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Structural Analysis of UHMWPE Knitwear

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Abstract

The article presents the results of studying the structural properties of knitted fabrics produced from ultra-high molecular weight polyethylene (UHMWPE) fibers. The influence of knitting technological parameters on surface mass, thickness, and volumetric density was investigated. It was found that variation in loop length and knitting density significantly affects the fabric structure and performance characteristics. UHMWPE knitted fabrics demonstrate high tensile strength, low density, and excellent abrasion resistance, making them promising materials for technical and protective textiles.

Keywords: UHMWPE, knitted fabric, structure, surface density, volumetric density, technical textiles, protective materials.

Introduction

Ultra-high molecular weight polyethylene (UHMWPE) is one of the strongest synthetic fibers known today. The material possesses a unique combination of properties such as high tensile strength (up to 3 GPa), low density (0.97 g/cm³), chemical inertness, and excellent resistance to abrasion and ultraviolet radiation.

Due to these properties, UHMWPE is widely used in the production of ballistic fabrics, ropes, medical implants, sportswear, and protective clothing. However, the structure and behavior of UHMWPE yarns in knitted systems have not been sufficiently studied, particularly regarding the influence of knitting technological parameters on fabric properties.

Literature Review

UHMWPE yarn is based on ultra-high molecular weight polyethylene, which is a subtype of high-density thermoplastic polyethylene. It is odorless, tasteless, and non-toxic. It combines all the characteristics of high-density polyethylene with additional resistance to concentrated acids, alkalis, and many organic solvents. UHMWPE fibers have high resistance to aggressive chemicals (except oxidizing acids), low moisture absorption, a low coefficient of

friction, and outstanding abrasion resistance—up to 15 times greater than that of carbon steel. Its melting point is approximately 130–136°C, and it is not recommended for long-term use above 80–100°C. At temperatures below -150°C, it becomes brittle [1].

In addition to high strength, UHMWPE fibers are extremely lightweight and resistant to ultraviolet radiation [2].

One of the most well-known UHMWPE fiber producers in Europe is **DSM Dyneema** (Netherlands). These fibers have a diameter of 12–21 µm and are manufactured in three strength grades and various linear densities [3]. DSM Dyneema has branches in the USA, Singapore, Russia, and Brazil. The **Braskem** company produces UHMWPE fibers and textiles under the **UTECH®** trademark [4].

In Asia, several Chinese companies dominate UHMWPE fiber production and supply their products to global markets. For example, **Jiangsu Dongrun Safety Technology Co., Ltd.** manufactures UHMWPE fabrics with surface densities of 80–160 g/m² for soft armor and 130 g/m² for hard armor [5].

Beijing Protech New Material Science Co., Ltd. produces UHMWPE-based

fabrics with surface densities of 50–300 g/m² for use in light bulletproof armor, puncture-resistant clothing, ballistic shields, helmets, explosion-proof barriers, and armored vehicles [6].

Jiangxi Great Wall Protection Equipment Industry Co., Ltd. specializes in UHMWPE-based tactical and lightweight concealed bulletproof vests [7].

Sinty Sci-Tech Co., Ltd. (Sinty Fiber) manufactures UHMWPE fibers (XT grade) and fabrics with surface densities of 75, 130, and 160 g/m², as well as UHMWPE cut-resistant gloves [8]. The company collaborates with high-tech equipment

No	Yarn brand	Linear density, tex	Loop pitch A (mm)	Loop height B (mm)	Horizontal density Rg	Vertical density Rv	Loop length L (mm)	Surface mass Ms (g/m ²)	Thickness T (mm)	Volumetric density δ (mg/cm ³)
1	UHMWPE	107.8	1.43	0.90	35	55	5.0	412.2	1.2	343.5
2	UHMWPE	107.8	1.43	0.83	35	60	4.8	712.0	1.8	395.6
3	UHMWPE	107.8	1.70	1.11	30	45	5.8	704.3	2.3	306.2
4	UHMWPE	55.6	1.00	0.83	50	60	3.0	649.0	1.6	393.1
5	UHMWPE	55.6	1.11	0.90	45	55	3.6	629.4	1.7	370.2

manufacturers in the Netherlands and Italy and conducts research jointly with Shandong Polytechnic University and Donghua University to enhance product quality.

Table 1. Fiber composition of blended UHMWPE yarns [9]

No	Yarn code	Composition	Linear density (den/tex)
1	UB-WH10	400 den white polyethylene + 140 den black nylon + 130 den spandex + 100 den white polyester ×2 + 100 den fiberglass	970 den / 107.8 tex

2	UB-0615B	200 den white polyethylene + 100 den black polyester ×2 + 100 den fiberglass	500 den / 55.6 tex
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Materials and Research Methodology

The study used UHMWPE yarn of two linear densities – 107.8 tex and 55.6 tex. Knitting was carried out on a flat knitting machine of gauge 12, with variations in loop length and course height [10].

The evaluated structural characteristics included surface mass (Ms), thickness (T), and volumetric density (δ).

Table 2. Results of structural parameters of UHMWPE knitted fabrics

Results and Discussion

The diagram in Figure 1 illustrates changes in loop pitch (A), course height (B), loop length (L), and thickness (T) of the knitted samples.

It was found that the loop pitch varied between 1.43–1.70 mm (by 18.9%), course height between 0.83–1.11 mm (by 33.7%), loop length between 4.8–5.8 mm (by 20.8%), and fabric thickness between 1.2–2.3 mm (by 91.7%).

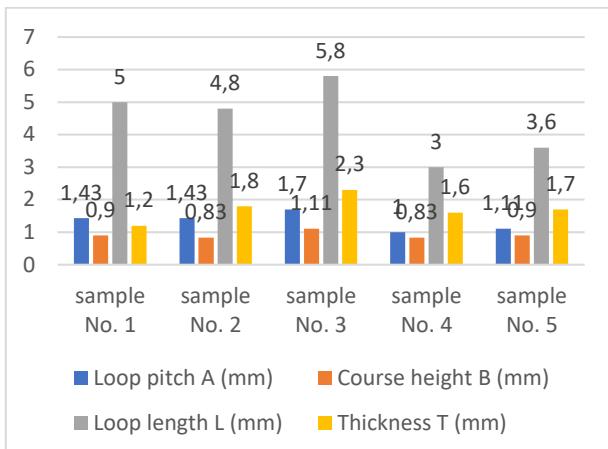


Figure 1. Variation of loop pitch A (mm), course height B (mm), loop length L (mm), and thickness T (mm) for UHMWPE-based knitted fabrics.

Analysis of surface mass (Ms) of UHMWPE knitted fabrics (Figure 2) shows that it ranges from 412.2 to 712 g/m² (a 42% variation relative to the maximum). The main reason for this difference is the structure of the knitted loops. Since surface mass depends primarily on yarn consumption and volumetric density depends on fabric thickness, both indicators must be analyzed together. The volumetric density ranged from 306.2 to 395.6 mg/cm³ (a 22.6% variation).

