatics, ideological framing*

O'zbek va ingliz siyosiy matnlari: lingvomadaniy xususiyatlar va tarjima

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- Annotatsiya** *Siyosiy diskurs madaniy va mafkuraviy ma'nolarni shakllantirishning asosiy manbai bo'lib, uni tillararo tarjima qilish amaliy tilshunoslikning muhim vazifalaridan biridir. Ushbu maqola o'zbek va ingliz siyosiy matnlarining lingvomadaniy xususiyatlarini, xususan, mafkuraviy freymlashtirish vositasi sifatida metaforik tilga e'tibor qaratgan holda o'rganadi. Konseptual metafora nazariyasi, tanqidiy diskurs tahlili va madaniyatlararo pragmatikaga asoslangan holda, tadqiqot 2015–2024 yillar oralig'idagi ingliz va o'zbek tilidagi siyosiy kontekstlardan olingan 60 ta siyosiy nutq va rasmiy bayonotlarni tahlil qiladi. Natijalar metaforik tizimlarda tizimli farqlarni ko'rsatadi: ingliz siyosiy diskursi asosan urush, sayohat va organizm metaforalariga tayanadi, ular raqobat va individual faollikni oldinga suradi, holbuki o'zbek ritorikasi tabiat, oila va ajdodiy hikmat metaforalariga ustunlik beradi, ular jamoaviylik va madaniy davomiylikni ta'kidlaydi. Ushbu farqlar tarjimonlar uchun qiyinchilik tug'diradi, chunki sathiy ekvivalentlik ko'pincha mafkuraviy maqsad yoki pragmatik funksiyani saqlamaydi. Maqola siyosiy metaforani madaniy jihatdan asoslangan tarjima qilish strategiyalarini taklif etadi va g'arbiy bo'lmagan siyosiy diskurs tahliliga hissa qo'shadi.*

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Kalit so'zlar *Siyosiy diskurs, o'zbek tili, ingliz tili, konseptual metafora, tarjima, lingvokulturologiya, madaniyatlararo pragmatika, mafkuraviy freymlashtirish*

**Узбекские и английские
политические тексты:
лингвокультурные особенности
и перевод**

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Аннотация *Политический дискурс является ключевым пространством формирования культурных и идеологических смыслов, а его перевод на другие языки представляет собой сложную задачу в прикладной лингвистике. В данной статье исследуются лингвокультурные особенности узбекских и английских политических текстов с акцентом на метафорический язык как средство идеологического фреймирования. Опираясь на теорию концептуальной метафоры, критический анализ дискурса и межкультурную прагматику, исследование анализирует 60 политических речей и официальных заявлений из англоязычного и узбекоязычного контекстов (2015–2024 гг.). Результаты выявляют систематические различия в метафорических системах: англоязычный политический дискурс в значительной степени опирается на метафоры войны, пути и организма, которые выдвигают на первый план конкуренцию и индивидуальную активность, тогда как узбекская риторика отдает предпочтение метафорам природы, семьи и мудрости предков, подчеркивающим коллективизм и культурную преемственность. Эти различия создают проблемы для переводчиков, поскольку поверхностная эквивалентность часто не позволяет сохранить идеологический замысел или прагматическую функцию. В статье предлагаются стратегии культурно-ориентированного перевода политической метафоры, и она вносит вклад в растущую литературу по анализу западного политического дискурса.*

Ключевые слова *Политический дискурс, узбекский язык, английский язык, концептуальная метафора, перевод, лингвокультурология, межкультурная прагматика, идеологический фрейминг*

Introduction

Political language is never neutral. Every lexical choice, every rhetorical device, and every grammatical construction carries the imprint of the culture, ideology, and communicative tradition from which it emerges. The comparative study of political discourse across languages therefore offers a window not only into rhetoric and persuasion,

but into the deep cultural logics that shape how communities construct political reality. This article examines the linguocultural features of Uzbek and English political texts, focusing specifically on metaphorical language as the primary mechanism through which political speakers construct meaning, manage public perception, and advance ideological agendas.

The relationship between language and culture has long occupied linguists, anthropologists, and translation scholars. Sapir (1929) and Whorf (1956) established the foundational premise that language does not merely reflect reality but actively shapes how speakers perceive and categorize it. In political contexts, this insight acquires heightened significance. Lakoff and Johnson (1980) demonstrated that conceptual metaphors are not decorative flourishes but structural features of thought, pervasive in everyday and political language alike. When a politician describes a recession as a *storm to weather* or a policy as a *path forward*, they are not simply choosing vivid words; they are activating a conceptual framework that predetermines how audiences understand causality, agency, and the appropriate response to events.

English-language political discourse has received extensive scholarly attention in this regard (Chilton, 2004; Fairclough, 2006; Lakoff, 1973). Uzbek political discourse, however, remains relatively underexplored in the international literature, despite Uzbekistan's growing geopolitical significance and the rich rhetorical traditions of the Uzbek language (Sharafutdinov, 2024). This gap is particularly acute in the area of translation: diplomatic translators and intercultural communicators working between Uzbek and English regularly encounter metaphorical expressions whose cultural grounding renders direct translation inadequate or misleading.

The present article addresses three interconnected questions: (1) What metaphorical systems characterize English and Uzbek political discourse respectively? (2) How do the linguocultural contexts of each language shape the selection and function of these metaphors? (3) What challenges and strategies arise in translating political metaphor across these two language systems? The analysis draws on a corpus of political speeches, official addresses, and policy statements from both linguistic contexts,

interpreted within the theoretical frameworks of conceptual metaphor theory, critical discourse analysis, and cross-cultural pragmatics.

Literature review

The study of metaphor in political language has developed from two major theoretical traditions. The first, rooted in classical rhetoric, treats metaphor as a persuasive device deployed consciously by skilled speakers to render abstract policies emotionally accessible. The second, inaugurated by Lakoff and Johnson in their landmark work *Metaphors We Live By*, repositions metaphor as a fundamental cognitive mechanism: conceptual metaphors are structural mappings between domains of experience that organize thought, and political language merely makes these underlying mappings visible (Lakoff and Johnson, 1980). The two traditions are not incompatible; political speakers both inherit and strategically exploit the conceptual metaphors embedded in their language and culture.

Within the English tradition, political metaphor has been exhaustively catalogued. P. Chilton identifies a cluster of recurring metaphorical systems in English political rhetoric, including the NATION AS BODY POLITIC metaphor (in which social disorder is conceptualized as disease and strong leadership as health), the WAR frame (in which policy disagreement is combat and opponents are enemies), and the JOURNEY metaphor (in which political progress is movement along a path toward a destination) (Chilton, 2004). N. Fairclough situates these metaphors within a broader theory of discourse as social practice, arguing that they do not simply describe political reality but actively construct it, legitimizing certain power arrangements and naturalizing particular ideological positions (Fairclough, 2006).

Cross-linguistic research on political metaphor reveals that while some metaphorical mappings appear to be universal, others are deeply culture-specific. Z. Kovecses

demonstrates that the cultural elaboration of even widely shared metaphors can diverge substantially, producing politically consequential differences in how speakers of different languages conceptualize power, conflict, and social cohesion (Kovecses, 2005). Musolff extends this observation to European political discourse, showing how the EUROPE AS BODY metaphor generates radically different inferences in German and British contexts despite using ostensibly the same conceptual structure (Musolff, 2004).

For Uzbek specifically, scholarly attention to political metaphor is a recent development. The broader field of Uzbek linguistics has been shaped by Soviet-era traditions that emphasized stylistics and communicative function, and discourse analysis as a formal discipline has developed unevenly. N. Sharafutdinov documents the linguopragmatic features of Uzbek political language, noting the salience of culturally grounded euphemisms and the central role of collectivist values in shaping rhetorical choices (Sharafutdinov, 2025). D. Azamova observes that Uzbek political and narrative discourse frequently employs circular structures, proverbial language, and appeals to oral tradition, reflecting the high-context communicative norms of Uzbek culture (Azamova, 2024).

The translation of political metaphor adds further complexity to this picture. P. Kussmaul argues that effective translation of culturally embedded language requires cultural adaptation rather than linguistic equivalence: a translator who renders a metaphor word-for-word may preserve surface form while distorting pragmatic meaning. In political contexts, this risk is particularly acute (Kussmaul, 1997). Mona Baker extends this analysis in her narrative theory of translation and conflict, showing that translators of political texts are inevitably positioned actors who make choices that shape how political narratives travel across cultural boundaries (Baker, 2006).

Methodology

This study employs a qualitative, corpus-based approach within a comparative linguopragmatic framework. The methodological design is organized around three stages: corpus compilation, metaphor identification and classification, and cross-cultural translation analysis.

Corpus compilation. The corpus consists of 60 political texts, 30 in English and 30 in Uzbek, drawn from official government sources, nationally broadcast speeches, and policy declarations produced between 2015 and 2024. The English sub-corpus includes inaugural addresses, State of the Union speeches, and major policy announcements by U.S. and U.K. political leaders, sourced from whitehouse.gov, gov.uk, and the American Presidency Project. The Uzbek sub-corpus includes presidential addresses, parliamentary speeches, and official policy statements sourced from president.uz, ministry portals, and the national news agency UzA. Texts were selected to ensure thematic comparability across the two sub-corpora, with both including speech events focused on economic policy, national development, security, and social welfare.

Metaphor identification. Metaphorical expressions were identified using the Metaphor Identification Procedure (MIP) developed by the Pragglejaz Group (2007), which involves comparing the contextual meaning of each lexical unit with its most basic meaning to determine whether a metaphorical mapping is operative. Identified metaphors were then analyzed using conceptual metaphor theory by Lakoff & Johnson to identify the underlying source and target domain mappings (Lakoff & Johnson, 1980). Only systematic, recurrent metaphorical patterns were included in the analysis; isolated or idiosyncratic figures of speech were excluded.

Cross-cultural and translation analysis. For each major metaphorical pattern identified, the study examined: (a) the cultural knowledge and assumptions that activate and sustain the

mapping in its source language; (b) whether a structurally equivalent mapping exists in the target language; and (c) what translational strategies, including literal translation, cultural substitution, explicitation, and paraphrase, are available and what pragmatic consequences each produces. (Baker, 2006; Kussmaul, 1997) and cross-cultural pragmatics (Crespo-Fernandez, 2007).

Results

The analysis identified six dominant metaphorical systems across the two sub-corpora, three characteristics of each language. The following sections present each system with illustrative examples drawn from the corpus, cultural grounding, and translation implications. All Uzbek examples are followed by the author's English translation in parentheses.

Dominant Metaphorical Systems in English Political Discourse

1. WAR and COMBAT metaphors. War metaphors constitute one of the most pervasive systems in English political language, extending far beyond discussions of military affairs to encompass economic policy, public health, and electoral competition. Political actors are framed as combatants, policy disagreements as battles, and electoral outcomes as victories or defeats. Examples from the corpus include:

"We are fighting for the soul of this nation."

"This administration declared war on working families."

"We launched a full-scale assault on poverty."

"We must win the battle against inflation."

R. Lakoff observed that English political discourse systematically maps political opposition onto the conceptual structure of armed conflict, with the result that compromise or negotiation may be cognitively coded as surrender (Lakoff, 1973). This framing serves to heighten emotional intensity, legitimize

forceful action, and cast political opponents in the role of enemies rather than fellow citizens. P. Chilton notes that the pervasiveness of this frame in English-speaking democracies reflects a political culture in which adversarial competition is a core constitutive value, institutionalized in parliamentary and congressional procedure alike (Chilton, 2004). In translation into Uzbek, the war metaphor requires careful handling: while Uzbek political language does invoke conflict metaphors, it typically reserves them for discussions of literal national defense or historical struggle, and applying them to domestic policy debates can produce jarring effects that violate the collectivist norms of Uzbek political rhetoric (Sharafutdinov, 2025).

2. JOURNEY and PATH metaphors. Journey metaphors frame political processes as directed movement through space toward a destination, with the nation, administration, or policy as the traveler and political goals as destinations. These metaphors are organized around the conceptual metaphor PURPOSEFUL ACTIVITY IS JOURNEY. Examples include:

"We are on the right path to recovery."

"This policy will move our country forward."

"We cannot go back to the failed policies of the past."

"Together, we will chart a new course for America."

Journey metaphors in English political discourse construct temporal and directional narratives of progress and regression, positioning the speaker's agenda as the path forward and opposing positions as backward movement or stagnation. P. Chilton notes that these metaphors covertly encode ideological value judgments: progress is inherently good, movement is preferable to stability, and the speaker naturally knows the right direction (Chilton, 2004). N. Fairclough adds that the JOURNEY frame naturalizes a particular theory of historical change, presenting political development as linear and purposive rather

than cyclical or contingent (Fairclough, 2006). In Uzbek, similar journey concepts exist but are often inflected by traditional ideas of measured, patient movement along ancestral paths rather than rapid forward momentum toward new destinations, creating a subtle but significant semantic divergence in translation.

3. ECONOMIC ORGANISM metaphors. A third major pattern treats the national economy as a living organism capable of growth, sickness, recovery, and death. This metaphor allows speakers to naturalize economic processes and position economic management as a form of medical care. Examples include:

"The economy is showing vital signs of recovery."

"We need to inject capital to stimulate growth."

"These tax cuts are the medicine this economy needs."

"Inflation is eating away at the health of our economy."

The ECONOMY AS ORGANISM metaphor is particularly effective at depoliticizing economic decisions: if the economy is a body with natural processes of growth and disease, then policy interventions become clinical responses to objective conditions rather than ideological choices with distributional consequences. This framing, as N. Fairclough observes, serves to shield economic policy from political challenge by presenting it as technical necessity rather than value-laden choice (Fairclough, 2006). When translated into Uzbek, the clinical and biological register of these metaphors often sits uneasily alongside Uzbek political rhetoric's preference for more culturally resonant and emotionally grounded language.

Dominant Metaphorical Systems in Uzbek Political Discourse

1. NATURE and SEASONAL metaphors. Uzbek political speeches draw extensively on natural phenomena, including seasons, weather, rivers, and agricultural cycles, as a source domain for

framing political and social processes. This pattern reflects the deep agrarian roots of Uzbek culture and the prominence of land, water, and seasonal cycle in the collective imagination. Examples from the Uzbek corpus, with translations, include:

"Islahotlar bahori boshlandi." ("The spring of reforms has begun.")

"Xalqimiz qattiq qish davriga dosh berdi." ("Our people endured the harsh winter period.")

"Yangilanish shabadasi butun mamlakatni qamrab oldi." ("The breeze of renewal has swept across the entire country.")

"Bu davr o'tkinchi bo'lib, yaxshi kun albatta keladi." ("This period is transient; better days will surely come.")

These metaphors perform several functions simultaneously. They naturalize political change by associating it with cyclical natural processes, thereby reducing its threatening aspects. They invoke patience and endurance, waiting for spring after winter, as appropriate responses to hardship, reflecting the collectivist values that identifies as central to Uzbek political communication. They also draw on a shared cultural repertoire that resonates emotionally with audiences whose forebears lived by the agricultural calendar. Critically, the seasonal metaphor constructs a cyclical rather than linear view of history: difficulties are not failures to be attributed to opponents but natural phases to be endured collectively. In English translation, nature metaphors from this system tend to flatten into generic imagery that loses both the cultural specificity and the ideological work of the original.

2. FAMILY and KINSHIP metaphors. A distinctive feature of Uzbek political rhetoric is the systematic use of family and kinship language to frame the relationship between the state, the nation, and the individual citizen. The nation is conceptualized as a family (*oila*), the president or elder statesmen as a

father figure (*ota*), and citizens as children united by shared ancestry and mutual obligation. Examples include:

"Bizning yurt – bitta oila." ("Our homeland is one family.")

"Davlatimiz xalqining har bir farzandini himoya qiladi." ("The state protects every child of our people.")

"Keksalarimiz – xalqimizning donishmand otalari." ("Our elders are the wise fathers of our people.")

"Yoshlarimiz – yurtimizning kelajagi." ("Our youth are the future of our homeland.")

M. Baker observes that family metaphors in political discourse naturalize hierarchical authority by mapping it onto the presumably benevolent and emotionally resonant structure of the family (Baker, 2006). In Uzbek contexts, this mapping draws on the institution of the *mahalla* (neighborhood community) and deeply ingrained norms of filial deference and intergenerational respect. The pragmatic effect is to position political obedience as an extension of family loyalty rather than as mere civic compliance, and to frame the state's paternalistic authority as protective care. When translated into English, these expressions risk being read as authoritarian, a stark illustration of how the same metaphorical structure carries different evaluative weight in different cultural frameworks. An English audience accustomed to a discourse of individual rights and governmental accountability may interpret the father-nation metaphor as legitimating paternalism, while an Uzbek audience draws on it as an expression of warmth and collective belonging.

3. SPIRITUAL-MORAL and ANCESTRAL WISDOM metaphors. Uzbek political discourse frequently invokes religious and moral vocabulary, proverbs, and references to ancestral wisdom as a source domain for framing political action and social values. This pattern reflects the role of Islam, pre-Islamic traditions, and the legacy of Central Asian intellectual figures such as Alisher Navoi

in shaping Uzbek cultural identity. Examples include:

"Har bir ishda bir xayr bor." ("There is good in every hardship." – proverbial framing of economic difficulty)

"Sabr-toqat – eng katta kuch." ("Patience and forbearance are the greatest strength.")

"Bobolarimiz yo'lidan borish – asosiy vazifamiz." ("Walking the path of our ancestors is our primary duty.")

"Xalqimiz azaldan mehnatkash va sabr-qanoatli." ("Our people have always been hardworking and patient.")

The use of proverbial language in Uzbek political discourse serves both aesthetic and social functions: it anchors political messages in a tradition of shared wisdom that transcends any individual speaker's authority, and it invites the audience into a relationship of collective memory. For translators, these expressions pose special difficulties. Proverbs rarely have functional equivalents across language pairs; a translator forced to paraphrase loses the authority and cultural density of the original. P. Kussmaul argues that in such cases, the translator's task is not to find a matching proverb in the target language but to reconstruct the rhetorical function of the original, its tone of timeless collective wisdom, through different means (Kussmaul, 1997). The spiritual-moral metaphor also positions political difficulties within an ethical and teleological framework: hardship is not a sign of policy failure but a test of moral character that the people, by virtue of their historical identity, are equipped to endure and transcend.

Comparative Overview of Metaphorical Systems

Dimension	English Political Discourse	Uzbek Political Discourse
Dominant source domains	War, journey, biological organism	Nature/seasons, family/kinship, ancestral wisdom
Cultural values encoded	Competition, individual agency, accountability	Collectivity, patience, hierarchy, cultural continuity
Pragmatic function	Heighten urgency, assign blame, frame opposition	Maintain harmony, invoke solidarity, legitimize authority
Communication style	Low-context; explicit, adversarial framing	High-context; implicit, communal framing
Audience reception	Often viewed critically; associated with political spin	Generally accepted as culturally appropriate and respectful
Translation risk	May appear aggressive or divisive in Uzbek rendering	May appear passive, fatalistic, or authoritarian in English rendering

Table 1. *Comparative features of metaphorical systems in English and Uzbek political discourse*

Discussion and Analysis

The findings presented above confirm and extend the conclusions of cross-cultural political discourse research. Both English and Uzbek political speakers deploy metaphor systematically and strategically, but the domains they draw upon, the cultural assumptions they activate, and the pragmatic work they perform differ in patterned ways that reflect the deeper values and communicative norms of each culture.

Individualism versus collectivism in metaphorical framing. The most fundamental contrast revealed by this analysis is between the individualist and competitive logic of dominant English political metaphors and the collectivist and harmony-oriented logic of dominant Uzbek political metaphors. WAR and COMBAT metaphors in English frame political life as a zero-sum contest in which strength and dominance are virtues, opponents are enemies, and the appropriate emotional register is combative urgency. FAMILY and NATURE metaphors in Uzbek frame political life as a shared organic process in which patience, deference, and solidarity are virtues, and the appropriate emotional register is one of reassurance and collective purpose.

Ideological naturalization through metaphor. A second key finding concerns the ideological work performed by each metaphorical system. N. Fairclough argues that political metaphors are not merely descriptive but normative: they construct particular versions of political reality as natural and inevitable (Fairclough, 2006). The English ECONOMIC ORGANISM metaphor is particularly effective in this regard, depoliticizing economic decisions by presenting them as clinical responses to objective biological processes rather than as ideologically laden choices. The Uzbek SEASONAL metaphor performs a structurally analogous function: by framing political difficulties as winters that inevitably give way to spring, it naturalizes hardship and positions endurance as the appropriate response, deflecting attention from questions of political responsibility. Both metaphorical systems thus serve ideological purposes, but the mechanisms differ: English metaphors tend toward technical neutralization, while Uzbek metaphors tend toward moral and cultural naturalization.

Translation as cultural mediation. The translation implications of these findings are

significant. M. Baker argues that translators of political texts are not merely linguistic intermediaries but cultural mediators who make choices that shape how political narratives travel across borders (Baker, 2006). The present analysis supports this view: a translator who renders the Uzbek *"islohotlar bahori boshlandi"* ("the spring of reforms has begun") as a literal English equivalent preserves the surface image but loses the specific cultural resonance of seasonal renewal within a Central Asian agricultural tradition. An English reader may register the metaphor as poetic but generic, missing the deeper implication that reform is as natural and inevitable as the return of spring, an implication that functions politically to reassure audiences and legitimize the government's agenda.

Conversely, the English war metaphor *"we declared war on poverty"* may, when literally translated into Uzbek, violate the pragmatic norms of Uzbek political discourse: invoking the register of military conflict for a domestic social policy issue risks sounding disproportionately confrontational in a communicative context that prioritizes harmony and measured language. A culturally informed translator might substitute a metaphor of collective effort and shared duty, capturing the speaker's intent without violating target-culture norms. P. Kussmaul terms this approach functional equivalence at the level of rhetorical effect rather than semantic content (Kussmaul, 1997).

Implications for critical media literacy. The systematic nature of the differences documented here has implications for critical discourse analysis and media literacy education. If the metaphors available in a language differ systematically, then speakers of that language are being offered different conceptual resources for making sense of political life. Uzbek speakers whose political metaphors frame national challenges as seasons to endure or family obligations to honor are being offered a different political reality from English speakers whose political

metaphors frame the same challenges as battles to win or paths to choose. Teaching political language effectively requires cultivating not just linguistic competence but cultural metaphor literacy, the ability to recognize the conceptual mappings embedded in political speech and assess their transferability across linguistic and cultural boundaries.

Conclusion

This article has examined the linguocultural features of Uzbek and English political texts, focusing on their underlying metaphorical systems. The analysis reveals systematic contrasts: English political discourse draws on war, journey, and organism metaphors that encode competition, individual agency, and accountability. Uzbek political discourse draws on nature, family, and ancestral wisdom metaphors that encode collectivity, patience, and cultural continuity. These differences reflect deeper cultural logics and communicative norms.

For translators, these contrasts pose substantial challenges. Surface-level metaphorical equivalence is often misleading. Productive translation requires cultural adaptation - reconstructing rhetorical function, not reproducing linguistic form. Baker's narrative framework offers guidance: translators must attend to the cultural story being told and make principled choices about how to retell it with different metaphorical resources.

This study has limitations. The corpus is limited in size and temporal range, and the analysis is qualitative. Future research could employ larger automated corpora and quantitative methods. Cross-linguistic comparisons with other Turkic languages (Kazakh, Kyrgyz, Azerbaijani) would help distinguish language-specific features from broader Central Asian rhetorical traditions. Reception studies examining how audiences actually process political metaphors would add empirical depth.

In conclusion, as Uzbekistan's international engagement grows, culturally sophisticated analysis of Uzbek political discourse becomes increasingly necessary. This article contributes to that effort, offering a

theoretical framework and practical observations for scholars, translators, and practitioners working across the Uzbek-English divide.

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Component variability of phraseological units and transformation mechanisms in literary translation

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- Annotation** *This study explores the variability of components and the mechanisms of transformation of phraseological units in literary translation. It argues that the translator's task extends far beyond the mere transfer of semantic content, requiring the recreation of the stylistic, emotional, expressive, and aesthetic impact embedded in the source text. Phraseological units serve as important carriers of figurative meaning, cultural connotations, and authorial individuality; therefore, their successful translation depends not on literal equivalence, but on the preservation of their semantic nucleus and pragmatic function. The paper defines component variability as the substitution, expansion, reduction, rearrangement, or modification of phraseological elements in ways that maintain the communicative value and artistic effect of the original. Drawing on the theoretical perspectives of V. Vinogradov, E. Nida, and other scholars in translation studies, the research emphasizes the importance of dynamic and functional equivalence over formal correspondence. Particular attention is paid to the influence of linguistic, cultural, and stylistic asymmetries between source and target languages in determining translation strategies.*
- Keywords** *Phraseological units, literary translation, component variability, translation transformations, semantic core, dynamic equivalence, functional equivalence, metaphorical substitution*

Badiiy tarjimada frazeologik birliklarning komponent variativligi va transformatsiya mexanizmlari

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- Annotatsiya** *Mazkur tadqiqot badiiy tarjimada frazeologik birliklar komponentlarining variativligi hamda ularni o'zgartirish mexanizmlarini tahlil qiladi. Unda tarjimon vazifasi faqat semantik mazmunni ko'chirish bilan cheklanmasligi, balki asl matnga xos uslubiy, hissiy, ekspressiv va estetik ta'sirni ham qayta yaratishi zarurligi asoslanadi. Frazeologik birliklar obrazlilik, madaniy konnotatsiyalar va muallif individualligining muhim tashuvchilari hisoblanadi; shu sababli ularning muvaffaqiyatli tarjimasi so'zma-so'z moslikka emas, balki semantik yadro hamda pragmatik funksiyani saqlashga tayanadi. Maqolada komponent variativligi frazeologik elementlarni almashtirish, kengaytirish, qisqartirish, qayta joylashtirish yoki o'zgartirish orqali aslning kommunikativ qiymati va badiiy ta'sirini saqlab qolish usuli sifatida talqin etiladi. V. Vinogradov, E. Nida va boshqa tarjimashunos olimlarning nazariy qarashlariga tayangan holda, tadqiqot formal muvofiqlikdan ko'ra dinamik va funksional ekvivalentlikning ustuvorligini ta'kidlaydi. Shuningdek,*

tarjima strategiyalarini belgilashda manba va maqsad tillar o'rtasidagi lingvistik, madaniy hamda uslubiy nomutanosibliklarning ta'siriga alohida e'tibor qaratiladi. Badiiy matnlardan olingan misollar tahlili orqali metaforik almashtirish, parafrazlash, leksik moslashtirish va strukturaviy modifikatsiya kabi transformatsiyalar tarjimada tabiiylik, ifodalilik va adekvatlikni ta'minlashi ko'rsatiladi.

Kalit so'zlar *Razeologik birliklar, badiiy tarjima, komponent variativligi, tarjima transformatsiyalari, semantik yadro, dinamik ekvivalentlik, funksional ekvivalentlik, metaforik almashuv*

Компонентная вариативность фразеологических единиц и механизмы трансформации в художественном переводе

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Аннотация *Данное исследование рассматривает вариативность компонентов и механизмы трансформации фразеологических единиц в художественном переводе. В нём утверждается, что задача переводчика выходит далеко за пределы простой передачи семантического содержания и требует воссоздания стилистического, эмоционального, экспрессивного и эстетического воздействия, заключённого в исходном тексте. Фразеологические единицы выступают важными носителями образности, культурных коннотаций и авторской индивидуальности; поэтому их успешный перевод опирается не на буквальную эквивалентность, а на сохранение семантического ядра и прагматической функции. В статье вариативность компонентов определяется как замещение, расширение, сокращение, перестановка или модификация фразеологических элементов таким образом, чтобы сохранить коммуникативную ценность и художественный эффект оригинала. Опираясь на теоретические взгляды В. Виноградова, Ю. Найды и других исследователей перевода, работа подчёркивает приоритет динамической и функциональной эквивалентности над формальным соответствием. Особое внимание уделяется влиянию лингвистических, культурных и стилистических асимметрий между исходным и переводящим языками при выборе переводческих стратегий. На основе анализа примеров из художественных текстов исследование показывает, что такие трансформации, как метафорическая замена, перефразирование, лексическая адаптация и структурная модификация, позволяют переводчику добиться естественности, выразительности и адекватности в языке перевода.*

Ключевые слова *Фразеологические единицы, художественный перевод, компонентная вариативность, переводческие трансформации, семантическое ядро, динамическая эквивалентность, функциональная эквивалентность, метафорическая замена*

Kirish

Badiiy tarjimada tarjimon nafaqat moddiy mazmunni, balki asarning uslubi, ohangi va estetik ta'sirini ham qayta yaratishi kerak. Badiiy matnlarning keng doirasida frazeologik birliklar (turg'un birliklar) muallifning individual uslubi, tasviri va ifodaliligini ifodalashning muhim vositasi bo'lib xizmat qiladi. Shuning uchun tarjimada frazeologik birliklarni saqlab qolishning kaliti ularni so'zma-so'z nusxalash o'rniga, ularning semantik yadrosi va pragmatik-stilistik funksiyasini saqlab qolishdir. Bu maqsadga tarjimada frazeologik birlik tarkibiy qismlarining xilma-xil ifodalanishi – komponentli o'zgaruvchanlik orqali erishiladi.

Badiiy tarjimada frazeologik birliklarning komponent variativligi tasodifiy o'zgarish emas, balki tarjima ekvivalentligi va badiiy matnning funktsional-pragmatik tabiatidan kelib chiqadigan qonuniy jarayondir. Tarjima nazariyasida ekvivalentlik masalasi mazmunli o'zgarmaslikni saqlash bilan bog'liq holda talqin qilinadi. V.V. Vinogradov frazeologik birliklarning semantik yopilishining turli darajalarini aniqlab, ba'zi frazeologik birliklarda komponentlarning mustaqil ma'nosi nisbatan saqlanib qolganini, boshqalarida esa deyarli yo'qolganini ko'rsatadi (Виноградов, 1953). Bu yondashuv bizga komponentlarning semantik faolligi asta-sekinlik bilan sodir bo'ladigan hodisa ekanligini tushunishga yordam beradi.

A.I. Smirnitkiy frazeologik birlik elementlari mustaqil so'zlar bo'lib ko'rinsa-da, frazeologik tizim ichida ular oddiy leksemalar sifatida emas, balki ma'lum bir funktsional-semantik pozitsiyada ifodalanishini ta'kidlaydi (Смирницкий, 1956). A.V. Kunin komponentlar frazeologik birlik tarkibida o'ziga xos leksik xususiyatni saqlab qolishini ta'kidlaydi (Кунин, 1981). Bu borada V.N. Komissarov asl mazmunning asosiy yadrosini (invariantini) saqlab qolish tarjimada ekvivalentlikni ta'minlashning muhim mezonini ekanligini ta'kidlaydi (Комиссаров, 1990). Ya.I. Retsker

shuningdek, tarjima jarayonida turli xil transformatsiyalardan foydalanish mumkinligini, ammo ular mazmunni yo'q qilmasligi, balki uni boshqa lingvistik vositalar orqali qayta ifodalashga xizmat qilishi kerakligini ta'kidlaydi (Пецкер, 1974). E. Nida tarjimada mazmun va ta'sirni muqobil darajada tiklashni rasmiy yozishmalarga qaraganda muhimroq deb hisoblaydi (Nida, Eugene, 1964). Bu nazariy qarashlar tarjimada frazeologik birliklarning ifodalanishidagi komponentli variativligini baholash uchun metodologik asos yaratadi.

Komponentlarning roli o'zbek tilshunosligida ham e'tirof etilgan. Sh. Rahmatullaev frazeologik birlik tarkibiy qismlari o'z ahamiyatini to'liq yo'qotmasligini, balki frazeologik ma'noni shakllantirishdagi rolga qarab birlamchi va ikkilamchi elementlarga bo'linishi mumkinligini ko'rsatadi (Рахматуллаев, 1986). M. Umarxo'jaev shuningdek, komponentlarning semantik faolligi turlicha ekanligini va ba'zi hollarda "zaiflashishi" mumkinligini ta'kidlaydi (Умарходжаев, 1983). Qarama-qarshi yondashuvda A.I. Molotkov frazeologik birlik elementlarini oddiy leksemalar bilan tenglashtirish noto'g'ri ekanligini va ular til tizimida alohida o'rin tutishini ta'kidlaydi (Молотков, 1977). Bu nuqtai nazar tarjimada komponentlarni almashtirish yoki yangilash jarayonini tushuntirish uchun muhimdir: tarjimon qaysi komponent "semantik yordamchi" va qaysi biri majoziy fon sifatida xizmat qilishini aniqlaydi va keyin tarjima haqida qaror qabul qiladi.

Mazkur nazariy qarashlar frazeologik birliklar tarjimasida komponentlarning saqlanishi yoki almashishi tasodifiy emas, balki ichki semantik maydonga bog'liq ekanini ko'rsatadi. Aynan shu maydon tarjimada komponent variativligi hodisasini yuzaga keltiradi.

Komponent variativligi deganda frazeologik birlikning semantik yadrosi

saqlangan holda, uning tarkibiy qismlarining tarjima tilida boshqa leksik, metaforik yoki pragmatik birliklar bilan almashtirilishi tushuniladi. Bu hodisa sinonimik almashtirish yoki oddiy parafrazadan farqli o'laroq, frazeologik birlikning obrazli va emotsional tuzilmasini qayta shakllantirish bilan xarakterlanadi. Tarjimada aynan shu "qisman/to'liq ko'chgan ma'no" va "turg'unlik" o'rtasidagi bog'liqlik komponent o'zgaruvchanligini keltirib chiqaradi: idiomaning to'liq ekvivalenti har doim ham tarjima tilida topilmaydi. Shuning uchun tarjimon semantik asos va pragmatik effektni saqlab qolgan holda komponentlarni almashtiradi; amalda eng keng tarqalgan usul "parafraza" strategiyasidir deb ta'kidlaydi M. Baker (1992).

J. Lakoff, M. Johnson nuqtayi nazariga ko'ra frazeologik birliklar inson tafakkurida mavjud bo'lgan konseptual metaforalar asosida shakllanadi. Shu bois kundalik tilning katta qismi metaforik bo'lgani uchun asl metafora tarjima tilning milliy-konseptual modeliga muvofiq qayta tiklanadi va tarjimada bir konseptual modeldan boshqasiga o'tish zarurati tug'iladi. Natijada, asliyatdagi frazeologik birlik tarkibidagi komponentlar tarjima tilidagi milliy-madaniy konseptual modellarga mos holda variativlashadi (Larson, 1984).

E. Nida fikriga ko'ra bu jarayon ekvivalentlikning faqat formal emas, balki dinamik va funksional xarakterga egaligini ko'rsatadi. Tarjimon frazeologik birlikni so'zma-so'z emas, balki uning pragmatik ta'siri, emotsional yuklamasi va badiiy funksiyasini hisobga olgan holda qayta quradi. Natijada, frazeologik birlikning ayrim komponentlari tushib qolishi, yangilari qo'shilishi yoki butunlay boshqa obraz bilan almashtirilishi mumkin (Nida, Eugene, 1964).

Asosiy qism

Frazeologik birlikdagi har bir so'z yoki leksik element frazeologik birlikning tarkibiy qismi sifatida talqin qilinadi. Komponentlar sintaktik jihatdan o'zaro bog'liq bo'lsa-da,

ularning semantik faolligi har xil: ba'zi komponentlar frazeologik ma'noni shakllantirishda asosiy (dominant) rol o'ynaydi, boshqalari esa grammatik yoki yordamchi funktsiyani bajaradi. Shuning uchun frazeologik birlikning ichki tuzilishini aniqlash uning komponentlarining o'zgaruvchanligini tahlil qilish uchun asosiy nazariy asos bo'lib xizmat qiladi.

Turg'un birliklar sifatida frazeologizmlarning strukturaviy tuzilishi mutlaqo qat'iy shaklni emas, balki nisbiy turg'unlik tizimini ifodalaydi. Shuning uchun, badiiy tarjimada frazeologik birliklarning tarkibiy qismi ko'p hollarda aniq saqlanib qolmaydi, balki tarjima qilinayotgan tilning kollokatsiya normasi, majoziy modeli va pragmatik ehtiyojlariga muvofiq o'zgaradi. Bu holat komponent variativligi sifatida talqin qilinadi, bu frazeologik birlikning tashqi shakli bilan emas, balki uning semantik yadrosi va stilistik-ekspressiv funktsiyasi bilan baholanadi. Shunday qilib, tarjimadagi komponent variativligi oddiy "so'z almashtirish" emas, balki ma'no, tasvir va pragmatik effektni qayta tiklashga xizmat qiluvchi transformatsion jarayondir.

Frazeologik birliklarning semantik yadrosini belgilaydigan birlamchi komponentlarni (dominant elementlar) va ma'noni shakllantirishda yordamchi funktsiyani bajaradigan ikkilamchi komponentlarni haqida aytib o'tgan edik. Tarjima jarayonida semantik birlamchi komponentga mos keladigan ma'no odatda saqlanib qoladi, ikkilamchi komponentlar esa tarjima tilining badiiy va pragmatik normalariga muvofiq yangilanadi yoki o'zgartiriladi. Shu nuqtai nazardan, komponentlarning o'zgaruvchanligi, bir tomondan, frazeologik ma'noni saqlab qolish mexanizmi bo'lib xizmat qiladi, ikkinchi tomondan, u badiiy matnning tabiiyligi va ifodaliligini tiklash vositasi sifatida namoyon bo'ladi.

Frazeologik birliklarning tarkibiy qismlari turli darajadagi semantik "yopilish"ga ega. Kuchli semantik yopilishga ega bo'lgan

frazeologik birliklarda komponentlarning mustaqil ma'nosi deyarli sezilmaydi, bu esa tarjima paytida rasmiy ekvivalentlikni saqlashni qiyinlashtiradi. Motivatsion va majoziy frazeologik birliklarda esa komponentlarning ma'nosi qisman idrok etiladi, bu esa tarjima paytida metaforik qayta qurish imkoniyatlarini kengaytiradi. Shuning uchun, komponentlarning o'zgaruvchanligi, ayniqsa majoziy va ifodali frazeologik birliklarni tarjima qilishda ko'proq qonuniy hodisa sifatida uchraydi.

Ushbu qarashlardan kelib chiqadigan umumiy xulosa shundaki, frazeologik birlik ichidagi komponentlarning semantik mustaqilligi to'liq emas va asta-sekin zaiflashishi mumkin. Shuning uchun tarjima paytida frazeologik birlikning aniq tashqi tuzilishini saqlab qolish har doim ham amaliy yoki tabiiy emas. Natijada, tarjima jarayonida frazeologik birlikning strukturaviy tuzilishida ma'lum o'zgarishlar yuz beradi; bu hodisa komponent o'zgaruvchanligi sifatida talqin qilinadi.

Frazeologik birliklarni tashkil etuvchi komponentlar tashqi ko'rinishida mustaqil leksemalar sifatida taqdim etilsa-da, frazeologik tizimda ular ma'lum bir funksional-semantik holatda bo'ladi.

Variativlikni keltirib chiqaradigan omillarni quyidagicha umumlashtirish mumkin:

- **Lingvomadaniy tafovutlar.** Bir tilda mavjud bo'lgan obraz yoki metafora boshqa tilda to'g'ridan-to'g'ri ekvivalentiga ega bo'lmasligi mumkin. Bu holda, tarjimon tarjima qilinayotgan til o'quvchisiga ko'proq mos keladigan milliy obrazni tanlaydi.
- **Stilistik moslik.** Badiiy matnda frazeologik birlikning ekspressivligi personaj nutqining talablariga, muallif uslubiga, janriga va kontekstga qarab kuchaytirilishi yoki neytrallashtirilishi mumkin.
- **Matn pragmatikasi.** Frazeologik birlikning maqsadi ba'zan ma'lumot yetkazish emas, balki o'quvchida o'ziga

xos ta'sir (ironiya, keskinlik, hazil, hissiy keskinlik) yaratishdir. Bu ta'sirni saqlab qolish uchun komponentlar o'zgartiriladi.

- **Lingvistik tizimdagi farqlar.** Grammatik tuzilish, so'z yasash shakllari va frazeologik normalardagi farqlar ham komponentlarning qayta tuzilishiga olib keladi.

Badiiy tarjimada frazeologik birliklarni qayta yaratish tarjimonning lingvistik va pragmatik kompetensiyasini talab qiladi. Bu birliklar badiiy matnda nafaqat mazmunni, balki obraz, ekspressivlik va muallif ohangini ham shakllantiradi. Pedersen shunday deydi: "Idiomalarni tarjima qilish qanchalik muhim bo'lsa, shunchalik qiyin" (Pedersen, 1997). Holbuki, Larson idiomalarni juda ehtiyotkorlik bilan tarjima qilish kerakligini ta'kidlaydi: "Tarjimon birinchi navbatda idiomaning ma'nosini aniqlab olishi kerak, so'ngra idiomaning ma'nosini bir butun sifatida ifodalashning tabiiy ekvivalent usulini izlashi kerak" (Larson, 1984).

Tarjima jarayonida komponentlar o'zgarib turadigan har qanday vaziyat komponent variativligi deb hisoblanishi mumkin emas. Quyidagi mezonlar variativlikni aniqlash uchun asos sifatida ishlatiladi:

- **Semantik yadroni saqlash mezon.** Agar frazeologik birlik tarjimada boshqa komponentlar tomonidan ifodalangan bo'lsa ham, uning asosiy mazmuni buzilmasligi kerak. Aks holda, bu variativlik emas, balki semantik nomuvofiqlikdir.
- **Frazeologik funktsiyani saqlash mezon.** Frazeologik birlik badiiy matnda obraz yaratadi, ekspressivlikni oshiradi, personaj nutqini individuallashtiradi va muallif ohangini ifodalaydi. Agar bu stilistik-pragmatik funktsiya tarjimada saqlanib qolsa yoki tiklansa, unda komponentlarning o'zgarishi variativlik hisoblanadi.

Bu mezonlar tarjima nazariyasida ekvivalentlikni "mazmun yaxlitligi" va "ta'sir" sifatida tiklash haqidagi qarashlarga mos

keladi: tarjimada asosiy mazmunni saqlash va kommunikativ-pragmatik effektini tiklash badiiy tarjima sifatining muhim ko'rsatkichlari hisoblanadi. Komponent variativligi tarjima jarayonida frazeologik birlikning semantik va pragmatik mazmunini tiklash uchun qo'llanadigan transformatsiyalar bilan chambarchas bog'liq. Bunda tarjimon komponentlarni almashtirish, kengaytirish yoki qisqartirish orqali frazeologik birlikning umumiy ma'nosini saqlab qoladi, shu bilan birga tarjima tilida tabiiy va badiiy jihatdan ta'sirchan ifodani yaratadi. Demak, komponent variativligi frazeologik birliklarning tarjimada qayta kodlanish mexanizmini ko'rsatib beruvchi muhim lingvistik hodisa hisoblanadi.

Komponent variativligi frazeologik birlikni tarjima qilishda semantik yadroni saqlab qolgan holda komponentlarning leksik tarkibini almashtirish, kamaytirish, kengaytirish yoki qayta kodlashni anglatadi. Bu holda, tarjimon frazeologik birlikning tashqi shaklini emas, balki uning semantik, majoziy va pragmatik kompleksini qayta yaratishga intiladi. Komponentlarning variativligi quyidagicha tasniflanadi:

- *Leksik komponentlarni almashtirish* – tarjimada asl komponent semantik jihatdan o'xshash, ammo boshqacha leksik birlik bilan ifodalanadi. Bu holda, semantik yaxlitlik saqlanib qolinadi, shu bilan birga birlikning tashqi tuzilishi yangilanadi.
- *Komponentlarning kengayishi* – tarjimaga qo'shimcha komponentlar kiritiladi, bu hissiy va ekspressiv ta'sirni kuchaytiradi yoki kontekstni aniqlashtiradi.
- *Komponentlarning qisqarishi* – asl birlikning ba'zi qismlari tushirib qoldiriladi, bu birlikni siqib chiqaradi; bu ko'pincha stilistik moslik va nutqning tabiiyligi bilan bog'liq.
- *Modellarning metaforik almashinuvi* – tarjimada asl tasvir boshqa milliy tasvir asosida ifodalanadi, natijada semantik yaxlitlik saqlanib qolinganda majoziy komponentlarda o'zgarishlar bo'ladi.

- *Ifoda darajasining o'zgarishi* – tarjimada komponentni tanlash birlikning hissiy konnotatsiyasini kuchaytirishi yoki neytrallashtirishi mumkin.

Ushbu tasniflash tarjimada frazeologik birliklarning ifodalanish mexanizmini tushuntirishga yordam beradi va bo'limlardagi ish asosida o'tkazilgan tahlil uchun metodologik asos bo'lib xizmat qiladi.

Komponent variativligi sinonimlarni oddiy tanlash bilan cheklanib qolmaydi. Frazeologik birlik elementlari alohida leksemalar sifatida emas, balki umumiy frazeologik ma'noni tashkil etuvchi funktsional birlik sifatida harakat qilganligi sababli, komponent o'zgarishlari ko'p hollarda birlikning majoziy tuzilishi va badiiy ta'siriga ta'sir qiladi. Semantik ekvivalentlikni ta'minlash orqali tarjimon frazeologik birlikning badiiy funktsiyasini – ekspressivlikni, baholashni, hissiy ta'sirni va muallif ohangini saqlab qolishga intiladi.