Among the tested samples, the optimal fabric in terms of minimum surface mass is sample No. 1 (412.2 g/m²). For double-knit structures, sample No. 5 (629.4 g/m²) is the most recommended.

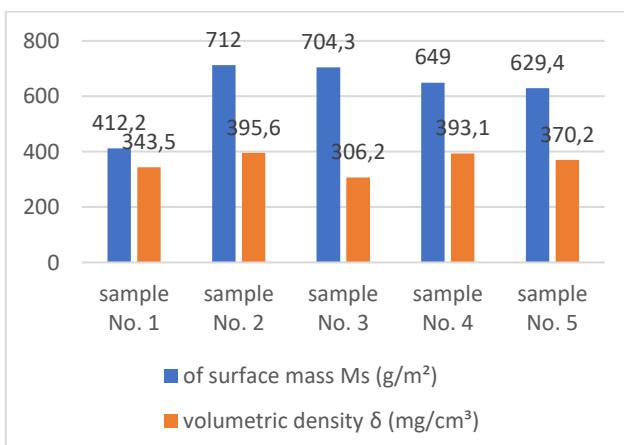


Figure 2. Variation of surface mass Ms (g/m²) and volumetric density δ (mg/cm³) for UHMWPE knitted fabrics.

The highest volumetric density was observed in sample No. 2 (395.6 mg/cm³), while sample No. 3 (306.2 mg/cm³) showed the lowest value and is considered optimal. Comparing samples No. 4 and No. 5, the latter had a 3% lower surface mass and 5.8% lower volumetric density.

Thus, by introducing yarns of different compositions on one side of the fabric, it is possible to achieve a two-sided effect – one side provides external protection while the other enhances thermal comfort. Replacing expensive UHMWPE yarn with less costly fibers (e.g., nylon or polyester) on the inner layer can reduce production costs without compromising functionality, achieving an economic benefit. Therefore, sample No. 5 can be recommended as the most cost-effective variant for special-purpose knitwear.

In general, increasing loop length and reducing vertical density leads to an increase in fabric thickness and a decrease in volumetric density.

Samples No. 2 and 3 (107.8 tex yarn) exhibited the highest surface mass (712 and 704 g/m²) and thickness (1.8–2.3 mm), due to increased loop volume. Fabrics made of finer yarn (55.6 tex) had a denser structure and higher volumetric density (up to 393 mg/cm³).

Figure 3 illustrates the relationship between surface density (Ms, g/m²) and volumetric density (δ, mg/cm³) for knitted fabric samples made from UHMWPE yarns intended for special-purpose applications.

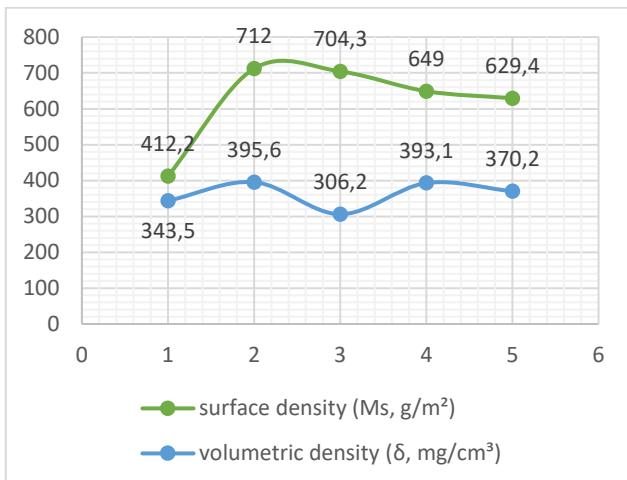


Figure 3. Variation of surface density ($Ms, g/m^2$) and volumetric density ($\delta, mg/cm^3$) of UHMWPE knitted fabrics depending on the knitting structure and sample variant.

Variation of Surface Density (green curve): The surface density shows a distinct upward trend from sample No. 1 (412.2 g/m^2) to sample No. 2 (712 g/m^2), where it reaches its maximum value, followed by a gradual decrease down to 629.4 g/m^2 for sample No. 5.

This behavior is associated with the structural characteristics of the knitted loops. Increasing the vertical loop density and decreasing the loop length (sample No. 2) result in a tighter structure and higher surface mass. As the loop length increases and stitch density decreases (samples No. 3–5), the structure becomes looser, leading to a reduction in surface density.

Thus, the curve exhibits a clear peak, which reflects the optimal combination of knitting parameters at which the maximum mass per unit area is achieved.

Variation of Volumetric Density (blue curve):

The volumetric density varies less sharply than the surface density. The minimum value is observed in sample No. 3 (306.2 mg/cm^3), while the maximum occurs in sample No. 2 (395.6 mg/cm^3).

A consistent trend is noted: as the fabric thickness increases (samples No. 3–5), the volumetric density decreases due to the

increase in internal loop volume and higher porosity of the knitted structure.

Correlation Between the Curves:

A comparison of both curves reveals an inverse correlation between surface and volumetric density.

Where the surface density reaches its maximum (sample No. 2), the volumetric density also attains relatively high values due to the compact loop structure.

However, as the loop length increases further (sample No. 3), surface density decreases slightly, while volumetric density drops more noticeably — indicating increased looseness and internal volume within the fabric structure. So, we can conclude:

- Surface density varies within **412.2–712 g/m^2** , and volumetric density within **306.2–395.6 mg/cm^3** .
- Both dependencies exhibit a **nonlinear character** with a pronounced maximum in the region of tighter knitting structures.
- With increasing loop length, both surface and volumetric densities tend to decrease, especially the latter.
- The **optimal structure** in terms of technological and physical parameters is **sample No. 2**, which demonstrates the highest surface mass and satisfactory structural compactness.

Hence, controlling loop parameters allows purposeful regulation of mass, thickness, and density of UHMWPE knitwear, which is crucial for designing functional textiles for protective and technical purposes. UHMWPE knitwear combines low weight, high tensile strength, and excellent abrasion resistance, making it competitive with aramid and carbon fabrics while being significantly lighter.

Comparative Analysis

To evaluate the practical significance of UHMWPE knitted fabrics, a comparative analysis was carried out against commonly used aramid (e.g., Kevlar®, Twaron®) and

polyester knitted structures under similar conditions.