Frazeologik birliklarning tarkibiy tarkibi nafaqat leksik komponentlar to'plami, balki asosiy ichki shakl – metaforik asos va majoziy model bilan ham belgilanadi. Tarjima paytida aynan shu ichki shakl to'liq saqlanib qolmaydi, chunki manba tilidagi metaforik tasvir tarjima tilining milliy majoziy tizimiga mos kelmasligi mumkin. Bunday vaziyatda tarjimon frazeologik birlikning semantik yadrosini saqlab qolgan holda, tarjima tilda ichki shaklni boshqa majoziy model orqali qayta yaratadi. Natijada, frazeologik birlikning tashqi komponentlari o'zgaradi, ammo ma'no va pragmatik ta'sir tiklanadi.

Komponentlarning o'zgaruvchanligini keltirib chiqaradigan asosiy omillardan biri bu madaniy farqlardir. Bir tilda keng tarqalgan so'z va iboralar boshqa tilda aniq ekvivalentiga ega bo'lmasligi mumkin. Bu tarjima tilda bir xil ma'noni yetkazish uchun ishlatiladigan so'zlar va iboralarning o'zgarishiga olib kelishi mumkin.

Badiiy tarjimada frazeologik birliklar komponent tarkibining turli darajada yangilanishi orqali variativlashadi. Bu holda,

tarjimon frazeologik birlikning semantik asosini va stilistik-pragmatik funksiyasini saqlab qolgan holda, uning tarkibiy qismlarini tarjima til normalari va uning majoziy ifodasiga muvofiq qayta tuzadi. Bu o'zgarishlarni yuqorida berilgan mezonlarga asosanib misollar yordamida tahlil qilamiz:

1) **Leksik almashtirish (substitutsiya).**

Manba tilidagi komponent ma'no jihatidan o'xshash, ammo boshqa leksik tarkibga ega bo'lgan birlik bilan ifodalanadi. Frazeologik birlikning umumiy mazmuni yangilanadi, ammo uning leksik shakli ham yangilanadi.

Misol: *"his blood was warm"* – *"qoni qaynab"* (S.C.; 221 / B.K.; 209) Bu erda *"warm"* komponenti o'zbek tilida semantik jihatdan yaqin, lekin leksik jihatdan boshqa birlik – *"qaynamoq"* orqali berilgan.

2) **Komponent kengayishi (ekspansiya).**

Tarjimaga qo'shimcha komponentning kiritilishi frazeologik birlikning ekspressivligini oshiradi yoki uning kontekstual ravshanligini oshiradi. Bu usul ko'pincha kuchliroq sifat ta'siri talab qilinadigan hollarda qo'llaniladi.

M: *"Could not help smiling"* – *"lab-lunjini yig'ishtira olmadi"* (S.C.; 9 / B.K.; 10) Asliyatdagi *"smiling"* mazmuni tarjimada *"lab-lunjini"* komponenti qo'shilishi orqali ekspressivroq ifodalanadi.

3) **Komponentni qisqartirish (reduksiya).**

Tarjima jarayonida asl iboraning ba'zi qismlari yo'qoladi. Bu holda, iboraning semantik yadrosi saqlanib qoladi va tarjima ixcham va tabiiy bo'ladi. Ayniqsa, tarjima qilingan tilda qisqartirish takrorlashlar yoki sun'iylikni olib tashlashni o'z ichiga oladi.

M: *"sank into the obscuring crowd"* – *"olomonga singib ketsam"* (S.C.; 21 / B.K.; 25) Asliyatdagi *"obscuring"* komponenti tarjimada alohida berilmay, *"singib ketmoq"* fe'li ichiga "yutilgan" (reduksiya + kompensatsiya).

4) **Metaforik ifloslanish.**

Asl nusxaning majoziy qiyofasi tarjima qilingan tilga xos bo'lgan boshqa milliy metaforik model orqali qayta yaratiladi. Bu erda shakllanayotgan komponentlar o'zgarmas

bo'lishi mumkin, ammo frazeologik birlikning mazmuni va badiiy ta'siri ekvivalent tarzda tiklanadi.

M: *"Took control in directing the conversation"* – *"Suhbat tizginini qo'lga oldi"* (S.C.; 10 / B.K.; 12)

"Control" mavhum tushunchasi o'zbekcha milliy metafora – *"tizgin"* orqali qayta yaratilgan.

5) **Ifoda darajasini olib tashlash.**

Tarjima paytida komponentni tanlash frazeologik birlikning hissiy va ekspressiv ma'nosini neytrallashtirishi yoki butunlay yo'q qilishi mumkin. Foydali frazeologik birlikning konnotativ mazmuni tarjima kontekstiga moslashtiriladi.

M: *"the most chilling formality"* – *"sovuqdan sovuq rad javobi"* (S.C.; 27 / B.K.; 31) *"Chilling"* komponenti tarjimada kuchaytirilib *"sovuqdan sovuq"*, birlikning hissiy-ekspressiv darajasi oshirilgan.

Frazemani tashkil etuvchi komponentlar ma'lum darajada ma'no mustaqilligini saqlab qolgan holda, umumiy frazemik ma'noni shakllantirishda tayanch va mantiqiy markaz sifatida namoyon bo'ladi.

Frazeologik birliklar tarkibidagi semantik tayanch komponentlar esa umumiy semantik tizimning shakllanishida asosiy o'rinni egallaydi. Frazeologik faol komponentlarning shakllantiruvchi imkoniyatlari ot, fe'l, sifat va ravish kabi leksik-grammatik guruhlar asosida ifodalanib, ularning ifodaviy va strukturaviy xususiyatlarini belgilab beradi.

Frazeologik birliklarni so'zma-so'z tarjima qilib bo'lmasligi yuqorida berilgan misollar yordamida asoslandi. Ayniqsa idiomatik birliklar, ularning tarkibiy qismlarining to'g'ridan-to'g'ri ma'nosiga asosanib talqin qilinmagani uchun, so'zma-so'z tarjima tarjima tilida ma'nosiz yoki stilistik jihatdan sun'iy natija beradi. Shuning uchun, frazeologik birlikni alohida so'zlarga tarjima qilish o'rniga, tarjimon uning umumiy semantik yadrosini tushunishga va bu mazmunni tarjima tilida mos va tabiiy shaklda qayta shakllantirishga intiladi.

Bu jarayonda ba'zan tarjimon frazeologik birlik bilan muomala qilayotganini aniq anglamaydi. Buning sababi shuki, barcha idiomalarni osongina tanib bo'lmaydi. Ba'zi idiomalarni tanib olish boshqalarga qaraganda osonroq. Bunday muammoni bartaraf etish uchun tarjimon birinchi navbatda shubhali iborani to'g'ridan to'g'ri ma'nosiga o'zgartirib, ma'no mos kelishini tekshiradi, agar bo'lmasa, ya'ni to'g'ridan to'g'ri ma'noga ega bo'lmasa, uni idioma sifatida tan oladi va unga shunday munosabatda bo'ladi: "Umuman olganda, iborani tushunish qanchalik qiyin bo'lsa va ma'lum bir kontekstda u qanchalik kam ma'noga ega bo'lsa, tarjimon uni idioma sifatida tan olish ehtimoli shunchalik yuqori bo'ladi".

Bu borada tarjimon uchun navbatdagi muammoli holatlardan biri frazeologik

birlikning ikki qatlamli ma'noga ega bo'lishidir: bir tomondan u to'g'ridan-to'g'ri (nominativ) ma'noni ifodalashi mumkin, ikkinchi tomondan esa ko'chma (idiomatik) ma'noda qo'llanadi. Bunday holat ayniqsa tana a'zolari ishtirok etgan frazeologik birliklarda ko'proq uchraydi. Chunki jismoniy tasvir (ko'z, yurak, qon, tana va boshqalar) ko'pincha emotsional holatlarni obrazli ifodalash uchun xizmat qiladi.

Bu tasniflash frazeologik birlikning tarjimada qayta ifodalanish mexanizmini tushuntirishga xizmat qiladi va amaliy tahlil uchun metodologik asos yaratadi.

Teodor Dreiserning "Sister Carrie" romanining asl matni va uning o'zbekcha ("Baxtiqaro Kerri") tarjimasida, komponent variativligi mezonlari va tipologiyasi yordamida tahlil qilingan ba'zi misollar keltirilgan jadval va misollarning tahlilini havola etamiz.

Misol (asliyat -tarjima)	Variativlik turi (strategiya)	Omil	Mezonlar tekshiruv (yadro/funksiya)	Izoh (qisqa)
could not help smiling – lab-lunjini yig'ishtira olmadi	Kengayish + ekspressivlikni kuchaytirish	Stilistik moslik	☑/☑	"lab-lunj" qo'shilishi obrazni jonlantiradi
took control... – suhbat tizginini qo'lga oldi	Metaforik almashinuv	Lingvomada-niy model	☑/☑	"control" – "tizgin" milliy obraz
out of the side of her eye – zimdan qarab...	Qisqarish + qayta kodlash	Kollokatsiya normasi, pragmatika	☑/☑	komponentlar yo'qoladi, effekt saqlanadi
should permanently pass – urug'i quriguday bo'lsa	Metaforik almashinuv	Lingvomada-niy tafovut	☑/☑	"yo'qolib ketish" kuchliroq milliy obrazda
sank into the obscuring crowd – olomonga singib ketsam	Reduksiya (kompressiya)	Lingvistik tizim farqi	☑/☑	"obscuring" ma'nosi fe'lga singdirilgan

1-jadval. Frazeologik birliklarda komponent variativligi

Asardagi "Could not help smiling" (S.C., p. 9) – "Lab-lunjini yig'ishtira olmadi" (B.K., 10). Berilgan misolda semantik yadro – "beixtiyor tabassum qilish, o'zini tiyolmaslik" – tarjimada

saqlangan. Inglizcha "could not help" majburiy/beo'xshov holatni bildirsa, o'zbekchadagi "yig'ishtira olmadi" ham ayni beixtiyorlikni ifodalaydi. Bunda "lab-lunjini"

komponentining kiritilishi ekspressivlikni kuchaytiradi va personaj holatini jonliroq beradi. Demak, semantik yaxlitlik ham, frazeologik funksiya ham saqlangan: bu holat komponent variativligidir (kengayish + obrazni kuchaytirish).

Keyingi misolga e'tiborimizni qaratsak *"Took control in directing the conversation"* (S.C., 10) – *"Suhbat tizginini qo'lga oldi"* (B.K., 12). Asliyatdagi "nazoratni qo'lga olish" ma'nosi tarjimada to'liq tiklangan. Biroq *"control"* komponenti o'zbek tiliga xos bo'lgan milliy obraz metaforasi – *"tizgin"* bilan berilgan. Bu modellarning metaforik almashinuvi bo'lib, kuchli badiiy obraz orqali nazorat va hukmronlik ma'nosini yetkazadi. Natijada, pragmatik maqsad va ta'sir saqlanib qoladi: bu ham komponentning bir variativligidir.

Asarda uchragan yana bir komponent variativligiga uchragan misolni tahlil qilsak *"...out of the side of her eye"* (S.C., 5) – *"...zimdan qarab qo'yar edi"* (B.K., 7). Berilgan misolda ham semantik yadro – "ko'zning qiri bilan, bevosita qaramasdan kuzatish" – saqlangan. Tarjimada *"eye/side"* komponentlari to'g'ridan-to'g'ri ko'rsatilmagan; ular o'zbek tilida "yashirin nigoh" degan ma'noni anglatuvchi "zimdan" leksemasi bilan kompensatsiyalangan. Bu holat qisqartirish va qayta kodlashni anglatadi: frazeologik birlikning tashqi shakli o'zgargan, ammo mazmun va funktsional ta'sir (ehtiyotkor, yashirin kuzatuv) yo'qolmagan.

Keyingi misol tahliliga o'tsak *"...should permanently pass"* (S.C., 4) – *"...urug'i quriguday bo'lsa"* (B.K., 8). Asliyatdagi umumiy ma'no – "batamom yo'q bo'lib ketish" – tarjimada *urug'i qurimoq* frazemasi bilan ifodalanagan. Bu erda "yo'qolish" semasi o'zbek tilida milliy-metaforik birlik orqali kuchliroq obrazda qayta yaratilgan. *"Permanently"* semasi esa frazemadagi yakuniylik va shart konstruktsiyasi orqali mustahkamlanadi. Semantik yaxlitlik va badiiy ta'sir saqlangan: metaforik model almashinuvi asosidagi komponent variativligi kuzatiladi.

"sank into the obscuring crowd" (S.C., 21) – *"olomonga singib ketsam"* (B.K., 25) misolida komponentning qisqarishi yuz bergan. Asarda

"sank" ("cho'kib ketmoq") va *"obscuring"* ("yashiri, ko'rinmas") komponentlari orqali "olomon orasida ko'rinmay qolish" g'oyasi kuchaytiriladi. Tarjimada esa shu ma'no *singib ketmoq* fe'li tarkibiga "singdirilgan": *obscuring* komponenti bevosita tarjima qilinmay, reduksiya yani qisqarish orqali kompensatsiya qilingan. Semantik yadro ham, ta'sir ham saqlangan.

Variativlik aniqlangan keying misolga o'tsak *"the most chilling formality"* (S.C., 27) *"sovuqdan sovuq rad javobi"* (B.K., 31) tarzida tarjima qilingan. Asliyatdagi "rasmiy sovuqlik" tarjimada aniqlashtiriladi va natijada paydo bo'lgan mazmun "rad etish" sifatida ifodalanadi. *"Chilling"* komponent kuchayish (sovuqdan sovuqqa) bilan mustahkamlanadi. Bu holda funktsional qayta kodlash va ekspressivlikning ortishi kuzatiladi. Berilgan misoldagi frazeologik birlikning badiiy ta'siri kamaymaydi, balki o'zbek tilining ekspressiv salohiyati bilan kuchayadi.

"his blood was warm; his nerves wrought up" (S.C., 221) o'zbek tiliga *"qoni qaynab, asablari buzilgan"* (B.K., 209) deb tarjima qilingan. Berilgan frazeologik birlikdagi semantik yadro – "kuchli hayajon va asabiy taranglik" – to'liq tiklangan. *Warm* komponenti o'zbek tilida birinchi qismda kuchayadi (qaynaydi), ikkinchi qism esa birlik bilan belgilanadi, bu esa o'tkirroq holatni bildiradi. Bu komponent variativligi ifoda darajasining o'zgarishi va urg'uning ortishi tufayli yuzaga keladi.

Xulosa

Badiiy tarjimada frazeologik birliklarning komponent variativligi frazeologik birlikning tashqi shaklini saqlab qolishga emas, balki uning semantik yadrosi va badiiy-pragmatik funktsiyasini tiklashga qaratilgan qonuniy jarayondir. Komponentlarning turli semantik faolligini hisobga olgan holda, semantik asosni saqlab qolish istagi odatda tarjimada kuchli ifodalanadi, majoziy fon komponentlari esa tarjima qilinayotgan tilning milliy va stilistik imkoniyatlariga muvofiq yangilanadi. "Sister Carrie" va uning o'zbekcha tarjimasi misollarida

komponentli variativlik leksik almashtirish, qisqartirish, kengaytirish, metaforik modellar almashinuvi va ekspressivlik darajasining o'zgarishi shakllarida namoyon bo'ldi. Bu badiiy

tarjimada ekvivalentlikni ta'minlash komponentlarning bir xil uzatilishi bilan emas, balki o'zgarimas mazmun va ta'sirni tiklash bilan belgilanishini ko'rsatadi.

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ISTORY



The Lingua Spectrum

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ИСТОРИЯ

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Scientific Research Activities of the Republican Institute of Russian Language and Literature Pedagogy (1964–1990)

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Annotation *This article provides a comprehensive analysis of the research works, the system of training scientific and pedagogical staff, and the activities of scientific publications carried out in the second half of the 20th century at the Republican Pedagogical Institute of Russian Language and Literature, based on historical sources. The study thoroughly describes the establishment of the institute, the stages of development of its scientific and pedagogical potential, the composition of the faculty, and their academic activities. It also deeply examines the postgraduate system, dissertation defenses, the formation of scientific schools, and the dynamics of the development of scientific personnel training. The article consistently analyzes the system of organizing research activities at the institute and its stages of development based on state-level decisions, decrees, and regulatory legal documents. It substantiates the effective implementation of textbooks, teaching manuals, and methodological materials created by the institute's scholars into the educational process. The results of the study show that the institute has become a leading scientific center in the fields of Russian language teaching methodology, linguistics, and literary studies, and has made a significant contribution to the development of the national education system. In addition, the contribution of the research work conducted at the Institute of Russian Language and Literature to the development of republican scientific research is separately studied and examined in detail.*

Keywords *Republican Pedagogical Institute of Russian Language and Literature, scientific research activities, training of scientific and pedagogical personnel, postgraduate studies, methodology of teaching Russian, textbooks, monographs, linguistics, literary studies, pedagogy*

Respublika rus tili va adabiyoti pedagogika institutining ilmiy-tadqiqot faoliyati (1964-1990 yillar)

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Annotatsiya *Mazkur maqolada XX asrning ikkinchi yarmida Respublika rus tili va adabiyoti pedagogika institutida olib borilgan ilmiy-tadqiqot ishlari, ilmiy-pedagogik kadrlar tayyorlash tizimi hamda ilmiy nashrlar faoliyati tarixiy manbalar asosida kompleks tarzda tahlil qilinadi. Tadqiqotda institutning tashkil topishi, uning ilmiy-pedagogik salohiyatining shakllanish bosqichlari, professor-o'qituvchilar tarkibi va ularning ilmiy faoliyati batafsil yoritilgan. Shuningdek, aspirantura tizimi, dissertatsiya himoyalari, ilmiy maktablarning shakllanishi hamda ilmiy kadrlar tayyorlash jarayonining rivojlanish dinamikasi chuqur o'rganilgan. Maqolada davlat miqyosida qabul qilingan qarorlar, farmonlar va me'yoriy-huquqiy hujjatlar asosida institutda*

ilmiy-tadqiqot ishlarini tashkil etish tizimi hamda uning rivojlanish bosqichlari izchil tahlil etiladi. Institut olimlari tomonidan yaratilgan darsliklar, o'quv qo'llanmalar va metodik ishlanmalar ta'lim jarayoniga samarali joriy etilgani asoslab beriladi. Tadqiqot natijalari institutning rus tilini o'qitish metodikasi, tilshunoslik va adabiyotshunoslik yo'nalishlarida yetakchi ilmiy markaz sifatida shakllanganligini hamda milliy ta'lim tizimi rivojiga sezilarli hissa qo'shganligini ko'rsatadi. Shu bilan birga, Rus tili va adabiyoti institutida olib borilgan ilmiy tadqiqot ishlarining respublika ilmiy tadqiqot ishlari rivojiga qo'shgan hissasi tadqiq qilinadi ham batafsil o'rganiladi.

Kalit so'zlar *Respublika rus tili va adabiyoti pedagogika instituti, ilmiy-tadqiqot ishlari, ilmiy-pedagogik kadrlar tayyorlash, aspirantura, rus tilini o'qitish metodikasi, darsliklar, monografiyalar, tilshunoslik, adabiyotshunoslik, pedagogika*

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Аннотация *В данной статье комплексно анализируются научно-исследовательские работы, система подготовки научно-педагогических кадров и деятельность научных изданий, проводившиеся во второй половине XX века в Республиканском педагогическом институте русского языка и литературы, на основе исторических источников. В исследовании подробно освещаются создание института, этапы формирования его научно-педагогического потенциала, состав профессорско-преподавательского коллектива и их научная деятельность. Также глубоко изучены система аспирантуры, защиты диссертаций, формирование научных школ и динамика развития процесса подготовки научных кадров. В статье последовательно анализируется система организации научно-исследовательской работы в институте и этапы её развития на основе принятых на государственном уровне решений, указов и нормативно-правовых документов. Обосновывается эффективное внедрение в учебный процесс учебников, учебных пособий и методических разработок, созданных учёными института. Результаты исследования показывают, что институт сформировался как ведущий научный центр в области методики преподавания русского языка, языкознания и литературоведения, а также внес значительный вклад в развитие национальной системы образования. Кроме того, отдельно исследуется вклад научно-исследовательских работ, проводимых в Институте русского языка и литературы, в развитие республиканских научных исследований, что также подробно изучается.*

Ключевые слова *Республиканский педагогический институт русского языка и литературы, научно-исследовательская деятельность, подготовка научно-*

педагогических кадров, аспирантура, методика преподавания русского языка, учебники, монографии, лингвистика, литературоведение, педагогика

Kirish

XX asrning ikkinchi yarmida O'zbekiston SSR oliy ta'lim tizimida ilmiy-tadqiqot faoliyatini rivojlantirish hamda ilmiy-pedagogik kadrlar tayyorlash davlat siyosatining muhim yo'nalishlaridan biri sifatida qaralgan. Ayniqsa, milliy maktablarda rus tili va adabiyotini o'qitish jarayonini ilmiy-metodik jihatdan takomillashtirish masalasi dolzarb vazifalardan biri hisoblangan.

Mazkur jarayonda Respublika rus tili va adabiyoti pedagogika instituti muhim ilmiy-pedagogik markazlardan biri sifatida shakllandi. Institut tashkil etilgan dastlabki yillardan boshlab professor-o'qituvchilar tomonidan rus tili va adabiyotini o'qitish metodikasi, umumiy tilshunoslik, adabiyotshunoslik hamda pedagogika sohalarida ilmiy tadqiqotlar olib borildi.

1960–1980-yillarda institut ilmiy faoliyatining rivojlanishi davlat miqyosida qabul qilingan bir qator normativ hujjatlar bilan ham bog'liq bo'ldi. Jumladan, SSSR KPSS Markaziy Qo'mitasi va SSSR Ministrlar Sovetining 1967-yil 16-noyabrdagi "Ilmiy va ilmiy-pedagogik kadrlarni tayyorlashni yaxshilash to'g'risida"gi qarori oliy ta'lim muassasalarida ilmiy tadqiqot ishlarini rivojlantirish va aspirantura tizimini kengaytirishga xizmat qildi.

Shuningdek, O'zSSR Oliy va o'rta maxsus ta'lim vazirligining 1971-yil 23-iyuldagi qarori hamda O'zSSR Maorif vazirligining 1982-yil 2-martdagi buyrug'i respublika oliy ta'lim muassasalarida ilmiy kadrlar tayyorlash tizimini takomillashtirishga qaratilgan muhim hujjatlar bo'ldi.