Table 3. Comparative Analysis of Structural and Performance Parameters of Knitted Materials

Property	UHMWPE Knit	Aramid Knit	Polyester Knit
Fiber density (g/cm ³)	0.97	1.44	1.38
Tensile strength (GPa)	2.8–3.0	2.5–3.5	0.8
Modulus of elasticity (GPa)	80–120	70–130	10–20
Abrasion resistance (cycles, Martindale)	>25,000	10,000 – 15,000	8,000
Surface mass of knit (g/m ²)	412–712	520–780	600–850
Thermal stability (°C)	up to 100	up to 250	150
UV resistance	Medium – High	High	Medium
Cost (relative)	Low – Medium	High	Low

Analysis of the data demonstrates that UHMWPE knitted fabrics have several key advantages over aramid and polyester analogues:

- The density of UHMWPE fibers is 30–35% lower than aramid and polyester, resulting in lighter fabrics with comparable strength.
- The abrasion resistance of UHMWPE is significantly higher (up to 2.5× that of aramid knits), providing longer service life in protective gear.

- Although UHMWPE has lower thermal resistance (melting point ~136°C) than aramid (decomposition above 400°C), it remains stable under moderate working temperatures (up to 100°C), suitable for mechanical and ballistic applications.

- Considering the cost-to-performance ratio, UHMWPE fabrics are more economically efficient, enabling the development of lightweight, affordable protective textiles.

These characteristics highlight UHMWPE knitwear as an optimal material for hybrid protective structures — for example, when combined with aramid layers or flame-retardant coatings to achieve both heat and impact resistance.

Conclusions

1. The change in loop parameters (loop length, horizontal and vertical density) significantly influences the geometric and structural characteristics of UHMWPE knitted fabrics.

2. Increasing loop length leads to greater thickness and lower volumetric density of fabrics.

3. Comparative analysis shows that UHMWPE knitted fabrics combine low mass, high strength, and excellent abrasion resistance, outperforming polyester and approaching aramid materials in strength while remaining more economical.

4. These properties make UHMWPE knitwear a promising material for lightweight ballistic textiles, protective sportswear, and technical clothing.

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Integrative Didactic Approaches To The Development Of Students' Linguistic Competence In Higher Education

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Abstract

The development of students' linguistic competences remains a central focus in modern language education. In the age of globalization, the ability to communicate effectively in a foreign language is not only a linguistic necessity but also a key component of intercultural competence and professional success. This paper explores theoretical and methodological foundations of linguistic competence formation, emphasizing the views of L. T. Ahmedova, who underlines the importance of didactic principles in the language learning process. It analyses communicative, cognitive, competency-based, and differential approaches as essential dimensions for shaping linguistic competence. The article concludes that an integrative didactic model that combines these approaches fosters deep, meaningful, and sustainable language learning.

Keywords: linguistic competence, didactic principles, communicative approach, cognitive approach, competency-based education, differential approach, language pedagogy.

Introduction. The 21st century has witnessed a profound paradigm shift in the theory and practice of language education, moving from a predominantly structural and grammar-oriented paradigm toward competence-based, communicative, and learner-centered models of instruction. This transformation reflects broader changes in educational philosophy, where the focus has shifted from the transmission of linguistic knowledge to the construction of communicative ability and functional language use in authentic contexts [13].

The foundational concept of linguistic competence was introduced by Chomsky who defined it as the ideal speaker-listener's internalized and intuitive knowledge of grammatical rules and syntactic structures within a homogeneous speech community. In his view, linguistic competence represents an abstract cognitive system that enables language users to generate and comprehend an infinite number of sentences. However, as many scholars have observed Chomsky's model, though theoretically powerful, remained limited in its pedagogical application because it neglected the

sociocultural and pragmatic dimensions of language use [10].

To address this gap, proposed the concept of communicative competence, which expands linguistic competence beyond the confines of grammar to include sociolinguistic, pragmatic, and strategic abilities. This perspective emphasizes the learner's capacity to select linguistically appropriate forms for varying social situations, thereby integrating language knowledge with communicative functionality. As Hymes argues, effective language use requires not only knowing what is grammatically correct, but also what is contextually appropriate – a principle that has since become foundational to communicative language teaching (CLT) [10].

Main part. In contemporary scholarship, linguistic competence is understood as a dynamic and multidimensional construct encompassing grammatical accuracy, lexical range, phonological control, and pragmatic awareness[13]. It functions as a component of a broader communicative framework that also includes discourse, sociolinguistic, and strategic competencies.

Within this framework, language learning is seen as an interactive and cognitive process in which learners actively construct linguistic knowledge through engagement with meaningful input and purposeful communication.

Building on these theoretical developments, Ahmedova offers a pedagogically grounded reinterpretation of linguistic competence formation, emphasizing the centrality of didactic principles in the organization of the learning process. According to her, the development of linguistic competence must be both systematic and goal-oriented, ensuring coherence between instructional objectives, learning content, and methodological strategies. She asserts that “didactic principles are not only methodological guidelines, but a scientific foundation for organizing and managing the learning process effectively” [1].

Ahmedova’s contribution lies in bridging the gap between linguistic theory and didactic practice. While Chomsky conceptualized linguistic competence as an innate cognitive system and Hymes contextualized it within social interaction, Ahmedova situates it within the educational process itself. Her framework positions didactic principles - such as the communicative, cognitive, competency-based, and differential approaches - as the operational mechanisms through which linguistic competence can be consciously and systematically cultivated in learners. This view reflects a growing recognition among modern educators that linguistic competence is not acquired passively but developed actively through well-structured pedagogical design, reflective learning, and guided communication.

Thus, the evolution from Chomsky’s theoretical linguistics to Ahmedova’s didactic pragmatism symbolizes a broader epistemological shift: language is no longer treated as an autonomous system to be mastered, but as a tool for interaction,

cognition, and personal development. In this sense, linguistic competence represents both a cognitive capability and an educational outcome, achievable only through a deliberate alignment of linguistic theory, communicative methodology, and didactic organization.

The communicative approach (CA) is rooted in the idea that language is best learned through purposeful communication and social interaction. Emerging in the 1970s as a reaction against purely structuralist and behaviorist models of teaching, communicative language teaching (CLT) emphasizes meaning over form, fluency over accuracy, and interaction over repetition [7].

Littlewood notes that “Communicative language teaching aims to develop learners’ ability to express meaning rather than simply manipulate structures” [7]. In communicative classrooms, learning takes place through authentic communicative events such as discussions, debates, information-gap activities, simulations, and role plays. These activities replicate real-life contexts and help students internalize grammar, vocabulary, and discourse conventions implicitly through usage rather than memorization [14].

Ahmedova supports this perspective, arguing that communicative environments contribute to the natural development of linguistic fluency, spontaneity, and pragmatic competence. In such settings, learners do not merely reproduce grammatical forms but learn to interpret meaning, negotiate understanding, and adapt linguistic choices to social and cultural norms. This aligns with Hymes’s concept of communicative competence, which emphasizes the integration of linguistic, sociolinguistic, and strategic knowledge [10].

From a didactic standpoint, the communicative approach facilitates contextualized learning, learner autonomy,

and interactive feedback mechanisms, making it one of the most effective pathways to linguistic competence in both traditional and digital classrooms.