Tadqiqot metodologiyasi

Mazkur tadqiqotni amalga oshirish jarayonida tarixiylik, tizimlilik va qiyosiy-tahliliy metodlardan foydalanildi. Tadqiqotda arxiv

hujjatlari, institut ilmiy hisobotlari, professor-o'qituvchilar tomonidan yaratilgan ilmiy asarlar hamda o'quv-metodik nashrlar asosiy manbalar sifatida tahlil qilindi.

Shuningdek, institut ilmiy faoliyatining rivojlanish dinamikasini o'rganishda statistik tahlil metodidan ham foydalanildi. Bunda professor-o'qituvchilar tarkibi, ilmiy darajaga ega bo'lgan mutaxassislar soni, dissertatsiya himoyalari hamda ilmiy nashrlar soni tizimli ravishda o'rganildi.

Tadqiqotda tarixiy jarayonlarni davriy ketma-ketlik asosida o'rganish usuli qo'llanilib, institut ilmiy faoliyatining rivojlanish bosqichlari hamda uning ta'lim tizimiga ta'siri aniqlab berildi.

Tadqiqot natijalari

1960-yillardan boshlab institutda ilmiy-tadqiqot ishlari tizimli ravishda yo'lga qo'yildi. Institut professor-o'qituvchilari tomonidan rus tili va adabiyotini o'qitish metodikasi, umumiy tilshunoslik hamda adabiyotshunoslik sohalarida ilmiy izlanishlar olib borildi.

Xususan, 1966-yilda dotsent A.R. Rustamov tomonidan "A. Navoiy tilining fonetik-morfologik xususiyatlari" mavzusida doktorlik dissertatsiyasi himoya qilindi. Shu davrda bir qator nomzodlik dissertatsiyalari ham muvaffaqiyatli himoya qilinib, institut ilmiy salohiyati mustahkamlandi.

XX asrning 70-yillarida institutda ilmiy nashrlar faoliyati sezilarli darajada kengaydi. Professor-o'qituvchilar tomonidan maktablar hamda pedagogika oliy o'quv yurtlari uchun darsliklar, o'quv qo'llanmalar va metodik tavsiyalar yaratildi.

1977-yilda institutda "Milliy maktabda rus tilini o'qitish metodikasi" mutaxassisligi bo'yicha aspirantura tashkil etildi. Bu esa ilmiy-pedagogik kadrlar tayyorlash jarayonini yanada rivojlantirishga xizmat qildi.

XX asrning 80-yillarda institut ilmiy salohiyati yanada kengaydi. 1984-yilda institutda 303 nafar pedagog kadrlar faoliyat yuritgan bo'lib, ulardan 6 nafari fan doktorlari, 79 nafari fan nomzodlari edi.

1984–1985 o'quv yilida institutda 2 ta doktorlik va 10 ta nomzodlik dissertatsiyasi himoya qilindi. Bu davrda institut olimlari tomonidan monografiyalari, ilmiy maqolalar, darsliklar hamda o'quv qo'llanmalar keng miqyosda nashr etildi.

1985–1986 o'quv yilida 5 ta monografiya, 1 ta ilmiy ishlar to'plami, 7 ta o'quv qo'llanma hamda 92 ta ilmiy maqola chop etildi. Bu nashrlar respublika maktablari va oliy ta'lim muassasalarida rus tili va adabiyotini o'qitish jarayonini metodik jihatdan ta'minlashga xizmat qildi.

1986-yilda Maorif vazirligining buyurtma rejasi asosida institut bosh ijrochi sifatida 21 ta oliy o'quv yurti bilan hamkorlikda "Milliy maktablarda rus tilini o'qitish mazmuni va metodlarini takomillashtirish" mavzusida ilmiy tadqiqotlar olib bordi.

1989–1990 o'quv yillarida esa institut olimlari umumta'lim va oliy maktablarni isloh qilish talablari asosida yangi darsliklar va o'quv qo'llanmalar yaratdilar.

Asosiy qism

XX asrning 60-yillari boshlarida O'zbekiston SSRda milliy maktablarda rus tilini o'qitish tizimini takomillashtirish masalasi davlat siyosatining ustuvor yo'nalishlaridan biriga aylandi. Xususan, 1962-yil may oyida Toshkent shahrida o'tkazilgan Ikkinchi Respublikalararo ilmiy-amaliy konferensiya milliy maktablarda rus tilini o'qitish muammolarini muhokama qilishga bag'ishlandi. Mazkur konferensiyada rus tilining milliy maktablar ta'lim tizimidagi o'rni, uni o'qitish metodikasini takomillashtirish, pedagog kadrlar tayyorlash hamda o'quv-metodik ta'minotni kengaytirish masalalari muhokama qilindi. Ushbu davrga kelib rus tili milliy maktablarda asosiy fanlardan biriga aylangan bo'lib, o'quv rejalari tarkibida rus tili faniga ajratilgan dars soatlari ko'pincha milliy til

fanlariga ajratilgan soatlardan ham ortib borayotgan edi. Natijada, respublikada rus tili o'qituvchilariga bo'lgan ehtiyoj keskin ortdi (Кадыров, 1974).

Mazkur ehtiyojlarni qondirish hamda pedagog kadrlar tayyorlash tizimini kengaytirish maqsadida ittifoq darajasida qator normativ-huquqiy hujjatlar qabul qilindi. Jumladan, SSSR Ministrlar Sovetining 1963-yil 9-maydagi 533-sonli "Oliy va o'rta maxsus ta'limni yanada rivojlantirish, mutaxassislarni tayyorlash va ulardan foydalanishni yaxshilash choralari to'g'risida"gi qarori oliy ta'lim tizimini rivojlantirish, yangi ixtisoslashgan oliy o'quv yurtlarini tashkil etish hamda malakali mutaxassislar tayyorlash hajmini oshirishga qaratilgan muhim hujjatlardan biri bo'ldi. Mazkur qaror talablaridan kelib chiqib, O'zbekiston SSR Ministrlar Sovetining 1963-yil 24-avgustdagi 492-sonli qarori qabul qilindi va unga muvofiq, Toshkent shahrida Respublika rus tili va adabiyoti pedagogika instituti tashkil etildi (TSHDMA.R-588-jamg'arma.1-ro'yxat.1-ish, 9).

Yangi institutni tashkil etishda Nizomiy nomidagi Toshkent davlat pedagogika institutining rus tili va adabiyoti fakulteti asosiy tayanch sifatida xizmat qildi. Mazkur fakultet devorlarida O'zbekiston maktablari, shuningdek Markaziy Osiyoning boshqa respublikalari hamda Rossiya Federatsiyasi hududlarida faoliyat yuritayotgan minglab rus tili va adabiyoti o'qituvchilari tayyorlangan edi. Fakultetda shakllangan ilmiy-pedagogik jamoa deyarli to'liq tarkibda yangi tashkil etilgan institutga o'tkazilib, u yerda o'qituvchi-filolog kadrlarni tayyorlash jarayoni yo'lga qo'yildi. Ushbu jamoa tomonidan pedagog kadrlar tayyorlash bo'yicha boy tajriba umumlashtirilib, o'quv jarayonini maktab amaliyoti, hayotiy ehtiyojlar hamda respublikada xalq ta'limi tizimini rivojlantirish vazifalari bilan uzviy bog'lash tajribasi shakllantirildi.

Institut faoliyatining dastlabki yillaridanoq uning professor-o'qituvchilari tomonidan pedagogika oliy o'quv yurtlari uchun darsliklar, o'quv qo'llanmalar, metodik

tavsiyalar hamda o'qituvchilar uchun turli metodik ishlanmalar yaratildi. Institut olimlari tomonidan yozilgan darsliklar asosida o'zbek maktablarining yuqori hamda boshlang'ich sinf o'quvchilari ta'lim olish imkoniyatiga ega bo'ldilar. Bu esa institutning nafaqat pedagog kadrlar tayyorlash, balki maktab ta'limi uchun o'quv-metodik bazani rivojlantirishdagi muhim rolini ko'rsatar edi.

Tashkil etilgan institut tarkibida dastlab ikki fakultet faoliyat yurita boshladi. Birinchi fakultet avvalgi rus tili va adabiyoti fakultetining yuqori kurslarini birlashtirgan bo'lib, unda talabalar eski besh yillik o'quv rejasi asosida keng profilli o'qituvchilar tayyorlash dasturi bo'yicha tahsil olganlar. Ikkinchi fakultet esa yangi tashkil etilgan bo'lib, aynan milliy maktablar uchun rus tili va adabiyoti o'qituvchilarini tayyorlashga ixtisoslashgan edi. Ushbu fakultetga birinchi o'quv yilidayoq 300 nafardan ortiq talaba qabul qilindi.

Mazkur fakultet tarkibida ikki bo'lim tashkil etildi: birinchisi o'zbek tilida ta'lim beriladigan maktablar uchun rus tili va adabiyoti o'qituvchilarini tayyorlashga ixtisoslashgan bo'lsa, ikkinchisi qoraqalpoq va qozoq tillarida ta'lim beriladigan maktablar uchun rus tili va adabiyoti o'qituvchilarini tayyorlashga mo'ljallangan edi. Ikkinchi bo'limni tashkil etish zarurati, avvalo, Qoraqalpog'iston hamda Sirdaryo viloyati hududlarida qozoq tilida ta'lim beriladigan maktablar sonining ko'pligi bilan izohlanar edi. Shu tariqa institut respublikaning turli hududlari uchun pedagog kadrlar tayyorlashga xizmat qiladigan muhim ilmiy-pedagogik markazga aylandi.

Respublika rus tili va adabiyoti institutining birinchi rektori o'zbek dialektologiyasi, o'zbek grammatikasi, rus grammatikasi, qiyosiy tilshunoslik sohalarida faoliyat yuritgan taniqli olim, O'zbekiston maktablari va universitetlari uchun ko'plab lug'atlar, darsliklar va o'quv qo'llanmalari muallifi Viktor Vladimirovich Reshetov bo'lgan (Kajumov, 2017). U yangi tashkil etilgan institut

faoliyatini tavsiflar ekan, unda milliy maktablar uchun rus tili o'qituvchilarini tayyorlash tizimi o'quv rejasining amaliy-metodik yo'nalganligi bilan ajralib turishini ta'kidlaydi. Muallifning fikricha, o'quv jarayonida nazariy tilshunoslik fanlari bilan bir qatorda rus tilini o'qitish metodikasi, pedagogik amaliyot hamda milliy auditoriya sharoitiga moslashtirilgan maxsus kurslarga alohida e'tibor qaratilgan.

Institut tashkil etilgan dastlabki yillarda uning ilmiy-pedagogik salohiyati nisbatan shakllanish bosqichida bo'lishiga qaramasdan, professor-o'qituvchilar tarkibi yetarli darajada malakali mutaxassislardan iborat edi. Xususan, institutda jami 75 nafar professor-o'qituvchi faoliyat yuritgan bo'lib, ularning 23 nafari dotsent va fan nomzodlari, 26 nafari katta o'qituvchilar hamda 26 nafari o'qituvchilardan iborat edi (TSHDMA, R-588-jamg'arma, 1-ro'yxat, 8-ish, 3).

Institutda ilmiy kadrlar tayyorlash jarayoni ham dastlabki yillardanoq yo'lga qo'yila boshlandi. Jumladan, 1964-yilda institutning shtatdagi professor-o'qituvchilari orasidan ikki nafar tadqiqotchi nomzodlik dissertatsiyasini muvaffaqiyatli himoya qildi. Ulardan S.S. Sa'dinov KPSS tarixi yo'nalishida, V.E. Chudnovskiy esa psixologiya yo'nalishida ilmiy daraja oldi. Mazkur holat tahlil qilinganda esa institutda ilmiy tadqiqotlar olib borish hamda ilmiy-pedagogik kadrlar tayyorlash jarayonining shakllana boshlanganligini ko'rish mumkin edi.

Institut ilmiy faoliyatining muhim yo'nalishlaridan yana biri rus tili va adabiyotini o'qitish metodikasini ishlab chiqish va takomillashtirish bilan bog'liq edi. Ayniqsa, rus tili va adabiyotini o'qitish metodikasi kafedrasida a'zolari tomonidan olib borilgan ilmiy-uslubiy ishlar respublika maktablarida rus tilini o'qitish amaliyotiga bevosita ta'sir ko'rsatdi. Kafedra olimlari tomonidan ko'plab metodik ishlar, o'quv qo'llanmalar va o'quv dasturlari ishlab chiqilib, ular ilmiy jamoatchilikka taqdim etildi. Mazkur ishlanmalar "Русский язык в узбекской школе" ilmiy-metodik jurnali hamda "Высшая и средняя школа" nashriyoti

orqali chop etilib, jamoatchilik orasida keng tarqaldi (Решетов, 1964).

Mazkur jarayon respublikadagi pedagogika oliy ta'lim muassasalarida ilmiy-tadqiqot ishlarining kengayishiga ham turtki berdi. Xususan, pedagogika institutlarida rus tilini milliy maktablarda o'qitish metodikasini ishlab chiqishga qaratilgan ilmiy izlanishlar olib borildi (Абдуллаев, 1979). Tadqiqotchilarning ta'kidlashicha, rus tilini o'qitish tizimining rivoji aynan oliy pedagogika muassasalaridagi ilmiy-metodik izlanishlar bilan chambarchas bog'liq bo'lgan.

Institut olimlari tomonidan maktab ta'limi uchun mo'ljallangan qator darsliklar ham yaratildi. Jumladan, V.A. Chinnov (N. Kolesova bilan hammualliflikda) tomonidan "O'zbek maktablarining 5-7-sinflari uchun rus tili" darsligining I qismi – fonetika bo'limi tayyorlandi. L.P. Abramova va V.S. Naumov tomonidan "Rus tili" darsligining II qismi – sintaksis bo'limi ishlab chiqildi. Shuningdek, S.M. Maxmudova (I. Spasskaya bilan hammualliflikda) tomonidan "O'zbek maktablarining 4-sinfi uchun rus tili" darsligi yaratildi. E.A. Kosminskaya va D.Ya. Vifleemskiy muallifligida esa "O'zbek maktablarining 6-sinfi uchun rus tili bo'yicha o'qish kitobi" tayyorlandi (TSHDMA, R-588-jamg'arma, 1-ro'yxat, 8-ish, 21).

Agar institut faoliyatining birinchi yilida ilmiy-tadqiqot ishlari asosan o'qituvchilarning shaxsiy ilmiy qiziqishlaridan kelib chiqib rejalashtirilgan bo'lsa, 1965 yilda esa ilmiy tadqiqotlar mavzularini o'quv-tarbiyaviy ishlarni takomillashtirishga, ayniqsa milliy guruhlarda ta'lim jarayonini yaxshilashga bo'ysundirishga harakat qilindi.

Shu maqsadda umumiy tilshunoslik kafedrasida qoshida ilmiy-tadqiqot sektori tashkil etilib, u ilmiy ishlarni rejalashtirish va muvofiqlashtirish bilan shug'ullandi.

Institutda ilmiy-tadqiqot ishlarini tashkil etishning yaxshilanishiga professor-o'qituvchilar tarkibining sifat jihatdan o'sishi ham yordam berdi. Shtatdagi o'qituvchilar malakasining dissertatsiyalar himoyasi orqali

oshirilishidan tashqari (quyida qarang), o'tgan yil davomida institutga shtat asosida ilmiy-tadqiqot tajribasiga ega bo'lgan 5 nafar filologiya fanlari nomzodi – o'zbek millatiga mansub mutaxassislar (ular orasida ikki nafar ayol – o'zbek ayollari ham bor) ishga qabul qilindi (TSHDMA, R-588-jamg'arma, 1-ro'yxat, 40-ish, 1).

Institut rektori, professor V.V. Reshetov rahbarligida faoliyat yuritgan ilmiy-tadqiqot sektori institutning o'quv va ilmiy faoliyatini aks ettiruvchi bir qator fundamental ilmiy muammolar ustida izlanishlar olib bordi. Ushbu ilmiy-tadqiqot yo'nalishlari institut faoliyatining asosiy ilmiy konsepsiyasini tashkil etib, ko'p yillik istiqbolli tadqiqot dasturi sifatida shakllantirildi. Har bir muammo bir necha mavzu va kichik mavzularni o'z ichiga olgan holda ular tilshunoslik, adabiyotshunoslik hamda til o'qitish metodikasi sohalarida keng qamrovli ilmiy izlanishlar olib borishga imkon yaratdi.

Institutda ilmiy-pedagogik kadrlar tayyorlash ham izchil yo'lga qo'yildi. Dastlabki yilda Nizomiy nomidagi pedagogika institutidan 9 nafar aspirant institut aspiranturasiga o'tkazilib, ulardan 5 nafari kunduzgi, 4 nafari sirtqi shaklda tahsil oldi. Aspirantlarning 2 nafari rus tilshunosligi, 3 nafari rus adabiyoti, 2 nafari xorijiy adabiyot va 2 nafari sovet adabiyoti mutaxassisliklari bo'yicha tayyorlandi. Shu bilan birga, ta'limning uchinchi bosqichida faqat bitta aspirant G. Gafurova tahsil olgan.

Shuningdek, ilmiy kadrlar tayyorlashni kengaytirish maqsadida rus tilshunosligi kafedrasining katta o'qituvchisi V.A. Yakubova Moskva universiteti qoshidagi maqsadli aspiranturaga yuborildi. Uning "Sifatlarning obrazli ma'nolarining rivojlanish tarixi" mavzusidagi ilmiy tadqiqot ishlari muvaffaqiyatli olib borildi (TSHDMA, R-588-jamg'arma, 1-ro'yxat, 8-ish, 29).

1965 yilda institut olimlari tomonidan bir qator muhim ilmiy ishlar himoya qilindi. Jumladan, umumiy tilshunoslik kafedrasida dotsenti A.R. Rustamov "A. Navoiy tilining

fonetik-morfologik xususiyatlari" mavzusida doktorlik dissertatsiyasini muvaffaqiyatli himoya qilib, Alisher Navoiy asarlaridagi til birliklarini fonetik va morfologik jihatdan ilmiy tahlil qildi. Ushbu tadqiqot o'zbek tilshunosligi va turkiy filologiya rivoji uchun muhim ilmiy ahamiyat kasb etdi. Shu bilan birga, institutning katta o'qituvchisi M.S. Konstantinova "Turkiston davriy matbuotida M. Gorkiy (birinchi rus inqilobi davri)" mavzusida nomzodlik dissertatsiyasini himoya qilib, rus adabiyotining yirik namoyandasi M. Gorkiy ijodining Turkiston matbuotida aks etishi hamda uning ijtimoiy-adabiy jarayonlarga ta'sirini tadqiq etdi. Dotsent L.N. Ulrix esa "F. Gladkov ijodi" mavzusidagi doktorlik dissertatsiyasida sovet adabiyotining muhim vakillaridan biri bo'lgan yozuvchi ijodini ilmiy jihatdan tahlil qildi (TSHDMA, R-588-jamg'arma, 1-ro'yxat, 40-yig'ma jild, 22).

Mazkur davrda institut olimlarining ilmiy-nashriy faoliyati ham faollashdi. Xususan, taniqli tilshunos olim V.V. Reshetov tomonidan o'zbek tilining fonetikasi va grammatikasiga bag'ishlangan tadqiqotlar, milliy maktablarda rus tilini o'qitish masalalariga oid maqolalar hamda o'zbek dialektologiyasi bo'yicha ilmiy ishlar chop etildi va nashrga tavsiya qilindi. Shuningdek, u pedagogika oliy o'quv yurtlari uchun rus va o'zbek tillarining qiyosiy grammatikasi, o'zbek tili hamda o'zbek dialektologiyasi bo'yicha o'quv dasturlarini ishlab chiqdi. Tilshunos olim X.G. Gulyamov ham o'zbek shevalari leksikasi va turkiy tillar semantikasi masalalariga bag'ishlangan qator maqolalar e'lon qildi (TSHDMA, R-588-jamg'arma, 1-ro'yxat, 40-ish, 23).

Bu davrga kelib rus tilini o'qitish tizimi yanada rivojlandi. Agar institut tashkil etilgan yilida respublikaning milliy maktablarida 5711 nafar rus tili o'qituvchisi faoliyat yuritgan bo'lsa, 1965–1966 o'quv yiliga kelib ularning soni 7857 nafarga yetdi (Кадыров, 1974).

Respublika rus tili va adabiyoti pedagogika institutida ilmiy-pedagogik faoliyatni rivojlantirishda institut professor-o'qituvchilari muhim o'rin tutgan. Ayniqsa,

filologiya fanlari sohasida yetuk olimlardan biri bo'lgan professor V.V. Reshetov nafaqat ilmiy tadqiqotlar olib borish, balki yuqori malakali ilmiy kadrlar tayyorlash jarayonida ham faol ishtirok etgan. U O'zbekiston hamda boshqa ittifoq respublikalaridagi oliy o'quv yurtlari va ilmiy-tadqiqot muassasalari uchun fan nomzodlari va fan doktorlarini tayyorlashda katta ilmiy-metodik yordam ko'rsatgan. Uning ilmiy rahbarligida ikki nafar aspirant nomzodlik dissertatsiyasini muvaffaqiyatli himoya qilgan. Shuningdek, professor V.V. Reshetov ilmiy ekspert sifatida ham faoliyat yuritib, Frunze shahridagi Qirg'iz davlat universiteti Ilmiy kengashida ikki nomzodlik dissertatsiyasi hamda O'zbekiston SSR Fanlar akademiyasida bir doktorlik dissertatsiyasi bo'yicha rasmiy opponent sifatida qatnashgan. Bundan tashqari, u o'ndan ortiq ilmiy taqrizlar yozib, bir qator ilmiy to'plamlar va tadqiqot ishlarini tahrir qilgan.

Professor V.V. Reshetovning ilmiy faoliyati respublika va ittifoq miqyosidagi ilmiy jurnallar bilan ham chambarchas bog'liq bo'lgan. U Moskva shahrida RSFSR Pedagogika fanlari akademiyasi tomonidan nashr etilgan "Rus tili milliy maktabda", Toshkentda O'zbekiston SSR Fanlar akademiyasi tomonidan chop etilgan "O'zbek tili va adabiyoti", shuningdek Boku shahrida Ozarbayjon SSR Fanlar akademiyasi tomonidan nashr etilgan "Turkiy tillar dialektologiyasi masalalari" ilmiy jurnallarining tahrir hay'ati a'zosi bo'lgan. Bundan tashqari, u Moskva shahrida SSSR Fanlar akademiyasi tomonidan tayyorlangan "SSSR xalqlari tillari" nomli jamoaviy ilmiy asarning Bosh tahririyati tarkibiga ham kirgan hamda "Sotsialistik millatlarning rivojlanishi bilan bog'liq holda milliy tillar rivojlanish qonuniyatlari" kabi fundamental ilmiy muammolarni o'rganishda faol ishtirok etgan.

Institutda ilmiy hamkorlik aloqalari ham izchil rivojlangan. Jumladan, adabiyot kafedralari Moskva shahridagi Jahon adabiyoti instituti hamda Moskva davlat universiteti bilan ilmiy-ijodiy aloqalar o'rnatgan. Tilshunoslik yo'nalishidagi kafedralar esa respublika

pedagogika institutlari, O'zbekiston SSR Oliy va o'rta maxsus ta'lim vazirligining metodik kabineti, O'qituvchilar malakasini oshirish instituti hamda "Bilim" jamiyati bilan yaqin hamkorlikda faoliyat olib borgan. Shu bilan birga, professor V.A. Chinnova, dotsent D.Ya. Vifleemskiy, professor V.V. Reshetov hamda dotsent A.A. Suxareva O'zbekiston SSR Oliy va o'rta maxsus ta'lim vazirligining filologiya bo'limi tarkibida faoliyat yuritgan. Bundan tashqari, S. Mahmudova, E.A. Kosminskaya va boshqa olimlar turli ilmiy nashrlarning tahrir hay'atlari tarkibida ishlaganlar (TSHDMA, R-588-jamg'arma, 1-ro'yxat, 40-ish, 27-28).

1960-yillarning ikkinchi yarmida institut olimlari tomonidan umumta'lim maktablari uchun darslik va o'quv qo'llanmalarini yaratish ishlari ham faol olib borildi. Jumladan, 1967 yilda A.A. Suxareva G.M. Axtyamova bilan hammualliflikda o'zbek maktablarining 7-8-sinflari uchun mo'ljallangan "Rus tili" (sintaksis) darsligini nashr ettirdi (TSHDMA, R-588-jamg'arma, 1-ro'yxat, 154-ish, 4).

Shuningdek, E.A. Kosminskaya D.Ya. Vifleemskiy bilan hammualliflikda o'zbek maktablarining VIII-sinflari uchun "Rus tilidan o'qish kitobi"ni tayyorladi. A.I. Abramov esa V.S. Naumov bilan birgalikda o'zbek maktablarining X-sinflari uchun "Rus tili sintaksisi" nomli o'quv qo'llanmasini yaratdi. Ushbu darslik va o'quv qo'llanmalari respublika maktablarida rus tilini o'qitish metodikasini takomillashtirishga muhim hissa qo'shdi (TSHDMA, R-588-jamg'arma, 1-ro'yxat, 154-ish, 9).

Institutda olib borilgan ilmiy-tadqiqot ishlarini yanada tizimli tashkil etish maqsadida 1968-1970-yillarga mo'ljallangan ilmiy tadqiqotlar rejasiga "Tilshunoslik asosida oliy o'quv yurtlarining milliy guruhlarida rus adabiy talaffuzi ustida ishlash metodikasining lingvistik asoslari" mavzusi kiritildi. Mazkur ilmiy loyiha bir qator bo'limlarni qamrab olib, milliy guruhlarda rus tilini o'qitishning nazariy va metodik asoslarini chuqur o'rganishga qaratilgan edi. Tadqiqot doirasida milliy maktablar uchun rus tili fakulteti o'quv rejasini ham qayta ishlab chiqildi. Ushbu o'quv rejasini

ishlab chiqishda 1968-yil 12-14-oktyabr kunlari RSFSR va Ukraina pedagogika oliy o'quv yurtlarida tahsil olayotgan O'zbekiston vakillari ishtirokida o'tkazilgan ilmiy-amaliy konferensiyada bildirilgan taklif va tavsiyalar ham inobatga olindi. Mazkur ishlar SSSR Pedagogika fanlari akademiyasining haqiqiy a'zosi, professor V.V. Reshetovning umumiy rahbarligi va tahriri ostida amalga oshirildi hamda o'quv reja O'zbekiston SSR Oliy va o'rta maxsus ta'lim vazirligining filologiya bo'limi tomonidan ma'qullandi (TSHDMA, R-588-jamg'arma, 1-ro'yxat, 272-ish, 14).

1970-yillarning boshlariga kelib o'zbek tilida ta'lim beriladigan maktablar tarmog'ining kengayishi hamda rus tilining millatlararo muloqot vositasi sifatidagi roli kuchayishi munosabati bilan malakali rus tili o'qituvchilarini tayyorlashga bo'lgan ehtiyoj keskin ortdi (Кадыров, 1974). Institutning ilmiy-pedagogik salohiyati yanada mustahkamlandi. Xususan, 1972-yil 1-yanvar holatiga ko'ra institut tarkibidagi 15 ta kafedrada jami 194 nafar professor-o'qituvchi faoliyat yuritgan. Ularning tarkibida SSSR Pedagogika fanlari akademiyasining 1 nafar akademigi, 3 nafar professor, 36 nafar dotsent va fan nomzodlari hamda 154 nafar katta o'qituvchi va o'qituvchilar mavjud bo'lgan (TSHDMA, R-588-jamg'arma, 1-ro'yxat, 400-ish, 15).

1970-yillarga kelib institutda ilmiy-pedagogik kadrlar tayyorlash jarayoni yanada jadallashdi. Xususan, 1974 yilda bir qator ilmiy tadqiqotlar muvaffaqiyatli himoya qilinib, institut ilmiy salohiyatining mustahkamlanayotganini ko'rsatdi. Jumladan, N.A. Zaldiner "Milliy maktabda rus tilida tushuntiruvchi o'qishning ilmiy asoslari" mavzusida doktorlik dissertatsiyasini himoya qildi. Shuningdek, A.Z. Pistsova "M.M. Dostoyevskiy (ijodi va hayoti)" mavzusida, M.I. Djumanov esa "O'zbek she'riyatida ozodlik va ijtimoiy adolat uchun kurash motivlari (1905-1907-yillar)" mavzusida nomzodlik dissertatsiyalarini himoya qildilar (TSHDMA, R-588-jamg'arma, 1-ro'yxat, 700-ish, 146). Mazkur tadqiqotlar adabiyotshunoslik va

tilshunoslik yo'nalishlarida olib borilgan ilmiy izlanishlarning kengayib borayotganini hamda institutda turli ilmiy maktablar shakllanib borayotganini ko'rsatadi.

1970-yillarning o'rtalarida rus tilini o'qitish metodikasini takomillashtirish masalalari ittifoq miqyosida ham dolzarb muammolardan biri sifatida e'tirof etildi. Shu munosabat bilan 1975-yil 21-23-oktyabr oyida Toshkent shahrida "Mamlakat maktablari, oliy va o'rta maxsus o'quv yurtlarida rus tilini o'rganish va o'qitish tajribasi" mavzusida Butunittifoq ilmiy konferensiyasi o'tkazildi. (Першуткина, Макушин, Федорко, 2022). Mazkur konferensiya yakunlari asosida O'zbekiston KP MK tomonidan "Respublika maktablari, oliy va o'rta maxsus o'quv yurtlarida rus tilini o'qitish va o'rganishni yanada takomillashtirish choralari to'g'risida" qaror qabul qilindi. Ushbu qaror rus tilini o'qitish metodikasini ilmiy asosda rivojlantirish, o'quv-metodik ta'minotni takomillashtirish hamda pedagogik kadrlar tayyorlash tizimini yanada kuchaytirishga xizmat qildi (Мыстафаева, 2021).

Mazkur davrda institut ilmiy xodimlari tomonidan olib borilgan tadqiqotlar natijasida yangi ilmiy ishlar ham himoya qilindi. Jumladan, V.I. Stavskiy "Nutqda gaplarning semantik-sintaktik bog'lanishlari" mavzusida, F.G. Nurislovskaya "Pedagogika institutlarining rus tili va adabiyoti fakultetlari milliy guruhlarida rus paremiologiyasini o'rganishning lingvometodik asoslari" mavzusida hamda S.B. Im "Ot turkumidagi so'z yasashida morfonologik almashinuvlar" mavzusida nomzodlik dissertatsiyalarini himoya qildilar (TSHDMA, R-588-jamg'arma, 1-ro'yxat, 1043-ish, 146). Ushbu ilmiy ishlar rus tili grammatikasi, lingvometodika va tilshunoslikning nazariy masalalarini chuqur o'rganishga qaratilgan bo'lib, milliy guruhlarda rus tilini o'qitishning ilmiy-metodik asoslarini boyitishga xizmat qildi.

1970-yillarning oxiri – 1980-yillarning boshlarida Respublika rus tili va adabiyoti pedagogika institutida ilmiy-tadqiqot faoliyati

tizimli ravishda rivojlanib, u ta'lim jarayonini takomillashtirish hamda milliy maktablar uchun yuqori malakali pedagog kadrlar tayyorlash vazifalari bilan uzviy bog'liq holda olib borildi. 1979-yil 22–24-may kunlari Toshkent shahrida "Rus tili – SSSR xalqlari do'stligi va hamkorligi tili" mavzusida Butunittifoq ilmiy-nazariy konferensiya o'tkazildi.

Davlat organlari tomonidan rus tilining "kommunizm qurish, yangi insonni tarbiyalash" jarayonidagi alohida roli, shuningdek, uning "millatlarning tobora yaqinlashuvi" jarayonidagi ahamiyati ta'kidlandi. Konferensiya ishtirokchilari ittifoq respublikalarida rus tilining rolini yanada kuchaytirishga qaratilgan tavsiyalar qabul qildilar (Мыстафаева, 2021).

Mazkur davrda institut kafedralari professor-o'qituvchilarining ilmiy izlanishlari yagona kompleks ilmiy muammo – "Rus tili millatlararo muloqot vositasi va maktab ta'limining muhim fanlaridan biri sifatida" mavzusini tadqiq etishga yo'naltirildi. Ushbu ilmiy yo'nalish institut ilmiy faoliyatining asosiy mazmunini belgilab berib, turli kafedralar faoliyatini yagona ilmiy maqsad atrofida birlashtirdi. Tadqiqotlarda filolog-tilshunoslar, adabiyotshunoslar, pedagoglar, psixologlar, metodistlar hamda ijtimoiy fanlar kafedralari vakillari faol ishtirok etdilar. Ilmiy izlanishlar jarayonida rus tili va adabiyotini milliy maktablar hamda oliy ta'lim muassasalarida o'qitishning lingvistik, adabiyotshunoslik, psixologik-pedagogik hamda metodik asoslari chuqur o'rganildi. Shuningdek, milliy maktablar uchun rus tili o'qituvchilarini tayyorlashda o'quv rejasidagi fanlarning kasbiy-pedagogik yo'nalishini kuchaytirish, tillarni o'qitishning yangi metodlarini ishlab chiqish, rus tilining jamiyatlardagi funksional faoliyatini sotsiolingvistik jihatdan tahlil qilish hamda SSSR xalqlari tillari o'rtasidagi o'zaro ta'sir va boyish jarayonlarini tadqiq etish masalalariga alohida e'tibor qaratildi.

Mazkur ilmiy faoliyat natijasida institut professor-o'qituvchilari tomonidan bir qator monografiyalar, o'quv qo'llanmalar, darsliklar

va metodik ishlanmalar nashr etildi. Jumladan, I.A. Gurvichning "Karamzin va rus nasrining rivojlanishi" nomli monografiyasi, nutq madaniyati va texnik vositalar kafedra o'qituvchilari tomonidan tayyorlangan "Hozirgi rus tili (nutqni texnik o'qitish vositalari asosida rivojlantirish)" o'quv qo'llanmasi, K.M. Dieva, I.G. Ldova, A.Ya. Kravchenko, A.M. Avvakumova va K.I. Ulaeva muallifligidagi "Rus tiliga kirish (propedevtika)" o'quv qo'llanmasi, A.A. Kiseleva tomonidan tuzilgan fonetika bo'yicha mashqlar to'plami, shuningdek A.Z. Pistsovaning "F.M. Dostoyevskiy: hayoti va ijodiga oid ocherk" monografiyasi hamda milliy fakultet talabalari uchun mo'ljallangan "XIX asr rus adabiyoti" kursi bo'yicha ikki qismli praktikum nashr etildi.

Bundan tashqari, institut olimlari tomonidan g'oyaviy-tarbiyaviy, tilshunoslik hamda metodik yo'nalishdagi ilmiy ishlanmalar ham chop etildi. Xususan, Ch.A. Abutalipovning "Hayot bilan uzviy bog'liqlikda. Zamonaviy sharoitda partiyaning g'oyaviy-tarbiyaviy ishlarining ayrim muammolari" asari, I.L. Maronning "Talabalarning internatsional tarbiyasi" nomli ilmiy-ommabop risolasi, shuningdek "Rus adabiyotiga kirish" kursi bo'yicha o'quv qo'llanma va o'quv dasturlari nashr qilindi. Shu bilan birga, S.M. Mahmudova tomonidan o'zbek maktablari uchun "Rus tili rasmlarda" darsligi, 1–3-sinflarda rus tilini o'qitish bo'yicha o'qituvchilar uchun metodik qo'llanma hamda milliy maktablarda rus tilini o'qitish metodikasiga oid o'quv dasturi ishlab chiqildi (TSHDMA, R-588-jamg'arma, 1-ro'yxat, 1345-ish, 80-81).

Mazkur davrda institutda ilmiy-tadqiqot faoliyati bilan bir qatorda ilmiy-pedagogik kadrlar tayyorlash jarayoni ham izchil rivojlandi. Professor-o'qituvchilar tomonidan olib borilgan tadqiqotlar natijasida bir qator doktorlik va nomzodlik dissertatsiyalari muvaffaqiyatli himoya qilindi. Jumladan, M.A. Xegayning "O'zbek maktablarida rus og'zaki nutqini boshlang'ich o'qitish mazmunining lingvistik asoslari" mavzusidagi doktorlik dissertatsiyasi hamda Sh.I. Abdurashidovanning "Yuqori sinf o'quvchilari nutqida atributiv so'z

birikmalarini faollashtirish" mavzusidagi nomzodlik dissertatsiyasi institut ilmiy salohiyatining o'sib borayotganini ko'rsatdi. (TSHDMA, R-588-jamg'arma, 1-ro'yxat, 1345-ish, 112).

Respublika rus tili va adabiyoti pedagogika instituti rivojlanish tarixida 1980-yillarning boshlaridan boshlangan davr alohida bosqich sifatida namoyon bo'ladi. Mazkur davr filologiya fanlari doktori, professor Galina Nikolaevna Shcheglovaning 1981-yildan boshlab institutga rahbarlik qilishi bilan chambarchas bog'liq bo'lib, aynan shu yillarda ta'lim jarayonini modernizatsiya qilish, ilmiy-tadqiqot faoliyatini kengaytirish hamda institutning tashkiliy tuzilmasini takomillashtirishga qaratilgan muhim islohotlar amalga oshirildi. Natijada institutning ilmiy-pedagogik salohiyati sezilarli darajada mustahkamlanib, pedagog kadrlar tayyorlash tizimi yangi bosqichga ko'tarildi (Tuxtasinov, 2025).

Ilmiy-tadqiqot ishlari sohasida qo'yilgan vazifalarni samarali amalga oshirishda institutda shakllangan yuqori malakali ilmiy-pedagogik kadrlar muhim o'rin tutdi. 1980–1981 o'quv yilida institut shtatida 280 nafar professor-o'qituvchi faoliyat yuritgan bo'lib, ularning 7 nafari fan doktorlari, professorlar edi. Ular qatoriga tarix fanlari doktori, professor Ch.A. Abutalipov, filologiya fanlari doktori, professor V.A. Redkin, filologiya fanlari doktori, professor A.P. Rustamov, pedagogika fanlari doktori, professor M.A. Xegay, pedagogika fanlari doktori, professor M.A. Zaldiner, filologiya fanlari doktori, professor G.N. Shcheglova hamda professor M.S. Zaxarina kirgan. Shuningdek, institutda 66 nafar fan nomzodi, dotsentlar faoliyat olib borib, ular ilmiy-tadqiqot ishlarini tashkil etish va rivojlantirishda yetakchi rol o'ynadilar. Bundan tashqari, aspirantlar va fakultet tinglovchilari bilan ishlash uchun shtatdan tashqari hamkor sifatida yana 4 nafar fan doktori jalb etildi. Ular orasida psixologiya fanlari doktori, professor M.G. Davletshin, filologiya fanlari doktori, professor L.D. Usmanov, falsafa fanlari doktori,

professor A.S. Agaronyan hamda SSSR Fanlar akademiyasining muxbir a'zosi, filologiya fanlari doktori, professor M.K. Xamraev bor edi (TSHDMA, R-588-jamg'arma, 1-ro'yxat, 1537-ish, 4).

Mazkur davrda institutda olib borilgan ilmiy-tadqiqot faoliyati natijasida ko'plab monografiyalar, o'quv qo'llanmalar va o'quv-metodik dasturlar yaratilib, ta'lim jarayonining ilmiy-uslubiy bazasi sezilarli darajada boyitildi. Jumladan, G.N. Shcheglovaning "Badiiy asarning tili va uslubi", I.M. Abdurahmanovning "Mehnat intizomi: tajriba va muammolar", V.Ya. Malashinning mehnatkashlarning axloqiy tarbiyasida partiya tashkilotlarining roli masalalariga bag'ishlangan tadqiqoti hamda N.G. Arutyunovanning hammualliflikdagi monografiyasi nashr etildi (TSHDMA, R-588-jamg'arma, 1-ro'yxat, 1537-ish, 7).

Shu bilan birga, institut olimlari tomonidan pedagogika oliy o'quv yurtlari va umumta'lim maktablari uchun rus tili va adabiyotini o'qitish metodikasiga bag'ishlangan qator o'quv qo'llanmalar ham ishlab chiqildi. Xususan, diktant va bayon matnlari to'plamlari, milliy guruh talabalari uchun rus tilining propedevtik kursi, rus va o'zbek tillarining qiyosiy tipologiyasiga oid o'quv dasturi hamda XX asr rus adabiyoti bo'yicha metodik qo'llanmalar nashr etildi.

1982–1983 o'quv yilida institutda ilmiy-tadqiqot faoliyati yanada faollashib, ilmiy nashrlar soni hamda ilmiy kadrlar tayyorlash ko'rsatkichlari sezilarli darajada oshdi. Mazkur davrda institut professor-o'qituvchilari tomonidan 5 ta monografiya (G.N. Shcheglova, I.M. Abdurahmanov, M.A. Zaldiner, X.G. G'ulomov, Ch.A. Abutalipov muallifligida) nashr etildi. Shuningdek, "Rus tili darajalari" nomli ilmiy ishlar to'plamining birinchi soni chop etildi, 3 ta o'quv dasturi hamda 4 ta o'quv-metodik qo'llanma tayyorlanib nashr qilindi. Bundan tashqari, institut olimlari tomonidan 40 dan ortiq ilmiy maqolalar e'lon qilindi. Shu bilan birga, A.M. Startseva, A.Ch. Telishova hamda N.Ya. Milshteyn muallifligidagi monografiyalar tegishli nashriyotlarga chop etish uchun

topshirildi. (TSHDMA, R-588-jamg'arma, 1-ro'yxat, 1904-ish, 94).

Mazkur davrda institutda ilmiy-pedagogik kadrlar tayyorlash jarayoni ham izchil davom etdi. 1982–1983 o'quv yilida bir qator o'qituvchilar nomzodlik dissertatsiyalarini muvaffaqiyatli himoya qildilar. Jumladan, L.A. Kim, A.M. Avvakumova, G.M. Shakirova, A.S. Lixodziyevskiy, A.N. Xolmuradov, M.D. Djusupov hamda V. Engalichyev tomonidan olib borilgan tadqiqotlar institut ilmiy salohiyatining oshib borayotganini ko'rsatdi (TSHDMA, R-588-jamg'arma, 1-ro'yxat, 1904-ish, 147).

Respublika rus tili va adabiyoti pedagogika institutida ilmiy-tadqiqot faoliyatini institutsional jihatdan takomillashtirish hamda ilmiy kadrlar tayyorlash tizimini rivojlantirish borasida muhim tashkiliy choralar amalga oshirildi. Xususan, 1983-yilda Oliy attestatsiya komissiyasining 267/427-son buyrug'i asosida rus adabiyotini o'qitish metodikasi yo'nalishi bo'yicha ixtisoslashtirilgan ilmiy kengash tashkil etildi. Mazkur ilmiy kengashning faoliyati institutda ilmiy izlanishlarning tizimli yo'lga qo'yilishiga, ilmiy darajali kadrlar tayyorlash jarayonining kengayishiga hamda rus tili va adabiyotini o'qitish metodikasi sohasida ilmiy tadqiqotlarning yangi bosqichga ko'tarilishiga muhim turtki berdi. Shu bilan birga, SSSR Maorif vazirligining 180-son buyrug'i asosida institutda 17.02.01 – "Rus tili" mutaxassisligi bo'yicha aspirantura ochilishi ilmiy-pedagogik kadrlar tayyorlash tizimini yanada mustahkamladi (TSHDMA, R-588-jamg'arma, 1-ro'yxat (davomi), 2044-ish, 3).

Mazkur davrda milliy maktablar uchun rus tili va adabiyoti o'qituvchilarini tayyorlash jarayoni kompleks pedagogik tizim asosida amalga oshirilgan bo'lib, u nazariy fanlarni chuqur o'rganish, rus tilini o'qitish metodikasi hamda umumta'lim maktablarida keng ko'lamli pedagogik amaliyotni o'z ichiga olgan. (Bu jarayonda rus va o'zbek tillarini qiyosiy tilshunoslik nuqtai nazaridan o'rganishga bag'ishlangan ilmiy tadqiqotlar alohida

ahamiyat kasb etgan. Natijada pedagogika institutlarida milliy maktablar uchun rus tili o'qituvchilarini tayyorlashning o'ziga xos ilmiy-metodik tizimi shakllandi. Ushbu tizim rus tilini o'qitish metodikasini chuqur o'rganish hamda pedagogik amaliyot jarayonini ilmiy asosda tashkil etishga xizmat qilgan (Юнцов, 2010).