The cognitive approach (CAg) conceptualizes language learning as an active mental process involving perception, categorization, hypothesis formation, and internalization. It views learners as constructors of knowledge, emphasizing that linguistic systems are developed through conscious reflection and cognitive reorganization [12].

Piaget's [12] theory of cognitive development provides a foundation for this view, suggesting that knowledge evolves through the learner's interaction with the environment, leading from concrete experiences to abstract reasoning. In the same vein, Anderson's ACT (Adaptive Control of Thought) model explains how declarative knowledge ("knowing what") is gradually converted into procedural knowledge ("knowing how") through repeated practice and cognitive automation [2].

Ahmedova asserts that integrating cognitive principles into language teaching enhances learners' analytical skills and metalinguistic awareness. Activities such as grammatical inference, text interpretation, and cross-linguistic comparison engage the learner's higher-order thinking processes, thereby promoting meaningful and lasting acquisition of linguistic patterns [1].

This approach aligns with constructivist pedagogy, which posits that language knowledge cannot be transmitted passively but must be constructed through reflection, hypothesis testing, and self-regulation [17]. Consequently, the cognitive approach not only develops linguistic accuracy but also cultivates the learner's intellectual capacity to process, analyze, and creatively use language—a crucial factor in achieving deep linguistic competence.

The competency-based approach (CBA) represents a significant evolution in modern educational theory, focusing on outcomes, performance, and applicability of knowledge in real-life contexts. Competency-based education (CBE) aims to ensure that learners can do something with the language rather than merely know about the language [13].

Richards and Rodgers describe CBE as "an outcome-oriented model linking instruction to real-world communicative tasks" [13]. In this model, learning objectives are articulated in terms of *competencies*—observable abilities that integrate knowledge, skills, and attitudes. For language learning, this translates into developing communicative effectiveness, intercultural sensitivity, and problem-solving ability in authentic contexts [3].

Ahmedova [1] underscores that in language education, the competency-based approach ensures the practical application of linguistic knowledge. Rather than focusing solely on grammatical precision, students are guided to perform communicative tasks such as writing academic essays, giving presentations, or participating in workplace discussions. This approach reinforces the transferability of linguistic competence to professional and social spheres.

Moreover, competency-based frameworks align with international standards such as the Common European Framework of Reference for Languages (CEFR), which defines language proficiency through descriptors of communicative ability [3]. CBA thus supports the principles of lifelong learning and employability, preparing learners for real-world communication while maintaining a high standard of linguistic competence.

The differential approach (DA) arises from the recognition of individual learner diversity as a natural and valuable feature of the educational process. It builds upon theories

of individual differences in second language acquisition [7] and aims to adapt instruction to each learner's aptitude, motivation, learning style, and cognitive profile.

Tomlinson defines differentiation as "adapting content, process, and product according to students' readiness, interests, and learning profiles" [13]. In language education, differentiation allows instructors to tailor input and tasks—through varied texts, assignments, and levels of scaffolding—so that each student progresses at an optimal rate.

Ahmedova [1] emphasizes that the differential approach fosters inclusivity and personalization in the classroom. It provides every learner, regardless of initial proficiency, with equitable opportunities to develop linguistic competence. For example, advanced learners might engage in project-based communicative tasks, while beginners receive guided input through structured dialogues or visual aids. From a psychological perspective, differentiation enhances motivation, self-efficacy, and emotional engagement—factors that Dörnyei identifies as central to successful language acquisition [7]. When instruction aligns with individual learning needs, students experience greater confidence and ownership of their learning process, leading to more sustainable linguistic growth.

The differential approach, therefore, operationalizes the humanistic principle that every learner is capable of linguistic development if instruction is appropriately adapted. It complements other approaches by ensuring that the communicative, cognitive, and competency-based elements of teaching are responsive to learners' personal trajectories.

In sum, these four approaches form a comprehensive didactic model that addresses the multifaceted nature of linguistic competence. The communicative approach emphasizes interaction and

fluency; the cognitive approach promotes understanding and reflection; the competency-based approach ensures applicability and performance; and the differential approach guarantees inclusivity and personalization. Ahmedova's didactic interpretation successfully integrates these dimensions, offering a scientifically grounded methodology for the systematic formation of linguistic competence in contemporary education.

The integration of communicative, cognitive, competency-based, and differential approaches within a coherent didactic framework enables a multidimensional and holistic process of linguistic competence formation. Each approach represents a distinct pedagogical dimension that, when systematically combined, creates a synergistic learning environment in which language acquisition is not only effective but also personally meaningful. From a didactic perspective, such integration ensures that language teaching moves beyond fragmented techniques toward an interconnected system where theoretical principles, methodological strategies, and learner needs are harmoniously aligned [1].

The communicative approach serves as the functional core of this framework, emphasizing authentic language use and interactional practice. It enables learners to apply linguistic forms in socially meaningful contexts, thereby fostering both fluency and pragmatic awareness [7]. The cognitive approach, on the other hand, provides the intellectual foundation by promoting reflective engagement with linguistic phenomena. Through metalinguistic analysis, problem-solving, and hypothesis formation, learners consciously internalize grammatical and lexical structures [11].

The competency-based approach ensures practical applicability by connecting linguistic learning outcomes with real-world

communicative performance. It emphasizes demonstrable skills, transferability, and the integration of linguistic, sociocultural, and professional competencies [12]. Finally, the differential approach functions as the humanistic and inclusive component, acknowledging learners' individual differences in aptitude, motivation, and learning style [13]. By adjusting content, pace, and learning modality, differential instruction sustains motivation, promotes self-efficacy, and ensures equitable access to language mastery.

Ahmedova's [1] theoretical synthesis effectively unites these approaches within a didactic system grounded in systematicity, coherence, and adaptability. Her model reflects a shift from methodological pluralism—the coexistence of diverse methods—to didactic integration, where different pedagogical principles mutually reinforce one another in pursuit of a shared goal: the development of comprehensive linguistic competence. This integrated approach aligns closely with global trends in 21st-century education that emphasize learner autonomy, metacognitive awareness, and technological adaptability [20].

Recent advances in digital pedagogy further enhance the implementation of such an integrated framework. The proliferation of online platforms, mobile-assisted language learning (MALL), and artificial intelligence (AI)-based adaptive systems has transformed the landscape of language education [9]. These technologies provide individualized feedback, personalized learning trajectories, and real-time performance analytics—features that operationalize differential instruction and competency-based evaluation. For example, AI-driven platforms such as intelligent tutoring systems can diagnose learners' linguistic gaps and adapt content dynamically, thus embodying both the

cognitive and differential principles of Ahmedova's model.