1984–1985-o'quv yilida institutda ilmiy kadrlar tayyorlash sohasida sezilarli natijalarga erishildi. Mazkur davrda 2 ta doktorlik hamda 10 ta nomzodlik dissertatsiyasi muvaffaqiyatli himoya qilindi. Jumladan, I.P. Varfolomeev tomonidan "Sovet tarixiy romanlari: tipologiya va poetika muammolari", I.I. Abduraxmanov tomonidan esa "Sotsialistik mehnat intizomi va ijtimoiy boshqaruv" mavzularida doktorlik dissertatsiyalari himoya qilinib, adabiyotshunoslik hamda ijtimoiy-gumanitar fanlar rivojiga muhim ilmiy hissa qo'shildi. Shu bilan bir qatorda, E.P. Kopnina, A.Ya. Kravchenko, I.G. Anishenko kabi yosh tadqiqotchilar tomonidan rus tilini milliy guruhlarda o'qitish metodikasiga bag'ishlangan lingvodidaktik tadqiqotlar olib borilib, ular pedagogika oliy o'quv yurtlarida rus tilini o'qitish jarayonini takomillashtirishga qaratilgan muhim ilmiy natijalarni taqdim etdi.

Adabiyotshunoslik va tilshunoslik yo'nalishlarida ham qator muhim ilmiy izlanishlar amalga oshirildi. Jumladan, L.G. Solodnikova tomonidan yopiq she'riy matnning semantik tuzilishiga bag'ishlangan tadqiqot, F.N. Maksudov tomonidan ilmiy nazariya va tafakkur uslubi o'rtasidagi bog'liqlik masalalari o'rganildi. Til o'qitish metodikasi yo'nalishida esa N.V. Surkova rus tilida fe'l yasashni o'qitish metodikasining lingvistik asoslarini tahlil qilib, milliy guruhlar uchun rus tilini o'qitish jarayonini ilmiy jihatdan asoslashga qaratilgan tadqiqot olib bordi. Bundan tashqari, E.N. Shevyakova, R.V. Kim, Slujevskaya hamda E.G. Zlatina tomonidan adabiyotshunoslik va tilshunoslikning turli muammolariga bag'ishlangan nomzodlik dissertatsiyalari himoya qilindi (TSHDMA, R-588-jamg'arma, 1-ro'yxat, 2109-ish, 136).

Mazkur davrda institutda olib borilgan ilmiy tadqiqotlar natijalari ilmiy nashrlar, monografiyalar, darsliklar hamda o'quv-metodik qo'llanmalar ko'rinishida muntazam ravishda e'lon qilinib bordi. Bu holat institut professor-o'qituvchilarining ilmiy salohiyati yuksalib borayotganligini hamda mustaqil ilmiy maktablar shakllanayotganligini ko'rsatadi. Jumladan, filologiya fanlari doktori, professor G.N. Shcheglova tomonidan sovet dramaturgiyasi va adabiyotshunoslik masalalariga bag'ishlangan "L. Leonov dramaturgiyasining janr-uslubiy o'ziga xosligi" hamda "Buyuk Oktyabr sotsialistik inqilobi va fuqarolar urushi mavzusi sovet dramaturglarining 1920–1930-yillardagi ijodida" nomli monografiyalar nashr etildi. Shuningdek, I.P. Varfolomeevning "Sovet tarixiy romanlari: tipologiya va poetika muammolari" hamda A.M. Startsevaning "Zamonaviy sovet nasrining poetikasi" asarlari sovet adabiy jarayonini ilmiy tahlil qilishga bag'ishlangan muhim tadqiqotlar sifatida e'tirof etildi.

Institut professor-o'qituvchilari tomonidan maktab ta'limi uchun mo'ljallangan darslik va o'quv qo'llanmalar yaratish ham faol davom ettirildi. Jumladan, S.M. Mahmudovanning "O'zbek maktabining birinchi sinfi uchun rus tili darsligi", R.V. Kim, T.V. Dolgova, R.G. Sundatova hamda V.N. Isakova hammuallifligida yaratilgan "Zamonaviy rus tili" kursi bo'yicha nazorat ishlari to'plami nashr etildi. Bundan tashqari, Yu.G. Syomina, L.S. Kurbanova va A.M. Reves tomonidan turli yo'nalishlarda o'quv-metodik qo'llanmalar tayyorlandi. Mazkur nashrlar institutning ilmiy-pedagogik faoliyati nafaqat oliy ta'lim tizimiga, balki respublika maktab ta'limi rivojiga ham sezilarli ta'sir ko'rsatganligini tasdiqlaydi (TSHDMA, R-588-jamg'arma, 1-ro'yxat, 2109-ish, 102-103).

Institutda olib borilayotgan ilmiy-tadqiqot ishlari nafaqat ichki ilmiy yo'nalishlar doirasida, balki respublika va ittifoq miqyosidagi ilmiy dasturlar bilan ham uzviy bog'liq holda rivojlantirildi. Xususan, Maorif vazirligining buyurtma rejasi 1986-yil 25-

fevraldagi №60-son buyrug'i bilan tasdiqlanib, mazkur ilmiy dastur doirasida institut bosh ijrochi tashkilot sifatida belgilandi. Shu bilan birga, mamlakatning 21 ta oliy o'quv yurti mazkur ilmiy loyiha bo'yicha hamkor ijrochi sifatida jalb etildi (TSHDMA, R-588-jamg'arma, 1-ro'yxat, 2250-ish, 68).

Buyurtma-reja doirasida amalga oshirilgan ilmiy tadqiqotlarning asosiy mavzusi "Milliy maktablarda, maktabgacha ta'lim muassasalarida hamda pedagogika o'quv yurtlarida rus tilini o'qitish mazmuni va metodlarini takomillashtirish" masalasiga bag'ishlandi. Ushbu ilmiy yo'nalish respublika ta'lim tizimining dolzarb ehtiyojlaridan kelib chiqib shakllantirilgan bo'lib, unda rus tilini milliy auditoriyada samarali o'qitish metodikasini ishlab chiqish, o'quv dasturlarini takomillashtirish hamda ta'lim jarayonida zamonaviy pedagogik yondashuvlarni joriy etish kabi masalalar markaziy o'rin egalladi. Shundan kelib chiqib institut ilmiy maktablari doirasida bir qator nomzodlik dissertatsiyalari muvaffaqiyatli himoya qilindi. Mazkur dissertatsiya tadqiqotlari tilshunoslik, adabiyotshunoslik hamda ijtimoiy-gumanitar fanlarning dolzarb masalalarini qamrab olganligi bilan ahamiyatlidir.

1980-yillarning o'rtalariga kelib Respublika rus tili va adabiyoti pedagogika institutida ilmiy-tadqiqot faoliyati sezilarli darajada faollashib, ilmiy nashrlar hamda o'quv-metodik adabiyotlar yaratish jarayoni tizimli tus oldi. Arxiv ma'lumotlariga ko'ra, mazkur davr mobaynida institut professor-o'qituvchilari tomonidan beshta monografiya, bitta ilmiy maqolalar to'plami, yettita o'quv qo'llanma hamda 92 ta ilmiy maqola nashr etilgan. Bu holat institut ilmiy jamoasining ilmiy salohiyati ortib borayotganini hamda filologiya, pedagogika va til o'qitish metodikasi sohalarida olib borilgan tadqiqotlar ko'lamining kengayganini ko'rsatadi.

Mazkur yillarda yaratilgan yirik ilmiy ishlardan professor G.N. Shcheglova tomonidan tayyorlangan "Qahramonlik-inqilobiy janrning rivojlanish yo'llari" nomli

monografiya, dotsent V.M. Beldyanning "Rus grafika va orfografiyasi" asari hamda katta o'qituvchi Kiseleva tomonidan tuzilgan "Rus tili fonetikasi bo'yicha mashqlar to'plami" nomli o'quv qo'llanmasini alohida ta'kidlash lozim. Ushbu asarlar tilshunoslik, adabiyotshunoslik hamda rus tilini o'qitish metodikasi yo'nalishlarida olib borilgan ilmiy izlanishlarning muhim natijalari sifatida e'tirof etiladi.

1985-yilda institut jamoasi tomonidan SSSR Maorif vazirligining buyurtma-rejasiga muvofiq pedagogika institutlari talabalari uchun psixologik-pedagogik tayyorgarlikni takomillashtirishga qaratilgan ilmiy tadqiqot ishlari yakunlandi. Mazkur loyiha pedagogika oliy o'quv yurtlarida ta'lim jarayonining ilmiy-metodik asoslarini mustahkamlash hamda bo'lajak o'qituvchilarning kasbiy tayyorgarligini oshirishga xizmat qilgan.

Shu bilan birga, institut professor-o'qituvchilari tomonidan umumta'lim maktablarida amalga oshirilgan ta'lim islohotlari talablariga mos holda bir qator darslik va o'quv-metodik qo'llanmalar yaratildi. Xususan, dotsent S.M. Mahmudova hammuallifligida tayyorlangan o'zbek tilida ta'lim beriladigan maktablarning boshlang'ich sinflari uchun rus tili o'qituvchilariga mo'ljallangan metodik qo'llanma pedagogik amaliyotda muhim o'rin tutgan. Shuningdek, S.M. Mahmudova tomonidan o'zbek maktablarining 3-sinfi uchun rus tili darsligi qo'lyozmasi tayyorlangan. Bundan tashqari, dotsentlar F.I. Gubina va S.M. Mahmudova tomonidan pedagogika institutlarining filologiya fakultetlari talabalari uchun rus tili va adabiyoti fanlari bo'yicha pedagogik amaliyot dasturi ishlab chiqildi (TSHDMA, R-588-jamg'arma, 1-ro'yxat, 2182-ish, 111). Mazkur ishlar institut ilmiy jamoasining ta'lim jarayonini metodik jihatdan takomillashtirishga qaratilgan faoliyatini yaqqol namoyon etadi.

1986–1987-o'quv yilida institutning ilmiy-pedagogik salohiyati yanada mustahkamlandi. Hisobot ma'lumotlariga ko'ra, ushbu davrda institutda 287 nafar shtatdagi

o'qituvchi hamda 116 nafar soatbay ishlovchi o'qituvchi faoliyat olib borgan. Shtatdagi o'qituvchilar tarkibida 7 nafar fan doktori va professor, 99 nafar fan nomzodi va dotsent, 181 nafar katta o'qituvchi hamda o'qituvchilar faoliyat yuritgan. Professor-o'qituvchilar tarkibida 208 nafar xotin-qizlar bo'lib, ular orasida 38 nafar o'zbek millatiga mansub ayol o'qituvchilar mavjud bo'lgan (TSHDMA, R-588-jamg'arma, 1-ro'yxat, 2250-ish, 5). Bu ko'rsatkichlar institutda ilmiy-pedagogik kadrlar tarkibining kengligi hamda ayol olimlarning ilmiy-pedagogik faoliyatdagi salmoqli o'rnini ko'rsatadi.

Mazkur davrda institutda ilmiy kadrlar tayyorlash jarayoni ham izchil davom etdi. Ushbu davrda F.Z. Musayev, V.R. Akopyan, G.X. Bakiyeva, G.V. Akimov, L.S. Siddikova va T.Yu. Landa kabi tadqiqotchilar tomonidan tilshunoslik, adabiyotshunoslik hamda pedagogika sohalariga oid ilmiy tadqiqotlar olib borilib, nomzodlik dissertatsiyalari muvaffaqiyatli himoya qilindi (TSHDMA, P-588-jamg'arma, 1-ro'yxat, 2250-yig'ma jild). (Отчёт Республиканского педагогического института русского языка и литературы, 1986–1987).

1990-yilda Respublika rus tili va adabiyoti pedagogika institutida ilmiy-tadqiqot faoliyati institutsional jihatdan ancha keng qamrov kasb etib, professor-o'qituvchilar tarkibining katta qismi ilmiy izlanishlar bilan shug'ullandi. Arxiv ma'lumotlariga ko'ra, institutdagi 414 nafar xodimdan 314 nafari ilmiy-tadqiqot ishlarida bevosita ishtirok etgan bo'lib, bu ko'rsatkich muassasaning ilmiy salohiyati va tadqiqot faoliyatining barqaror rivojlanayotganini ko'rsatadi. Mazkur tarkibda 10 nafar fan doktori va professor, 116 nafar fan nomzodi hamda dotsent, shuningdek 67 nafar aspirant, 16 nafar tadqiqotchi-stajyor va o'qituvchi-stajyor faoliyat yuritgan. Bu esa institutda ilmiy kadrlar tayyorlash tizimi bosqichma-bosqich shakllanganini hamda ilmiy-pedagogik maktablarning izchil rivojlanayotganini tasdiqlaydi. Shu davrda ilmiy darajalar olish jarayoni ham faollashib, institutning 18 nafar

xodimi nomzodlik dissertatsiyasini, bir nafar xodim esa doktorlik dissertatsiyasini muvaffaqiyatli himoya qilganligi qayd etiladi. Mazkur holat institutning ilmiy salohiyati yildan-yilga ortib borayotganini hamda ilmiy kadrlar tayyorlash sohasida muhim natijalarga erishilganini ko'rsatadi (TSHDMA, R-588-jamg'arma, 1-ro'yxat, 2480-yig'ma jild, 1–2).

Bu davrda institut professor-o'qituvchilari tomonidan o'quv adabiyotlari yaratish, darslik va o'quv qo'llanmalarini tayyorlash hamda ularni nashrga tavsiya etish borasida ham muhim ishlar amalga oshirildi. Bu jarayon oliy va umumta'lim tizimi uchun metodik jihatdan mukammal o'quv adabiyotlari yaratish orqali ta'lim sifatini oshirishga xizmat qilgan. Jumladan, filologiya fanlari doktori, professor G. N. Sheglova tomonidan Leningraddagi "Prosveshcheniye" nashriyotida pedagogika institutlari talabalari uchun mo'ljallangan "Rus sovet adabiyoti" nomli darslik nashr etildi. Mazkur darslik sovet adabiyoti tarixini tizimli ravishda o'rganishga qaratilgan muhim ilmiy-o'quv manba bo'lib, pedagogika oliy ta'lim muassasalarida adabiyotshunoslik fanini o'qitish jarayonida keng foydalanilgan.

Shuningdek, professor S. M. Mahmudova hamda dotsent V. M. Lykova tomonidan o'zbek maktablarining 7-sinfi uchun fan chuqurlashtirib o'qitiladigan sinflarga mo'ljallangan rus tili o'quv qo'llanmasi tayyorlanib nashr etildi. Mazkur qo'llanma rus tilini chuqurlashtirilgan darajada o'qitish metodikasini takomillashtirishga xizmat qilib, milliy maktablarda rus tilini o'qitish jarayonini ilmiy-metodik jihatdan boyitdi. Adabiyotshunoslik yo'nalishida esa dotsent F. I. Gubina tomonidan "8-sinf uchun rus adabiyotidan darslik-xrestomatiya" chop etildi. Ushbu o'quv adabiyoti umumta'lim maktablarida rus adabiyotini o'qitish metodikasini takomillashtirishga xizmat qilgan muhim didaktik manbalardan biri sifatida e'tirof etiladi.

Institutda xorijiy tillarni o'qitish metodikasiga doir ilmiy-uslubiy izlanishlar ham faol olib borilgan. Jumladan, dotsent Yu. Aglaev

tomonidan mustaqil o'rganuvchilar uchun mo'ljallangan ingliz tili darsligi ishlab chiqilib, nashriyotga topshirilgan. Bu esa institut ilmiy faoliyati faqat rus tili va adabiyoti bilan cheklanib qolmaganligini, balki xorijiy tillarni o'qitish metodikasini rivojlantirish yo'nalishida ham tadqiqotlar olib borilganini ko'rsatadi.

Bundan tashqari, professor A. R. Rustamov rahbarligidagi ilmiy jamoa tomonidan o'zbek tilini o'rganuvchilar uchun mo'ljallangan "O'zbek tilini o'rganamiz" nomli o'quv qo'llanma tayyorlanib nashriyotga topshirildi. Mazkur qo'llanma turli millat vakillariga o'zbek tilini o'rgatish metodikasini takomillashtirishga qaratilgan bo'lib, respublikada davlat tilini o'qitish jarayonini ilmiy-metodik jihatdan ta'minlashda muhim ahamiyat kasb etgan (TSHDMA, R-588-jamg'arma, 1-ro'yxat, 2480-ish, 4).

Keltirilgan ma'lumotlar shuni ko'rsatadiki, mazkur davrda institut olimlari tomonidan olib borilgan ilmiy faoliyat natijalari asosan monografiyalar, ilmiy risolalar, ilmiy maqolalar, darsliklar va o'quv qo'llanmalar ko'rinishida nashr etilgan. Ushbu ilmiy ishlar ijtimoiy fanlar, adabiyotshunoslik, lingvistika, rus tili va adabiyotini o'qitish metodikasi hamda pedagogika muammolariga bag'ishlangan bo'lib, ular respublika oliy o'quv yurtlari va umumta'lim maktablari uchun muhim ilmiy-metodik asos bo'lib xizmat qildi.

Bundan tashqari, institut olimlari tomonidan ishlab chiqilgan o'quv dasturlari, metodik tavsiyalar va o'quv qo'llanmalar respublika ta'lim tizimida keng qo'llanilib, rus tili va adabiyotini hamda xorijiy tillarni o'qitish metodikasini takomillashtirishga muhim hissa qo'shdi.

Xulosa

Respublika rus tili va adabiyoti pedagogika institutida olib borilgan ilmiy-

tadqiqot ishlari institutning nafaqat pedagogik kadrlar tayyorlash markazi, balki respublikada filologiya va pedagogika sohalarida ilmiy maktab shakllanishiga xizmat qilgan muhim ilmiy muassasalardan biri bo'lganligini ko'rsatadi. Institut faoliyati davomida professor-o'qituvchilarning ilmiy salohiyatini oshirish, ilmiy-pedagogik kadrlar tayyorlash hamda ilmiy tadqiqot natijalarini ta'lim jarayoniga joriy etish ustuvor yo'nalishlardan biri sifatida qaraldi.

Tadqiqot natijalari shuni ko'rsatadiki, institutda aspirantura faoliyati, dissertatsiya himoyalari, ilmiy seminar va konferensiyalar tashkil etilishi ilmiy muhitning rivojlanishiga muhim turtki bo'ldi. Shu bilan birga, institut olimlari tomonidan yaratilgan darsliklar, o'quv qo'llanmalar, monografiyalar hamda metodik ishlanmalar respublika maktablari va oliy ta'lim muassasalarida rus tili va adabiyotini o'qitish jarayonini ilmiy-metodik jihatdan ta'minlashda muhim ahamiyat kasb etgan.

Davlat miqyosida qabul qilingan qaror va buyruqlar asosida ilmiy-tadqiqot ishlarini tashkil etish tizimi takomillashtirilib, ilmiy izlanishlarning asosiy yo'nalishlari tilshunoslik, adabiyotshunoslik hamda rus tilini o'qitish metodikasi kabi muhim sohalarini qamrab olgan. Natijada institutda ilmiy maktablar shakllanib, yuqori malakali mutaxassislar tayyorlash hamda respublika ta'lim tizimini ilmiy-metodik jihatdan rivojlantirishga sezilarli hissa qo'shildi.

Umuman olganda, olib borilgan ilmiy-tadqiqot ishlari Respublika rus tili va adabiyoti pedagogika institutining ilmiy salohiyati yildan-yilga ortib borganini, u respublikada rus tili va adabiyotini o'qitish metodikasi, tilshunoslik va adabiyotshunoslik yo'nalishlarida yetakchi ilmiy markazlardan biri sifatida shakllanganini tasdiqlaydi.

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The “Kaufman system” in the Turkestan general-governorate and the crisis of local administration (1867-1881)

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Annotation *This article provides a detailed analysis of the large-scale administrative reforms implemented between 1867 and 1881 in the Turkestan Governor-Generalship, incorporated into the Russian Empire. Specifically, it examines the fundamental essence of the military-popular administrative system formed under the leadership of the first Governor-General, Konstantin Kaufman. The main focus is on highlighting the deep crisis resulting from the clash between the newly established orders and the local socio-political, economic, and legal structures that had been formed over centuries. Relying on the analysis of existing archival documents and scientific literature, alongside the comparative-historical method, the article reveals the systemic contradictions in introducing the empire's centralized management model into a region with a distinct culture. It also outlines changes in land-water relations, the tax system, and judicial proceedings, as well as the consequences of artificially subordinating or marginalizing representatives of traditional local governance to the state apparatus. The research results indicate that while the “Kaufman system” was consistent in its internal logic regarding military and political control, the complete lack of mechanisms for coordination with the population's millennial traditions, Islamic legal orders (Sharia and Adat), and core social institutions not only made an administrative crisis inevitable but also laid the groundwork for future social instability. These conclusions are of significant importance for an objective assessment of the transitional period in the history of the region.*

Keywords *Kaufman system, Turkestan Governor-Generalship, local governance, colonial administration, Statute of 1867, crisis, Russian Empire, Central Asia*

Turkiston general-gubernatorligida “Kaufman tizimi” va mahalliy boshqaruvning inqirozi (1867-1881)

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Annotatsiya *Ushbu maqolada 1867–1881-yillar oralig'ida Rossiya imperiyasi tarkibiga kiritilgan Turkiston general-gubernatorligida amalga oshirilgan keng ko'lamli boshqaruv islohotlari, xususan, birinchi general-gubernator Konstantin Kaufman rahbarligida shakllangan harbiy-xalq ma'muriy tizimining tub mohiyati batafsil tahlil etiladi. Asosiy e'tibor yangi o'rnatilgan tartiblarning asrlar davomida shakllangan mahalliy ijtimoiy-siyosiy, iqtisodiy va huquqiy tuzilmalar bilan to'qnashuvidan kelib chiqqan chuqur inqiroz holatlarini yoritishga qaratilgan. Mavjud arxiv hujjatlari va ilmiy adabiyotlar tahlili hamda qiyosiy-tarixiy usulga tayanib, maqola imperiyaning markazlashgan boshqaruv modelini o'ziga xos madaniyatga ega mintaqaga joriy*

etishdagi tizimli qarama-qarshiliklarni ochib beradi. Shuningdek, yer-suv munosabatlari, soliq tizimi va sud ishlarini yuritishdagi o'zgarishlar, an'anaviy mahalliy boshqaruv vakillarining sun'iy ravishda davlat apparatiga bo'ysundirilishi yoki chetlashtirilishi oqibatlarini ko'rsatib o'tiladi. Tadqiqot natijalari shuni ko'rsatadiki, "Kaufman tizimi" harbiy va siyosiy nazoratni ta'minlash nuqtai nazaridan o'z ichki mantiqida izchil bo'lsa-da, aholining ming yillik an'analari, islomiy huquqiy tartibotlar (shariat va odat) hamda tayanch ijtimoiy institutlar bilan muvofiqlashtirish mexanizmlarining mutlaqo yo'qligi tufayli nafaqat boshqaruv inqirozini muqarrar qildi, balki kelgusidagi ijtimoiy beqarorlik uchun ham zamin yaratdi. Ushbu xulosalar mintaqa tarixining o'tish davrini xolis baholashda muhim ahamiyat kasb etadi.