Moreover, digital tools facilitate communicative and collaborative learning through interactive simulations, virtual exchanges, and project-based tasks, allowing students to practice language in authentic social and intercultural contexts. Such digital affordances mirror the communicative and competency-based objectives of linguistic competence development. As Warschauer and Kern observe, "digital literacy has become inseparable from linguistic literacy," indicating that the modern language learner must acquire not only linguistic knowledge but also technological competence to communicate effectively across multimodal digital environments [20].

Thus, the integration of communicative, cognitive, competency-based, and differential approaches within a digitalized didactic framework represents a transformative paradigm in linguistic education. It reflects the transition from traditional instruction toward adaptive, learner-centered, and technology-enhanced learning ecosystems. This convergence of pedagogical and technological innovation provides optimal conditions for developing linguistic competence that is not only grammatically precise and communicatively effective but also socially relevant and digitally empowered.

The formation of linguistic competence constitutes one of the most pressing objectives of contemporary language education. As the 21st century redefines communicative practices through globalization and digital transformation, the ability to use language effectively, appropriately, and creatively becomes a critical marker of academic and professional literacy. The theoretical evolution from Chomsky's [5] linguistic competence to Hymes's [10]

communicative competence and, more recently, Ahmedova's [1] didactic competence model signifies a paradigm shift from abstract linguistic theory toward applied, learner-centered, and pedagogically integrated frameworks.

The present study demonstrates that the integration of communicative, cognitive, competency-based, and differential approaches offers a multidimensional pathway to linguistic competence development. Each approach, while independently valuable, addresses a specific dimension of the learning process. The communicative approach emphasizes authentic language use, interaction, and pragmatic fluency; the cognitive approach strengthens learners' analytical and reflective engagement with linguistic phenomena; the competency-based approach ensures the functional applicability of language skills in real-world contexts; and the differential approach guarantees inclusivity, personalization, and sustained motivation.

By synthesizing these approaches within a didactic system, Ahmedova [1] provides a unified theoretical foundation that transforms linguistic competence from a static concept into a dynamic, evolving construct shaped by communication, cognition, performance, and individualization. This synthesis aligns with contemporary global trends emphasizing learner autonomy, metacognitive awareness, and lifelong learning. In particular, the integration of these principles into digital learning environments—through mobile technologies, AI-driven adaptive systems, and multimodal learning platforms—enhances their practical applicability and relevance in modern pedagogy [20].

Furthermore, the digitalization of language education introduces new opportunities for operationalizing didactic principles in flexible, data-driven, and learner-

responsive formats. Adaptive technologies embody the cognitive and differential approaches by personalizing instruction according to each learner's progress and needs, while online collaboration tools and virtual simulations reinforce communicative and competency-based objectives. Consequently, linguistic competence in the digital age extends beyond grammatical accuracy and communicative appropriateness—it encompasses digital literacy, intercultural awareness, and strategic adaptability.

Conclusion. In conclusion, linguistic competence should be conceptualized as a comprehensive, integrative construct that unites linguistic knowledge, communicative functionality, cognitive insight, and personal growth within a systematically organized educational process. Ahmedova's didactic interpretation, when applied through modern digital technologies, offers a scientifically grounded and practically feasible framework for developing language learners who are not only linguistically proficient but also cognitively active, socially engaged, and technologically empowered. Such an approach ensures that language education in the 21st century fulfills its ultimate mission: preparing learners to participate meaningfully, confidently, and responsibly in an increasingly interconnected and multilingual world.

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Challenges of translating geological terminology from English into Uzbek: polysemy and typological divergence

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Abstract

The translation of geological terminology from English into Uzbek poses complex challenges that extend beyond word-for-word equivalence. Central to this complexity is the phenomenon of polysemy, where a single term acquires multiple meanings across scientific, technical, and everyday domains. Terms such as deflation, cirque, cleavage, and fault exemplify the semantic ambiguity that can arise when disciplinary contexts are not adequately considered. Furthermore, typological differences between languages, such as the SVO word order in English and the SOV order in Uzbek, increase the syntactic and semantic adaptation required in translation. These issues highlight the importance of systematic lexicographic research, the compilation of bilingual and explanatory dictionaries, and the standardization of scientific terminology through collaboration among linguists, geologists, and translators. By addressing polysemy and linguistic typology, translators can ensure semantic accuracy, disciplinary consistency, and the integration of Uzbek scientific discourse into the global academic community.

Keywords. Geological terminology; translation studies; polysemy; typological divergence; Uzbek language; semantic accuracy; lexicography.

The translation of geological terminology from English into Uzbek cannot be limited to a mechanical word-for-word process. Instead, it requires a nuanced approach grounded in deep familiarity with geology, awareness of linguistic structures, and creativity in adapting or coining terms to adequately reflect scientific precision [7]. The translator must navigate complex intersections of language and science, where a single term may carry multiple meanings across disciplines, thus creating risks of misinterpretation.

A primary challenge is polysemy, whereby a term acquires divergent meanings in different domains. Terms such as *coagulation* (*koagulyatsiya*), *inversion* (*inversiya*), *absorption* (*absorbsiya*), and *deflation* (*deflyatsiya*) are employed not only in geology but also in medicine, chemistry, physics, economics, and even art. For instance, *deflation* in geology refers to the erosion of land surfaces by wind, while in economics it denotes a reduction in

the general price level of goods and services. Without contextual awareness, such terms may yield mistranslations that obscure the intended scientific meaning [5]. Another illustrative case is the English term *cirque*, a geomorphological formation resulting from glacial erosion. Its Uzbek equivalent, *amfiteatr*, typically evokes images of theaters or architectural structures. Unless clarified through explanatory translation, this semantic mismatch risks confusion, as the cultural associations of *amfiteatr* diverge from its scientific application [9].

Similarly, *cleavage* exemplifies disciplinary divergence. In geology, it denotes the splitting of minerals along crystallographic planes. In English biology and medicine, however, it refers to cell division and anatomical features. In Uzbek, the geological term *klivaj* is used exclusively in geology, whereas embryology employs *parchalanish* or *maydalanish*. This separation highlights the importance of

terminological consistency within and across disciplines [8].

Borrowed terms also reveal inconsistencies. The French-derived *defile* denotes narrow mountain passes in geology and geography. In English, it is broadly applied in both fields, yet in Uzbek its use is restricted primarily to geography. Similarly, *yielding*, which in English describes fluids emerging from drilling wells, mines, or springs, is also applied in engineering and construction. In Uzbek, however, its cross-disciplinary usage remains limited, leading to potential inconsistencies in professional discourse.

Further examples illustrate the same tendency. The English term *fault* denotes fractures in the Earth's crust in geology, but in everyday English it means "mistake" or "responsibility." If translated literally into Uzbek without scientific clarification, it could be misinterpreted as *ayb* instead of the geological term *yoriq*. Likewise, *plate* may signify tectonic plates in geology, a flat dish in everyday usage, or even a component in engineering, underscoring the critical role of context [6].

These examples demonstrate that the challenges of translating geological terms extend beyond lexical equivalence. They involve issues of semantic accuracy, cross-disciplinary consistency, and cultural associations. Addressing these issues requires systematic lexicographic research, the compilation of bilingual and explanatory dictionaries, and the establishment of standardized terminology through collaboration among geologists, linguists, and translators. Such initiatives will enhance semantic fidelity, support terminological standardization, and ensure that Uzbek scientific discourse remains aligned with international practices [7].

A central issue in the translation of scientific and technical texts is the problem of polysemy, i.e., the presence of two or more meanings within a single terminological

system. According to linguistic theory, distinguishing between polysemous and unambiguous (monosemous) terms is essential in maintaining semantic accuracy during translation [6]. For instance, the English word *coal* (Uzbek: *toshko'mir*) functions as a polysemous term: in petrography, it is defined as a type of rock, whereas in mining it is categorized as a mineral. Without proper contextual interpretation, the translated term may fail to capture its precise disciplinary meaning. Another illustrative case is the term *weathering* (*nurash* or *eroziya*). In petrography, it denotes the destruction of rocks by wind-blown mineral particles; in mining, it is similarly applied to erosion processes. However, in military terminology, the same word is polysemously extended to mean "degasation," i.e., damage from chemically harmful or explosive substances. This multiplicity of meanings shows that polysemous terms require careful contextualization in the translation process [7].

Polysemy is not limited to geology. For example, the English term *cleavage* can refer to the splitting of crystals in mineralogy, the process of cell division in biology, and even stylistic phenomena in cultural studies. Translating *cleavage* into Uzbek (*klivaj*) works in geology, but in biology Uzbek employs *parchalanish* or *maydalanish*. This divergence demonstrates how polysemous terms create challenges in maintaining semantic fidelity across disciplines [1].

Alongside polysemy, typological differences between languages also play a crucial role in translation. Comparative typology has classified world languages according to their syntactic word order. For instance, Turkic languages such as Uzbek are generally characterized by SOV (subject–object–verb) word order, whereas Indo-European languages like English and

Russian typically follow SVO (subject–verb–object). Certain African languages even display OVS (object–verb–subject) order [2].

The degree of similarity in word order often determines the relative ease of translation. For example, English and Russian, both belonging to the Indo-European family, share a relatively similar SVO structure. Thus, geological sentences in English, such as "*Weathering destroys rocks through chemical processes*," correspond quite closely to Russian syntax: "*Выветривание разрушает породы через химические процессы*." This structural proximity facilitates translation between the two languages.

By contrast, translating the same sentence into Uzbek requires structural reorganization due to its SOV typology: "*Kimyoviy jarayonlar orqali nurash jinslarni yemiradi*." Such differences demand a higher level of syntactic and semantic adaptation from the translator [9].

Therefore, both polysemy and typological divergence underscore the complexity of translating geological terms. Effective translation requires not only terminological precision but also a deep awareness of linguistic systems, contextual factors, and disciplinary conventions.

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Energy, Nitrogen And Mineral Matters Exchange In The Body Cell Of Broiler Chickens

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Abstract

Broiler mineral in nutrition and local probiotic from bacteria use metabolic energy indicators positive effect shows. Food of nitrogen metabolism and assimilation to do indicators different different eating of factors to the metabolism of the body as a whole effect determined.

Keywords: probiotics, nitrogen, energy, storage, minerals, broiler, chicks, live weight, growth and bacteria.

Introduction. Relevance of the subject.

As noted by our honorable president, the rapid development of the poultry sector in our country, the introduction of modern and innovative methods, the increase in the volume of production and the expansion of the types of products, as well as the continuous supply of the population with high-quality and cheap eggs produced in local conditions and nutritious meat products are the main is one of the tasks. Scientific and technical progress in poultry depends on many organizational-economic, informational-methodical, social-psychological and economic factors that determine production efficiency.

In order to ensure food security in our republic, as well as to develop poultry farming and further strengthen the network's feed base, as well as to support business entities in the field of poultry farming:

The Veterinary and Animal Husbandry Development Committee of the Ministry of Investments and Foreign Trade and the "Poultry Industry" association should develop project proposals for attracting foreign investment in the poultry industry within one month and cooperate with business entities in developed foreign countries until January 1, 2022. ensure the implementation of projects in the field of breeding and fodder in the republic. In our country, consistent measures are being

taken to develop the poultry sector and to increase the volume and variety of ready-made products for export, as well as to provide the population with locally produced high-quality and cheap poultry products.

there are a number of problems that prevent further rapid development of the sector, including the introduction of modern technologies, modernization of the production process, and expansion of the export of finished poultry products.

Research goals and tasks. The purpose of the thesis is to study the effect of probiotic bacteria strains on the digestibility of broiler chickens as a feed additive. To achieve the goal of the research, the following tasks were defined:

1. Keeping and feeding conditions of broiler chicks and chick room studying the microclimate ;
2. To study the live weight and growth dynamics of broiler chicks during the use of probiotics ;
3. Broiler chickens of probiotics of meat biochemical and mineral content study;
4. When probiotic bacteria are tested in broiler chickens, their metabolism, internal organs and of tissues change study;
5. Broiler chicks mine results and economic efficiency study.

The object of the study: The object of the study is a local probiotic consisting of bacteria belonging to the genera

Lactobacillus and Bifidobacterium bacterial nutrient supplement.

The subject of the research: broiler chickens in the poultry sector for meat.

Animals in the body happen to be metabolic of processes the most important from the features one this metabolic from energy use efficiency.

Results. Research to the results according to, gross of energy the lowest level Control of the group main ration in feeding that it was was determined. So first experience group with compared to this the difference

is 0.5 MJ or 0.91 %, the second experience group with - 2.4 MJ or 2.4 % organize did That's it to emphasize must be local probiotic drug to the ration addition input this the indicator is 99.1 Up to MDj / head to increase help gave Control and the first of groups broilers with in comparison 5 ml of probiotic acceptance did experimental chicks and enzyme- Probiotic drug in feeding together use food with gross energy spending suitable 1.9 respectively and by 2.4% increased (Table 1.).