Kalit so'zlar Kaufman tizimi, Turkiston general-gubernatorligi, mahalliy boshqaruv, mustamlaka ma'muriyati, 1867-yil Nizom, inqiroz, Rossiya imperiyasi, Markaziy Osiyo

«Система Кауфмана» в Туркестанском генерал- губернаторстве и кризис местного управления (1867-1881)

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Аннотация В данной статье подробно анализируются масштабные управленческие реформы, осуществленные в 1867-1881 годах в Туркестанском генерал-губернаторстве, вошедшем в состав Российской империи, в частности, глубинная сущность военно-народной административной системы, сформированной под руководством первого генерал-губернатора Константина Кауфмана. Основное внимание уделяется освещению ситуаций глубокого кризиса, возникшего в результате столкновения вновь установленных порядков с формировавшимися веками местными социально-политическими, экономическими и правовыми структурами. Опираясь на анализ существующих архивных документов и научной литературы, а также на сравнительно-исторический метод, статья раскрывает системные противоречия при внедрении централизованной модели управления империи в регион с самобытной культурой. Также показаны изменения в земельно-водных отношениях, налоговой системе и судопроизводстве, последствия искусственного подчинения государственному аппарату или отстранения представителей традиционного местного управления. Результаты исследования показывают, что «система Кауфмана», будучи последовательной в своей внутренней логике с точки зрения обеспечения военного и политического контроля, из-за полного отсутствия механизмов координации с тысячелетними традициями населения, исламскими правовыми порядками (шариат и адаты) и базовыми социальными институтами, не только сделала управленческий кризис неизбежным, но и заложила основу для будущей социальной нестабильности. Данные выводы имеют важное значение для объективной оценки переходного периода в истории региона.

Ключевые слова Система Кауфмана, Туркестанское генерал-губернаторство, местное управление, колониальная администрация, Положение 1867 года, кризис, Российская империя, Средняя Азия

Kirish

XIX asrning ikkinchi yarmida Rossiya imperiyasi Markaziy Osiyoda keng harbiy-siyosiy ekspansiya olib bordi va 1867-yilda Turkiston general-gubernatorligini tashkil etish bilan bu mintaqani rasmiy ma'muriy jihatdan o'z tarkibiga kiritdi. Ushbu jarayon nafaqat harbiy, balki boshqaruv sohasida ham tubdan yangi bir modelning joriy etilishini talab etdi. General-gubernator lavozimiga tayinlangan Konstantin Petrovich fon Kaufman 1867-1881-yillar davomida mintaqada imperiya manfaatlariga xizmat qiladigan markazlashgan ma'muriy tizimni barpo etishga harakat qildi. Tarixshunoslikda "Kaufman tizimi" deb atala boshlagan ushbu model bir tomondan Rossiya imperiya boshqaruv an'alariga, ikkinchi tomondan esa ularning mahalliy sharoitga moslashtirilgan shakllariga asoslangan edi. Biroq shu davr mobaynida tizimning mahalliy jamiyat bilan chuqur qarama-qarshiliklari namoyon bo'ldi va bu holatlar keyinchalik boshqaruv inqirozining fundamental sabablariga aylandi. Mavzuning dolzarbligi shundaki, imperial boshqaruv modellarining mustamlaka o'lkalarga mexanik tarzda ko'chirilishi masalasi zamonaviy tarix fanida hali ham munozarali bo'lib qolmoqda (Pierce, 1960; MacKenzie, 1967).

Metodologiya va Adabiyotlar tahlili

Tadqiqot asosan mavjud tarixiy manba va monografiyalarni qiyosiy tahlil qilish hamda retrospektiv tarixiy usulni qo'llash orqali amalga oshirildi. Birinchi darajali manba sifatida K.P. Kaufmanining 1885-yilda nashr etilgan "Turkiston general-gubernatorligini boshqarish bo'yicha Oliy hisobot loyihasi" (Кауфман, 1885) ishlatildi; ushbu hujjat ma'muriy tizimning niyat va tamoyillarini to'g'ridan-to'g'ri aks ettiradi. Ikkinchi darajali manba sifatida esa Rossiya,

O'zbekiston va g'arb tarixshunosligiga mansub ilmiy asarlar asosiy tayanch bo'lib xizmat qildi. Richard Pierce o'zining fundamental tadqiqotida (Pierce, 1960) Rossiyaning Markaziy Osiyodagi mustamlaka boshqaruvini tizimli tahlil qilib, Kaufman davrini mintaqada imperial tartibning "asoschilik bosqichi" sifatida baholadi. David MacKenzie tomonidan yozilgan maxsus maqola (MacKenzie, 1967) Kaufmanning ma'muriy merosini ko'p qirrali tarzda ko'rsatib, uning ham islohotchi, ham markazlashtiruvchi sifatidagi ikkilamchi rolga alohida e'tibor qaratdi.

Seymour Beckerning Buxoro va Xiva protektoratlari bo'yicha tadqiqoti (Becker, 1968) mustaqil xonliklarning parallel boshqaruv tajribasini kuzatish imkonini berdi va shu orqali general-gubernatorlikdagi to'g'ridan-to'g'ri boshqaruv modelini solishtirma tekshiruvdan o'tkazishga yordam berdi. O'zbek tarixchilari N.A. Abduraximova va G. Rustamovanning birgalikdagi monografiyasi (Абдурахимова, Рустамова, 1999) Turkistondagi mustamlaka boshqaruv tizimini mahalliy tarixshunoslik nuqtai nazaridan ochib berdi; xususan, ular 1867 yil Nizomining mahalliy huquqiy an'alar bilan ziddiyatini hujjatli asosda ko'rsatdi. B.V. Luninning manbashunoslik bo'yicha asari (Лунин, 1984) tadqiqot doirasida foydalanilgan tarixiy hujjatlarning tanqidiy baholash mezonlarini belgilashda muhim ahamiyat kasb etdi. Adeeb Khalid o'zining siyosiy madaniyat haqidagi tadqiqotida (Khalid, 1998) Kaufman davriga mansub ziyolilar va din peshvolari atrofidagi siyosiy muhitni qayta tikladi.

N.P. Ostroumov tomonidan yozilgan zamondosh tarixchi asari (Остроумов, 1899) – birinchi darajali manba hisoblansa-da – Kaufmanga nisbatan maqtoqli yondashish tufayli tanqidiy qarshi o'qildi. Daniel

Brouwerning tadqiqoti (Brower, 2003) Turkistonning imperiya doirasidagi siyosiy maqomini keng tarixiy perspektivada o'rganib, boshqaruv inqirozini markaziy va mahalliy kuchlar o'rtasidagi struktural ziddiyat sifatida talqin etdi. "Turkiston vedomostlari" gazetasining 1870-1881 yillar davomidagi nashrlari (Туркестанские ведомости, 1970) esa ma'muriy qarorlar, mahalliy tartibsizliklar va iqtisodiy muammolar haqidagi hujjatli ma'lumot sifatida qo'shimcha fon yaratdi. Ushbu adabiyotlarning umumiy xususiyati shundaki, ularning ko'pchiligi Kaufman tizimining ichki ziddiyatini qayd etsa-da, bu ziddiyatning inqiroz darajasiga yetganligini keng tahlil qilmaydi – aynan shu bo'shliqni to'ldirish ushbu maqolaning asosiy hissasi sanaladi.

Natijalar va Muhokama

1867-yilda qabul qilingan "Turkiston o'lkasini boshqarish to'g'risida Nizom" Kaufman tizimining huquqiy poydevorini tashkil etdi. Ushbu hujjat bo'yicha general-gubernator o'z qo'lida harbiy, fuqarolik va sud hokimiyatlarini to'pladi hamda markazdan yuborilgan rus ma'murlari ierarxiyasiga tayanuvchi boshqaruv piramidasi barpo etildi. Nizom mahalliy hokimlar – qozilar, beklarning vakolatlari rasman saqlanib qolayotgandek ko'rinsada, ularning faoliyati tobora tor doiraga cheklanib bordi. Kaufman o'z boshqaruv konsepsiyasida ikki asosiy tamoyilga – imperiya markazlashtirishi va nisbiy diniy bag'rikenglikka tayandi. U mahalliy islomiy institutlarga bevosita hujum qilishdan ehtiyot bo'lib, din masalalarida "ignoring policy" – e'tiborsizlik siyosatini yuritti, ya'ni islomiy tartiblarni rasman tan olmasdan, lekin qo'llab-quvvatlamasdan ham ushlab turdi (Khalid, 1998). Bu siyosat qisqa muddatda harbiy to'qnashuvlarning oldini olish uchun samarali bo'ldi, ammo uzoq muddatda mahalliy legitimlik bilan munosabatni uzishga olib keldi.

Mahalliy boshqaruv inqirozining birinchi struktural sababi qozixona tizimining marginallashtirilishida namoyon bo'ldi. An'anaviy tuzumda qozilar nafaqat sud, balki

fuqarolik munosabatlari, yer-mulk nizolari va jamoa tartibini tartibga soluvchi asosiy institutlar edi. 1867-yil Nizomi yer masalasini imperiya yer fondiga o'tkazish mexanizmini yaratdi va rus fuqarolik qonunchiligini joriy etishga imkon berdi; bu esa qozilarning vakolatini bevosita iqtisodiy masalalardan ajratib qo'ydi (Абдурахимова, Рустамова, 1999). Abduraximova va Rustamova qayd etganidek, mahalliy sudlov tartibining bu tarzda parchalanishi huquqiy ikki boshlilikni vujudga keltirdi: aholining bir qismi an'anaviy qozixonalariga murojaat qilishda davom etdi, boshqa qismi esa imperiya sudlariga tortildi, natijada ikki tizim o'rtasida qarama-qarshilik va izchilsizlik yuzaga keldi. Bu holat ma'muriy kuchning yerda haqiqiy tatbiq etilishini qiyinlashtirdi va aholida boshqaruvga nisbatan ishonchsizlik muhitini vujudga keltirdi.

Ikkinchi tizimli muammo soliq va yer rentsasi siyosatida ko'zga tashlandi. Kaufman tizimi mahalliy dehqonlar va hunarmandlar tomonidan to'lanadigan soliqni imperiya xazinasiga yo'naltiruvchi yangi fiskal mexanizmni joriy etdi. Garchi bu mexanizm eskidan nisbatan tartibli ko'rinsa-da, u avvalgi xonliklar tuzumidagi to'lovlarning jamoa ichidagi an'anaviy taqsimot tamoyillarini buzdi. Pierce ko'rsatganidek, xususan paxta yetishtiruvchi hududlarda yer-suv munosabatlarining o'zgarishi ijtimoiy tabaqalanishni kuchaytirdi va an'anaviy jamoa tuzilmasini eroziyaga uchratti (Pierce, 1960). Bu iqtisodiy bosim 1870-yillarning ikkinchi yarmida Farg'ona vodiysida bo'lib o'tgan kichik qo'zg'olonlar va hukumatga qarshi chiqishlarda o'z ifodasini topdi; bu chiqishlar boshqaruvning ishonchsiz poydevorini ko'rsatuvchi simptomlar edi.

Uchinchi va, ehtimol, eng chuqur muammo – Kaufman tizimining ma'muriy kadrlarga bog'liqligi edi. General-gubernatorlik keng hududni o'z ichiga olganligi sababli rus ma'murlarining yetishmovchiligi doimiy muammo bo'lib qoldi. Markazdan tayinlangan ma'murlar mahalliy tillarni, urf-odatlarini va

ijtimoiy ierarxiyani tushunmagan holda amaldorlik vazifasini bajardilar. MacKenzie ta'kidlashicha, Kaufman bu muammoni mahalliy tarjimonlar va ko'makchi xodimlar orqali hal etishga urindi, biroq bu yondashuv ma'muriy qarorlarning mahalliy vositachilar tomonidan buzib yoki o'zgartirib qo'yilishi xavfini yaratdi (MacKenzi, 1967). Ostroumovning zamondosh kuzatuvlari ham ushbu muammoning kun tartibida turganligini tasdiqlaydi (Остроумов, 1899). Shu tarzda imperiya boshqaruvi yerda samarali emas, balki rasmiy suratda amalga oshirildi.

Kaufman 1881-yilda vafot etishi munosabati bilan ma'muriy tizimning "inqiroz" holati ayniqsa yaqqol namoyon bo'ldi. Uning o'rniga kelgan ma'murlar Kaufman davrida sifatida saqlanib qolgan nisbiy muvozanat mexanizmlarini yo'qotdi va bu holat 1880-yillarning oxiri hamda 1890-yillardagi bir qator ma'muriy islohotlar zaruratini tug'dirdi. Brouwerning umumlashtiruvchi xulosasi bu borada juda aniq: Kaufman tizimi o'lkani harbiy jihatdan barqarorlashtirdi, lekin fuqarolik boshqaruvida uzoq muddatli legitimlikni shakllantira olmadi (Brower, 2003). Khalid ham shu nuqtani qo'llab-quvvatlaydi: islomiy madaniy institutlarni "e'tiborsiz qoldirish" siyosati diniy va ziyolilar elitesining ma'muriyatdan tobora uzoqlashuviga sabab

bo'ldi (Khalid, 1998). Shunday qilib, Kaufman tizimi o'z ichki mantiqida izchil bo'lsa-da, mahalliy jamiyatning barcha asosiy qatlamlari – dehqonlar, din ahli, savdogarlar va an'anaviy elitalar – bilan birlashtiruvchi institutsional ko'prikn qura olmadi. Aynan shu bo'shliq tizimni sirdan qudratli, ichdan esa mo'rt ko'rinishga aylantirdi.

Xulosa

Turkiston general-gubernatorligida "Kaufman tizimi" 1867-1881-yillar davomida imperiya boshqaruvini mintaqaga joriy etishning birinchi izchil urinishi sifatida tarixiy ahamiyatga molik. Biroq ushbu tizim bir qator struktural nuqsonlarni o'z ichida tashidi: mahalliy huquqiy institutlarning chetlashtirilishi, fiskal mexanizmlarning jamoa an'alariga mos kelmasligi, ma'muriy kadrlarning sifat va miqdor jihatidan yetishmovchiligi va diniy-madaniy legitimlik bo'shlig'i – bular birgalikda boshqaruv inqirozining zaminini yaratdi. Kaufman shaxsiy miqyosida boshqaruvni ushlab turgan bo'lsa-da, u vafot etganidan keyin tizimning zaif poydevori darhol ko'zga tashlandi. Tadqiqot shuni ko'rsatadiki, mustamlaka boshqaruv modellarining samarali bo'lishi uchun nafaqat harbiy-ma'muriy kuch, balki mahalliy ijtimoiy tuzilmalar bilan institutsional muvofiqlik ham zarur.

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The issue of cultural development in India during the Baburid period

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Annotation *This article examines the cultural flourishing in India during the Mughal (Baburid) period. The author reveals the development of science, literature, architecture, and art in this era and analyzes its historical significance.*

Keywords *Mughal period, history of India, cultural flourishing, science, literature, architecture, art, historical development*

Boburiylar davrida Hindistonda madaniy yuksalish masalasi

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Annotatsiya *Ushbu maqolada Boburiylar davrida Hindistonda yuz bergan madaniy yuksalish jarayonlari yoritilgan. Muallif mazkur davrda ilm-fan, adabiyot, me'morchilik va san'at sohalarining rivojlanishini ochib bergan hamda uning tarixiy ahamiyatini tahlil qilgan.*

Kalit so'zlar *Boburiylar davri, Hindiston tarixi, madaniy yuksalish, ilm-fan, adabiyot, me'morchilik, san'at, tarixiy rivojlanish*

Вопрос культурного подъёма в Индии в эпоху Бабуридов

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Аннотация *В данной статье рассматриваются процессы культурного подъёма в Индии в эпоху Бабуридов. Автор раскрывает развитие науки, литературы, архитектуры и искусства данного периода, а также анализирует его историческое значение.*

Ключевые слова *Эпоха Бабуридов, история Индии, культурный подъём, наука, литература, архитектура, искусство, историческое развитие*

Kirish

Amir Temurning uchinchi o'g'li Mironshohning to'rtinchi avlodi bo'lmish Zahiriddin Muhammad Bobur va u asos

solgan Boburiylar imperiyasi nafaqat mamlakatimiz yoki Markaziy Osiyo hamda Hindiston tarixida, balki butun insoniyat tarixida katta iz qoldirdi.

Temurning ko'pgina avlodlari kabi ham ijtimoiy-gumanitar ham tabiiy va aniq fanlardan xabardor Bobur o'z ona yurtida amalga oshirishni niyat qilgan islohotlarni Hindiston o'lkasida ro'yobga chiqardi. Bobur va uning avlodlari XVI asrda tarqoq holga kelgan, yuzdan ortiq millat va elatlardan iborat Hind yurtini birlashtirdi, ijtimoiy hayotning barcha sohalarida rivojlanish uchun barqaror siyosiy vaziyat yaratdi.

Boburiylar davri madaniyati o'zining ko'p qirraligi, ham musulmon ham hind olami an'analari sintezini o'zida mujassam etgani, bir tomonda Amir Temur va Temuriylar qoldirgan merosni mantiqiy davomi hisoblanishi, boshqa tomondan esa mutlqo yangi innovatorlik g'oyalari asosida shakllanganligi bilan farqlanib turadi.

Angliyalik mashhur Boburshunos olim Stefan Deyl (2018) Boburga kosmopolit innovator deya ta'rif berganidek, Boburiylar madaniyati ham umuminsoniy qadriyatlar, birgina millat va dinni emas, balki butun odamzod uchun tushunarli, qadrlil bo'lgan g'oyalarni o'zida mujassam etishini ta'kidlashimiz mumkin.

Asosiy qism

Boburiylar davlati mahalliy xalqlar madaniyati tarixida progressiv rol o'ynadi. Boburiylar yerda obodonchilik va madaniy turmushga katta e'tibor berdi, ko'plab sug'orish inshootlari qurildi, yangi yerlar o'zlashtirildi, bog'rog'lar bunyod etildi, shaharsozlik, hunarmandchilik taraqqiy etdi. Boburiylar mahalliy xalq bilan tobora yaqinlashish siyosatini olib borganlar, idora qilishda mahalliy urfodatlarga rioya etganlar. Akbar musulmon bo'lmagan xalqlardan olinadigan jizya solig'ini bekor qilgan, turlituman dinlarga e'tiqod qiluvchi qabila hamda xalqlarni kelishtirish maqsadida turli dinlar aqidalari majmuidan iborat umumiy "Dini ilohiy" joriy etishga harakat qilgan.

Hunarmanchilik. Boburiylar sulolasi davrida, ayniqsa Akbarshoh va Jahongir hukmronlik yillarida hunarmandchilikka katta e'tibor berildi. Turli o'lkalardan kelgan qo'li gul

utslaraga Agra, Delhi, Panjob kabi shahar atrofida maxsus hunarmanchilik uchun mahallalar ajratib berildi. Hozirda ham Agra shimoli-G'arbida Akbarshoh davrida asos solingan hunarmanchilik, xususan gazlama ishlab chiqarish ya'ni to'qimachilik, qog'oz ishlab chiqarish fabrikalari faoliyat ko'rsatmoqda (Gupta, 2013).

Boburiylar davrida eng rivojlangan hunarmanchilik turlari: qog'oz ishlab chiqarish, zargarlik, kulolchilik, temirchilik, qandolatpazlik, to'quvchilik hisoblanadi. Tarixiy hujjatlarda gazlamaning 100 ga yaqin nomi keltirilganligi mamlakatda to'quvchilik keng ko'lamda taraqqiy etganligini ko'rsatadi (Stephan, 2004).

Hindistonda 1604 yildan boshlab Dehli shahrida mato to'quvchilarning yillik anjumani va o'ziga xos matolar yarmarkasi yohud ko'rgazmasi o'tkazilib kelingan. Bu odat Dehlida hali ham saqlangan va Mato ishlab chiqaruvchilar milliy assotsiatsiyasi tomonidan o'tkazilib kelinadi (Penny and Fiona, 2016).

Boburiylar davlatida *musiqas san'ati* ham yuksak darajada taraqqiy etdi. Boburning "Muxtasar" asari musiqa asoslariga bag'ishlangan. Unda musiqa asoslari, vaznlari, birligi haqida ko'plab qimmatli ma'lumotlar bor.

Bu davrda mahalliy hind musiqasi Movarounnahr va Eron musiqa san'ati an'analari ta'sirida yanada boyigan. Tarixchi Xaydar Mirzo (1499-1551) ning "Tarixi Rashidiy" asarida aytilishicha, bu yerda Movarounnahr musiqiy asboblaridan torlikamonli sozlar ko'proq tarqalgan (Hoshimov, 1914). Boburiylar davrida Hindistonda ud, g'ijjak, nay, doira urfga kirdi, hind musiqalari ohanglari ushbu sozlarda chalina boshladi. Iroq, Eron, Suriya, Movarounnahr, Afg'onistondan Hindistonga ko'plab mohir musiqachilar ko'chib kela boshladi. Hind musiqasiga musulmon olami musiqasi qonun qoidalari singdirildi. Xususan, "taqsim" (improvizatsiya), "advor" (musiqaning jamiki qonun-qoidasi jamlanmasi), "ayolg'u" (musiqani qisman, ayri ijro etish), "argushtak" (musiqa va raqslil tomosha) (Singh, 2008)

tushunchalari hind musiqa san'atiga kirib keldi. Shuningdek, sof hind musiqasi bo'yicha ko'plab risolalar Boburiylar saroyi ko'magida yozildi: Sangitamava Chandrika, Gita Prakasha, Sangita Kalalata va Natya Manorama risolalari shular jumlasidan (Gavin, 1996). Bu asarlar qadimgi an'analariga asoslangan Karnatik hind musiqasi (Karnāṭaka saṃgīta) va Boburiylar davrida shakllangan Hindustani musiqa maktablari an'alarini umumlashtirdi va tizimlashtirdi.

Adabiyot. Boburiylar davrida she'riyat taraqqiyotiga eng katta hissa qo'shgan shaxs albatta Zahiriddin Muhammad Boburning o'zidir. Uning chig'atoy turkiy tilida, Andijon shevasida yozgan nasriy memuarlari – "Boburnoma" asari nafaqat adabiyotga, balki tarixnavislikka ham katta ta'sir qildi. Bobur nasrni nazm darajasiga olib chiqdi, faqatgina she'riyat emas, balki proza ham shaxsning ichki kechinmalari, tajribasi va niyatlarini go'zal va tushunarli tarzda kitobxonga yetkazib bera olishini amalda isbotladi.

Boburiylar davrida badiiy adabiyot va tarixnavislik bilan bir qatorda maxusus fanlar bo'yicha adabiyotlar keng yozila boshlandi. Misol uchun birgina Boburning o'zi "Mubayyin", "Harb ishi", "Hatti Boburiy", "Aruz" kabi asarlari orqali she'riyat, islom qonunshunosligi, tilshunoslikda katta iz qoldirdi.