Table 1.Experience during broiler in the organism energy balance (age), g/head/ day

Indicators		Groups (M±m)					
		Control		1 experience		2 experiences	
		$\bar{X} \pm S \bar{x}$	Cv, %	$\bar{X} \pm S \bar{x}$	Cv, %	$\bar{X} \pm S \bar{x}$	Cv, %
YaE MDj / head		98.6±0.29	0.3	99.1±0.36	0.4	101,1±0.32	0.3
Trash with energy loss, (YaE from)		30.5±0.2	0.7	30.8±0.2	0.6	31.2±0.1	0.3
Exchanger energy M Dj / head		68.5±0.27	0.4	68.6±0.26	0.4	69.5±0.25	0.4
Heat work release with energy loss		54.2±0.5	0.9	53.7±0.4	0.1	53.0±0.2	0.04
Pure energy	MDj / head (YaE from) %	15.1±0.13	0.9	15.4±0.12	0.8	16.0±0.11	0.7
		15.3		15.5		15.8	

Next calculations that's it showed that it is rubbish with energy the loss of eating factors looking difference does With that together, gross to calculations according to them to the ration local probiotic of bacteria in a volume of 5 ml one to the head to water including 31.2 percent, local probiotic of bacteria addition as a volume of 2 ml adding 30.8 percent when used organize did.

Broiler mineral in nutrition and local probiotic from bacteria use metabolic energy indicators positive effect showed. Control group experience to the group addition of probiotic 2 ml in the body metabolic energy value of 68.6 MJ increased this control of the group similar by 0.14% of their values increased With that

together with Probiotic 5 ml supplement the addition of this value up to 69.5 MDj /head increased this another to groups compared to 1.3-1.4 percent high.

Heat work release with energy losses control experience in the group the most important became - ration gross 54.2 % of its energy. For now this the first of the group similar by 0.5 % of the value, the second to 1.7% of the group increased.

Pure of energy the most big value the third group in chickens work stored in the release -16.0 MJ, this the first of the group similar from the indicator high - 5.9%, second group - 3.9%. group efficiency let's go gross energy indicators, then all it is 0.3-0.5%

difference in groups with almost one different was.

Nitrogen and minerals exchange. Food of nitrogen metabolism and assimilation to do indicators different different eating of factors in general organ- lower metabolism effect determination for important.

Experienced broilers by from energy in use we installed features and nitrogen exchange for characteristic was. These are broilers to the body food with nitrogen delivered to give level and plastic metabolism of processes next process with was determined (Table 2).

Table 2. Chickens nitrogen balance (age), g/head/ day

Indicator	Groups (M±m)					
	Control		1 experience		Experiment 2	
	$\bar{X} \pm S \bar{x}$	Cv, %	$\bar{X} \pm S \bar{x}$	Cv, %	$\bar{X} \pm S \bar{x}$	Cv, %
Foods with acceptance done	4.63±0.11	2.4	4.6 ±0.08	1.7	4.67±0.10	2.1
Trash with out gone	1.24±0.09	7.3	1.57±0.09	5.7	1.13±0.03	2.6
Digestion delayed	3.29±0.08	2.4	4.03±0.11	2.7	3.54±0.07	2.0
Acceptance of those made used	55,2 ±0,12	0.2	67.9±0.10	0.1	76,8±0,10	0.1

So doing research to the results according to the first group broilers by food with food of substances increase and their to the body nitrogen delivered to be given note done. This indicator according to difference second experience group control to the group compared to 21,4 % the first experience to the group compared to 9,1 % organize did.

Second experience in the group nutrients with of nitrogen high level to be provided his secretion garbage with increased. 1.6 g /cap/day per day, control of the group while increased left - by 26.6% (p<0.05), the first experience - by 38.9% (p<0.05).

With that together, in the ratio local probiotic of bacteria in a volume of 5 ml use this of

the element control to the group relatively garbage with allocation of 8.9% to the first relatively and by 28.0% decreased (p<0.05).

Local probiotic bacteria 2-5 ml/ head experience chicks feed as well as control to the group relatively nitrogen by 7.6 % to increase take came.

As a result, the second control group chicks (75.8 %) are accepted done food from nitrogen the most efficient is considered. Second experience in the group, the rest with comparison on, this the indicator was lower by 0.7-3.9 % but nutrients with big in quantity consumption because of his to the body absorption high it has been.

Table 3. Economic efficiency of the experiment

T/r	Indicators	Groups		
		Control	Experiment 1	Experiment 2
1	Initial head number of chicks	100	100	100
2	Number of heads at the end of the experiment	95	98	98
3	Initial (1 day) live mass, g	39	39	39
4	Live weight at 35 days, g	2768	3036	3206
5	Absolute growth from 1 head chick, 1 g	2729	2997	3167

6	Live mass of meat grown by groups, kg	279,53	297,53	314,19
7	Slaughter yield by groups, %	72	73,5	81,8
8	Meat in slaughter weight grown by groups, kg	148,96	225,89	276,75
9	the cost of 1 kg of meat is 15,370 soums, the total cost of grown meat, soums	2289515	2789515	2939515
10	the purchase price of 1 kg of meat is 22,600 soums, then the profit from the sale of cultivated meat, soums	3366496	4698314	6254550
11	Net profit by groups, soums	1076981	1908799	3312035
12	Rate of return, %	32	40,6	53,1

Therefore, the control group broiler chicks during the period of growth up to 3 5 days of probiotic If we look at the effectiveness of the use of bacteria , it is known that the yield rate was 32 % in the chickens in the control group fed on the farm ration, while the probiotic in the ration Experiment 1 with bacteria in the group 2 ml of probiotics in the diet the rate of profitability in chickens with bacteria is 40.6 % and 5 ml probiotic in the diet of experimental group 2 in chickens with bacteria, the yield rate was equal to 53 %

Conclusion. In experience of chicks in the body nitrogen balance analysis so, his the most high digestion indicator second group experience of chicks in the body note done we emphasize - 4.03 g/head/ day per day. With that together, control to the group relatively the difference is 22.5 % ($p<0.05$), the first experience from the group and 13.8 % organized.

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Teaching Methods And Educational Textbooks In Jadid Schools

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Abstract

This article discusses the teaching methods applied in the usul-i jadid (new-method) schools established by the Turkestan enlighteners at the end of the 19th and the beginning of the 20th centuries. It describes the stages of organizing these schools, the instructional forms implemented at each stage, as well as the condition and content of the textbooks used by the enlighteners for teaching.

Keywords: Kalam al-Sharif, usul-i jadid, qozikhana (traditional school), Gasprinskiy, Saidrasul Aziziy, Ismail Gasprinskiy.

At the end of the 19th and the beginning of the 20th centuries, reform movements in the field of education began to emerge in the Muslim regions under Russian rule. As is well known, these movements came to be recorded in history under the name “*Usul-i Jadid*” (the New Method). The enlightened supporters of this movement, known as the *Jadids*, sought to introduce certain reforms in schools and madrasahs that would align with the spirit of the time while preserving national identity.

These reforms included the development of unified curricula and textbooks for schools, the teaching of secular subjects—such as history, geography, arithmetic, and natural science—alongside religious disciplines, reducing the dominance of religious authorities, and ensuring that qualified teachers conducted instruction. The Jadid movement also aimed to organize the educational process based on the European model, which implied creating and teaching textbooks in the native language, and incorporating foreign languages (especially Russian) as well as secular sciences into the curriculum.