Boburiylar davrida aynan hind musulmonlari orasida Husrav Dehlaviy ijodiga taqlid va havas ko'rinishida fors tili adabiyoti rivojlandi. Qadimgi Sanskrit tilidagi adabiyotlar (praktik, pali, mumtoz Sanskrit adabiyoti namunalari): Kalidasaning "Raghuvamsha" (Raghu sulolasi), Paninining "Ashtadhyayi" (tilshunoslik asoslari)ga oid asarlari, xalq og'zaki ijodidan mashhur Mahobhorat, Ramayana, Pachatantra (besh muqaddas kitob), va hind huquqshunosligiga oid Manu qonunlari asarlari fors tiliga tarjima qilindi (Sigfried, 1994). Shuni alohida e'tirof etish kerakki, Amir Temur tuzuklari ham aynan Boburiy hukmdor Shohjahon (1592-1666) davrida yig'ildi va fors tiliga tarjima qilindi. Uning bu tadbiri Tuzuklarni

mutloq yo'q bo'lib ketishi oldini oldi deyish mumkin.

Boburiylar davrida adabiyot rivojlanishiga Bobur yaratgan Xatti boburiy yozuv turi ham hissa qo'shdi. "XATTI BOBURIY" ("Bobur xati") – Zahiriddin Muhammad Bobur risolasi va shu risolada ilgari surilgan xat turi. "X.B." arab alifbosi asosida tuzilgan bo'lsa-da, bu alifbodan ba'zi jihatlar bilan ajralib turadi. Ammo bu ham arab alifbosi singari 29 harfdan iborat: 28ta asosiy haarf va bitta ligatura. Risolada Bobur arab alifbosini tahrir qilib, yozuvni soddalashtirish va osonlashtirish yo'lidan boradi va shu maqsadda uni turkiy tilning talaffuz me'yorlariga moslashtirishga harakat qiladi. U Hindistonda ekanligida bu xat bilan kitobat qilingan o'zining bir qancha she'rlarini Movarounnaxr va Afg'onistonga Humoyun Mirzo, Xoja Kalon va Hindol Mirzoga jo'natgan edi. Xatti Boburiy bilan muqaddas Qur'oni karim ham ko'chirilgan va u "Mushafi Boburiy" deb atalgan. Bu noyob qo'lyozma Mashhad shahrida (Eron)dagi Imom Rizo yodgorlik majmuasi kutubxonasida, kseronusxasi Andijon shahridagi "Bobur va jahon madaniyati" kitob muzeyida saqlanadi(qomus.info). Xatti Boburiy alifbosi arab harflari, turk fonetikasi va fors sozlarini o'zida jamlagan kosmopolit yozuv hisoblanadi.

Boburiylar me'morchiligi. Boburiylar arxitekturasini na'munalarini zamonaviy Hindiston, Bangladesh va Pokistonning ko'plab katta va kichik shaharlarida uchratish mumkin. Boburiylar davri qurilish an'analari Temuriylarnikiga o'xshash edi, chunki Markaziy Osiyo va Erondan ko'p sonli usta va arxitektorlar Bobur bilan Hindistonga ko'chib kelgandi va ular Temuriylar an'analari Hind voqeligiga moslashtirdi: qurilishda pishgan g'isht va tashqi fasad bezaklarida sopol (keramik) mozaikali plitalar o'rniga qizil qum va marmardan foydalina boshlandi.

Boburiylar davriga oid eng mashhur inshoot bu so'zsiz Agradagi Toj Mahaldir. Ushbu ulug'vor va ko'rkam inshoot 2007 yilda o'tkazilgan so'rov natijalariga ko'ra, 100 milliondan ortiq ovoz olib, haqli ravishda yangi

dunyoning yetti mo'jizasidan biri, deb tan olindi. Toj Mahal maqbarasi shoir va davlat arbobi Zahiriddin Muhammad Boburning chevarasi Shoh Jahon tomonidan 1630-1652 yillarda rafiqasi Mumtoz Mahalbegim xotirasiga bunyod etilib, Shoh Jahonning o'zi ham shu maqbaraga dafn etilgan.

Toj Mahal mubarra tarxli, uch qavat va besh gumbazli inshoot bo'lib, umumiy balandligi – 74 metr. Burchaklarida har birining balandligi 45 metr bo'lgan to'rtta minora qad ko'targan. Minoralarning har biri qulab tushgan taqdirda maqbaraga ziyon yetkazmasligi uchun asosiy binodan chetga tomon birmuncha qiya qilib qurilgan, Binoning atrofida favvora va hovuzlari mavjud bo'lgan ulkan bog' majmui barpo etilgan (Asher, 2000).

Binoning devorlariga silliqqlangan yarim shaffof marmar yotqizilgan hamda uning qurilishida feruza, aqiq, malaxit va serdolik kabi jilolanuvchi toshlar ishlatilgan. Bino qurilishida ishlatilgan marmar shunday xususiyatga egaki, kunduzi oq, erta tongda pushti va tun yog'dusida kumush rangda tovlanadi.

Maqbaraning chap va o'ng tomonida qizil qumtoshdan barpo etilgan bir xil shakldagi machit joylashgan. Qizil rangli ikki machitning o'rtasida oq marmarli Toj Mahal yanada ulug'vor ko'rinadi. Toj Mahalning qurilishida O'rta Osiyo, Eron va Yaqin Sharqdan taklif etilgan 20 mingdan ortiq ustalar ishtirok etishgan.

Toj Mahal boburiylar me'morchiligining durdonasi bo'lib, unda O'rta Osiyo, Eron va boshqa qator musulmon mamlakatlari qurilish san'ati usullari qo'llangan. Yangi dunyoning yetti mo'jizasidan biri, deb tan olingan mazkur maqbara 1983 yilda YUNESKO ning "Butunjahon merosi" ro'yxatiga kiritilgan. Shuningdek, YuNESKO tomonidan Toj Mahal "Hindistondagi musulmon san'atining durdonasi, umuminsoniy merosning keng tan olingan va butun jahon qoyil qolayotgan javohiri", deb e'tirof etilgan.

Toj Mahal Boburiylar tomonidan bunyod etilgan boshqa me'moriy obida – Dehlidagi

Humoyun maqbarasiga tashqi ko'rinishi va qurilish uslubi bo'yicha juda o'xshash. Humoyun maqbarasi ham Toj Mahal kabi Humoyunshoh rafiqasining o'z eriga muhabbati ramzi sifatida qurilgan. Toj Mahaldan birmuncha avvalroq qurilgan Humoyun maqbarasi uslubidan Shoh Jahon o'zining mashhur obidasini bunyod etishda foydalangan.

Boburiylar davriga oid boshqa mashhur inshootlar quyidagilar: Akbar davrida: Salim Chistiy maqbarasi, Agra forti, Fatehfur Sikri majmuasi; Jahongir davrida: Begim shoh masjidi, Itimad-ud Davla maqbarasi; Shoh jahon davrida: Vazirxon masjidi, Shalimar bog'l, Shoh jahon masjidi, Shohi hammom, Avrangzeb davrida Badshohi masjidi, Bibika maqbarasi; va shuningdek La'lba forti, Sunehri masjidi, Safdar Jang maqbarasi.

Bu inshootlarning hammasi ham Hindistonda emas. Masalan, zamonaviy Pokiston hududida ham Boburiylar tomonidan qurilgan 10 dan ortiq mashhur inshoot saqlanib qolgan. Jumladan, Shohjahon davrida qurilgan Akbar saroyi, Avrangzeb hukmronligi davrida Lahorda qad ko'targan Badshoxi Masjidi Boburiylar salohiyatidan darak beradi. Xususan, 1673-yilda qurilgan Badshoxi masjidi kattaligi jihatidan dunyoda 1986-yilga qadar birinchi o'rinda turgan edi (Losty, 2013).

Boburiylar sulolasining buyuk namoyandalardan Akbarshoh davri obidalaridan biri – Lahor qal'asidir. U 1566-yilda barpo etilgan.

Jahongir hukmronligi davrida qurilgan "Xiron-minor", Jahongir maqbarasi, Shohjahon hukmronlik yillari barpo etilgan Shohjahon masjidi va Shalimar bog'lari jahon me'morchiligining nodir durdonalari hisoblanadi. Shalimar bog'lari 1981-yili YUNESKO ro'yxatiga kirilgan.

Bunday misollarni ko'plab keltirish mumkin. Shu o'rinda ta'kidlash joiz, Pokiston hududida Boburiylar tomonidan bunyod etilgan inshootlarning katta qismi Lahor shahrida joylashgan. Bundan ko'rinib turibdiki, ushbu shahar o'z davrida Boburiylarning yirik

ijtimoiy-iqtisodiy, madaniy-ma'rifiy markazlaridan hisoblangan.

Boburiylar bog'lari. Boburiylar davrida barpo etilgan bog'lar musulmon olami an'analari asosida qurildi. Ushbu uslubga Fors va Movaraunnahr bog'lari ta'sir ko'rsatdi. Ular chorbog' yoki firdavs tuzilishida qurilgan, bu Qur'onda eslatib o'tilgan jannatning to'rtta bog'iga asoslangan to'rt tomonli bog' tartibidir. Ushbu uslub odamlar tabiatning barcha elementlari bilan mukammal uyg'unlikda yashaydigan yerdagi jannatning tasvirini yaratishga mo'ljallangan.

To'rt tomonli bog' yurish yo'llari yoki oqadigan suv bilan to'rtta kichik qismga bo'linadi. To'rtburchakli sxemalardan muhim foydalanish devor bilan o'ralgan panjaralar ichida amalga oshiriladi. Ba'zi odatiy xususiyatlarga bog'lar ichidagi hovuzlar, favvoralar va kanallar kiradi.

Boburiylar bog'larining ba'zi mashhur namunalari: Qobuldagi Bog'-e-Bobur, Toj-Mahaldagi Mohitob (Mehtab) bog'lari, Humoyun maqbarasidagi bog'lar, Lahordagi Shalimar bog'lari, Prayagrajdagi Xusro Bog'i, shuningdek Haryana-dagi Pinjor bog'lari.

Xulosa

Boburiylar ilm-fan, bunyodkorlik va madaniyatni yuksaltirish bobida boshqalarga o'rnak va na'muna hisoblanadi. Ular homiyligida qurilgan binolar bugun Hindiston, Pokiston, Bangladesh xalqlarining faxridir. Ushbu sulola vakillari tomonidan qoldirilgan

bebaho ma'naviy meros hind va o'zbek xalqlarining umumiy boyligidir.

Uch yildan ziyodroq Hindistonni boshqargan Boburiylar Hind madaniyatining yangi bosqichga chiqishiga, rivojlanishiga, qo'shni hududlar urf-odatlar orqali boyishiga xizmat qildi. Shuningdek, Boburiylarning Markaziy Osiyo, Turkiya va Eron kabi mamlakatlar bilan o'rnatgan barqaror munosabatlari nafaqat o'zaro tovar ayrboshlash ortishiga, balki madaniy almashuvga ham katta hissa qo'shdi. Hind cholg'u asboblari, raqs turlari Markaziy Osiyoning janubiy hududlari, xususan Afg'oniston va tog'li Tojikiston hududlarigacha kirib keldi.

Boburiylar davrida madaniyat kompleks tarzda rivojlandi. Madaniy rivojlanish ham gorizonta, ham vertikal menejment asosida, ya'ni ham hukmdor amri va tashabbusi bilan, shuningdek xalq ijodkorligi, mahalliy tashabbuslar orqali ham ravnaq topdi.

Boburiylar davrida Temuriylar tomonidan asos solingan me'morchilik, miniatyura va musiqa yanada takomillashdi. Hattoki, dengiz yo'llari orqali Boburiylar davrida shakllangan mato to'qish, oshpazlik va kulolchilik an'analari Portugaliyaga yetib borib (Lauren, 2002), Portugal madaniyati bir qismiga aylandi.

Bundan ko'rinib turibdiki, Boburiylar madaniyati o'z qobig'iga o'ralashib qolmadi, doimo makon va zamonda kengayib va boyib bordi.

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Tatar educators in the system of public education of Turkestan

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Annotation *This article analyzes the participation of representatives of the Tatar intelligentsia in the formation and development of the public education system in the Fergana region during the 1920s, based on archival documents. Particular attention is paid to the role of Tatar teachers and administrative staff in educational institutions of the region, as well as to the activities of Tatar-Bashkir schools. The study examines issues related to the personnel policy of public education authorities, the training of pedagogical staff, the development of vocational education, and the implementation of educational reforms. The use of archival materials makes it possible to identify the significant contribution of Tatar specialists to the modernization of the regional education system and to the spread of enlightenment in Central Asia.*

Keywords *Tatars, Tatar intelligentsia, public education, Fergana region, Tatar-Bashkir schools, Jadidism, pedagogical staff, archival documents, educational policy of the USSR*

Turkiston xalq ta'limi tizimida tatar pedagoglari

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Annotatsiya *Farg'ona viloyatida 1920-yillarda xalq ta'limi tizimining shakllanishi va rivojlanishida tatar ziyolilari vakillarining ishtiroki ushbu maqolada arxiv hujjatlari asosida tahlil qilinadi. Tadqiqotda tatar pedagoglari hamda ma'muriy xodimlarining mintaq ta'lim muassasalaridagi faoliyati, shuningdek tatar-boshqird maktablarining faoliyati alohida e'tibor bilan ko'rib chiqiladi. Maqolada xalq ta'limi organlarining kadrlar siyosati, pedagog kadrlarni tayyorlash, kasbiy ta'limni rivojlantirish va ta'lim sohasidagi islohotlarni joriy etish masalalari tahlil etilgan. Arxiv materiallaridan foydalanish tatar mutaxassislarining mintaq ta'lim tizimini modernizatsiya qilish va Markaziy Osiyoda ma'rifatni yoyishdagi muhim hissasini aniqlash imkonini beradi.*

Kalit so'zlar *Tatarlar, tatar ziyolilari, xalq ta'limi, Farg'ona viloyati, tatar-boshqird maktablari, jadidchilik, pedagog kadrlar, arxiv hujjatlari, SSSR ta'lim siyosati*

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- Аннотация** *В статье на основе архивных документов анализируется участие представителей татарской интеллигенции в формировании и развитии системы народного образования Ферганской области в 1920-е годы. Особое внимание уделяется роли татарских педагогов и административных работников в образовательных учреждениях региона, а также деятельности татаро-башкирских школ. В исследовании рассматриваются вопросы кадровой политики органов народного образования, подготовка педагогических кадров, развитие профессионального образования и внедрение образовательных реформ. Использование архивных материалов позволяет выявить значительный вклад татарских специалистов в модернизацию образовательной системы региона и распространение просвещения в Средней Азии.*
- Ключевые слова** *Татары, татарская интеллигенция, народное образование, Ферганская область, татаро-башкирские школы, джадидизм, педагогические кадры, архивные документы, образовательная политика СССР*

Введение

Период 1920-х годов стал одним из наиболее важных этапов в истории становления системы народного образования в Средней Азии. После установления советской власти перед государством стояла задача коренной модернизации образовательной системы, ликвидации неграмотности и подготовки национальных кадров.

Важную роль в этих процессах сыграла татарская интеллигенция. Еще в дореволюционный период татары являлись одними из наиболее образованных мусульман Российской империи. Благодаря развитию джадидского движения, сети медресе нового типа и активной просветительской деятельности, представители татарской интеллигенции обладали значительным педагогическим и организационным опытом.

В результате многие татарские учителя и администраторы были привлечены к работе в образовательных учреждениях Туркестана. Они занимали должности преподавателей, инспекторов, директоров школ и организаторов народного образования.

Материалы Государственного архива Ферганской области позволяют проследить участие татарских специалистов в организации учебного процесса, управлении школами и проведении образовательных реформ.

Анализ и Методология литературы

Изучение роли татарской интеллигенции в развитии образования в Средней Азии имеет достаточно длительную историографическую традицию. Однако в большинстве исследований эта тема рассматривается фрагментарно.

Одними из первых исследователей, обративших внимание на роль татарских педагогов в распространении образования в Туркестане, были советские историки 1950-1960-х годов. В их работах подчеркивалось участие татарской интеллигенции в развитии просвещения и подготовке национальных кадров.

Несмотря на значительное количество исследований, многие аспекты участия татарской интеллигенции в образовательной системе Ферганской области остаются недостаточно изученными. Особенно это касается деятельности конкретных педагогов и

администраторов, сведения о которых содержатся в архивных документах.

Результаты и Обсуждения

После образования Советского государства в Туркестане началась масштабная реформа образовательной системы. Главной задачей новой власти стало создание сети школ, ликвидация неграмотности и подготовка квалифицированных педагогических кадров.

Органы народного образования выполняли ключевую роль в реализации этой политики. Они занимались организацией школ, подготовкой учителей, разработкой учебных программ и контролем за образовательными учреждениями.

В условиях нехватки квалифицированных специалистов к работе в образовательной системе активно привлекались представители татарской интеллигенции. Их высокий уровень образования и педагогический опыт сделали их важными участниками процесса модернизации образования.

Архивные документы свидетельствуют о том, что татары занимали различные должности в системе народного образования Ферганской области, от учителей и воспитателей до руководителей школ и сотрудников областных отделов образования.

Например, в приказе Ферганского областного отдела народного образования указывается назначение заведующего татаро-башкирской школой Камала Мухамедеева на должность инструктора-методиста областного отдела образования. Согласно документу, на его место был назначен преподаватель той же школы Бурнашев (Государственный архив Ферганской области).

Этот документ показывает не только высокий уровень доверия к татарским педагогам, но и их активное участие в управлении образовательной системой

региона. Назначение К. Мухамедеева на должность инструктора-методиста свидетельствует о признании его профессионального опыта и педагогической компетенции.

Особое место в образовательной системе занимали татаро-башкирские школы. Эти учебные заведения выполняли важную функцию сохранения национальной культуры и языка, одновременно адаптируя учебные программы к требованиям новой советской образовательной политики.

Руководство такими школами часто поручалось представителям татарской интеллигенции. В архивных документах упоминается татаро-башкирская школа, которая являлась одним из образовательных центров для татарского и башкирского населения региона. Назначение преподавателя Бурнашева на должность заведующего этой школой свидетельствует о существовании устойчивой кадровой базы среди татарских педагогов (Государственный архив Ферганской области).

Эти школы выполняли несколько важных функций:

- обучение детей на родном языке;
- подготовка учителей для национальных школ;
- распространение культурно-просветительских идей среди населения;
- интеграция национальных образовательных традиций в советскую систему образования.

Таким образом, татаро-башкирские школы стали важным инструментом культурного и образовательного развития национальных меньшинств региона.

Помимо педагогической работы, представители татарской интеллигенции активно участвовали в административной деятельности образовательных учреждений. Архивные документы показывают сложную систему управления народным

образованием, в которой работали специалисты различных национальностей.

Например, согласно приказу Ферганского областного исполнительного комитета, обязанности заведующего областным отделом народного образования временно были переданы Мир-Захиду Мир-Акилову, которому предоставлялось право распоряжения финансовыми средствами отдела (Государственный архив Ферганской области). Подобные решения демонстрируют структуру управления образовательной системой и взаимодействие различных административных должностей.

В другом документе указывается освобождение инспектора по латинизации Мухетдина Хайруллаева от преподавательской работы для выполнения задач, связанных с внедрением латинизации (Государственный архив Ферганской области). Это показывает, что в образовательной системе активно проводились реформы письменности, в которых принимали участие специалисты различных национальностей.

Важным направлением деятельности образовательных учреждений являлась подготовка квалифицированных специалистов. В архивных документах упоминается работа курсов машинисток, где преподавала учительница Файзуллина. Согласно документу, курсы начали работу 1 октября 1927 года и уже к февралю 1928 года подготовили шесть квалифицированных машинисток (Государственный архив Ферганской области).

Этот факт свидетельствует о развитии профессионального образования и подготовке кадров для административных учреждений и организаций. Участие татарских педагогов в подобных проектах подтверждает их вклад в модернизацию образовательной системы.

Кроме того, документы отражают кадровые изменения в административных

структурах. Например, бухгалтер Абдурахман Гайнетдинов был освобожден от должности по собственному желанию, а на его место временно назначен Л.Е. Гольдштейн (Государственный архив Ферганской области). Такие документы позволяют проследить функционирование образовательных учреждений и кадровую политику того периода.

Наряду со школами в системе народного образования значительную роль играли детские дома и воспитательные учреждения. Они занимались воспитанием детей, оставшихся без родителей или нуждавшихся в социальной поддержке.

В одном из приказов Ферганского окружного отдела народного образования упоминается воспитательница узбекского женского детского дома Сахизе Аскарлова, которой был предоставлен отпуск (Государственный архив Ферганской области). Подобные документы демонстрируют развитие социальной инфраструктуры образования.

Кроме того, архивные материалы свидетельствуют о назначении татарской учительницы И. Расулевой на должность преподавателя школы ликвидации безграмотности при Старогородском женском клубе (Государственный архив Ферганской области). Эти школы играли важную роль в борьбе с неграмотностью среди взрослого населения.

Анализ архивных документов позволяет сделать вывод о значительной роли татарской интеллигенции в развитии системы народного образования Ферганской области. Татары активно участвовали в различных направлениях образовательной деятельности:

- руководство школами и учебными заведениями;
- педагогическая деятельность;
- участие в образовательных реформах;
- подготовка профессиональных кадров.

Благодаря своему образовательному уровню и просветительским традициям

представители татарской интеллигенции стали важным звеном в формировании новой образовательной системы региона.

Заключение

Документы Государственного архива ферганской области позволяют проследить участие татарских специалистов в развитии образовательной системы региона в 1920-е годы. Татары занимали значимые должности в школах и административных структурах, участвовали в подготовке кадров и реализации образовательных реформ.

Особую роль играли татаро-башкирские школы, которые стали центрами национального образования и культурного развития. Их деятельность способствовала сохранению национальной идентичности и одновременно интеграции в советскую образовательную систему.

Таким образом, татарская интеллигенция внесла значительный вклад в формирование образовательной инфраструктуры Ферганской области и развитие просвещения в регионе.

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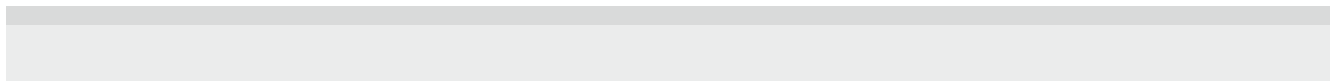
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VOLUME 4, APRIL 2026
ISSN: 3060-4958

UZBEKISTAN STATE WORLD
LANGUAGES UNIVERSITY