The enlightened *Jadids*, who clearly understood the necessity of such reforms, took the initiative to launch this educational movement.

In a letter addressed to F. Kerensky, Chief Inspector of Schools of the Turkestan

Region under the Minister of Public Education, it was stated that any local resident wishing to establish a school must first accept Russian citizenship, obtain a primary school teacher's certificate from the education department, and receive permission to teach according to their proposed school plan and to conduct administrative affairs within the department. Permission to open private schools was thus granted under various conditions, including information about the age and number of pupils, the location of the school, and the subjects to be taught.

However, such educational institutions were allowed to operate only in cities where learning the Russian language was mandatory. Although the Directorate of Educational Institutions of the Turkestan Region had not developed a separate regulation concerning the establishment of new-method (*usul-i jadid*) schools, Tsarist officials managed these schools based on the existing rules governing confessional (traditional religious) schools. Consequently, proposals to open new-method schools could only be implemented through petitions submitted to local educational departments.

The foreign researcher S. Chatterjee, in his analysis of educational reforms in Central Asia, emphasized that the activities of the *Jadids* in the field of educational reform

were carried out with consideration for the region's historical and cultural roots. According to him, during this period, the influence of Islam on education had significantly declined; Islamic subjects were mainly assigned moral and ethical functions, while the main focus of education shifted toward mathematics, foreign languages, philosophy, and practical disciplines such as calligraphy [4].

The *Jadid* schools were primarily elementary institutions, though in some cases they included a two-stage system of education. The *usul-i jadid* schools established across the region were not unified under a single central authority; therefore, they lacked a standardized curriculum, teaching methodology, or a common syllabus. Each school's organization and instruction were largely based on the founder's personal knowledge and experience.

For example, in the school founded by one of the leading *Jadid* educators, Mahmudkhoja Behbudi, instruction was carried out in two stages: the first stage was the *ibtidoiy* (elementary) level, and the second was the *rushdiya* (secondary) level. Each stage consisted of four grades, making a total of eight classes.

In the first year of the *ibtidoiy* stage, students were taught to read and write in Persian and Arabic scripts, memorized surahs from the Qur'an, and studied basic arithmetic. In the second year, lessons in *haftiyak* (weekly readings), faith (*iman*) and belief (*i'tiqod*) were introduced, alongside poetry and qasidas in Persian, Turkic, and Arabic. In the third year, students studied the Holy Qur'an, Islamic worship (*ibodat*), *tajwid* (rules of Qur'anic recitation), moral lessons from Sa'di's works, and received thorough instruction in Persian and Turkic languages, which included essay writing. Arithmetic lessons continued, with additional instruction in calculation, distribution, and record keeping.

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In the fourth year, subjects included *Kalam al-Sharif* (Islamic theology), advanced *tajwid*, Persian and Turkic prose and poetry, ethics, Turkic and Persian languages, arithmetic, history, and geography.

Students who completed this level of education acquired basic knowledge and, if they wished, could continue their studies in the second stage (*rushdiya*). They were also qualified to work in positions requiring elementary educational competence. However, the subjects taught in the second stage—the *rushdiya* level—were more advanced and the learning process was of a deeper and more analytical nature compared to the elementary stage.

For instance, in the *rushdiya* section of Mahmudkhoja Behbudi's school, the first-year curriculum included Arabic language, geography, oral composition (*shifohiya*), Persian language, concise translation exercises (*tarjima jumla mukhtasar*), the *History of the Prophets* (*Tarikh-i Anbiya*), Islamic history, Sa'di's *Gulistan*, and the Turkic language.

In the second year of study, subjects such as Arabic language, oral composition (*shifohiya*), history, Islamic studies, ethics, Turkic language, arithmetic, and Persian writing were taught. In the third stage, students studied Arabic, arithmetic, penmanship, history, Turkic language, and Russian. In the fourth year, the curriculum included Arabic, Russian administrative correspondence (*qozikhona* writing), Turkic language and literature, health and hygiene, "School and Life," "Morality Without Love and Affection," and many other lessons related to everyday life [7].

The schools established by the *Jadids* were open to all social strata. The lessons were organized in accordance with European educational standards, while maintaining national and religious values. At the same time, special attention was given to the teaching of modern sciences.

For the newly established *usul-i jadid* schools, there were no libraries or printing houses to supply textbooks. Moreover, it was inconvenient to use textbooks published in other countries, such as those in Tatar or Kazakh. Therefore, the authors of teaching manuals and textbooks for these schools were the *Jadid* enlighteners themselves, who guided both instruction and the organization of lessons.

In 1898, Ismail Gasprinski published the book "*Rahbariy Muallimin yoki Muallimlarga Yo'ldosh*" (*Teacher's Guide or Companion for Teachers*) at the *Tarjimon* printing house. The book served as a manual for teachers of the new-method schools. In it, Gasprinski outlined the organization of *usul-i jadid* schools, their instructional processes, and the differences between the new and old methods. He emphasized: "*It is necessary to enhance the competence of teachers and to reform the old-method schools for the benefit of the nation. For this, everyone must acknowledge that the new method is superior to the old one in every respect.*"

"We had never realized until now how much precious time we had wasted in the old schools. Of course, this was not our fault. But now that we understand the reasons and have gained confidence in the superiority of the new method over the old, to ignore all of this would be a great sin before God and before the nation," Ismailbey remarked.

In this manual for teachers, Gasprinskiy thoroughly outlined the principles of the new method, enumerating them in detail. The educational process was to be conducted continuously and systematically according to the following guidelines: a maximum of 30 students per class; grouping students by proficiency levels; admitting students twice a year, at the beginning and middle of the academic year; opening new classes for newly admitted students; 4–5 hours of lessons per day; 6 school days per week;

10-minute breaks between lessons; preparing a timetable covering various subjects; avoiding overloading students with memorization of different texts, and so on.

To facilitate the practical application of the *usul-i jadid*, Gasprinskiy prepared and published textbooks for primary classes. The textbook he created consisted of four parts, arranged progressively from simple to complex. Each lesson built on the previous one, making it easier for students to grasp the material. Overcoming Islamic conservatism, Gasprinskiy included illustrations of objects, animals, birds, and insects to make each topic more comprehensible to children. This textbook was titled "*Xo'jai Sibyon*". On the cover, a large inscription read: "*Parents are responsible for the illiteracy of their children.*"

The first part of the textbook begins with the alphabet. Once students are familiar with letters, the teacher demonstrates writing techniques. Students learn reading and writing simultaneously. To aid memorization, each letter is written in large print and accompanied by a picture of an object or animal that begins with that letter. There are 27 dedicated lessons for learning the alphabet. After mastering all the letters, students proceed to reading short stories. Upon completing the stories, they begin learning the basics of Arabic, which is taught in 13 lessons.

The second part of the textbook carries the inscription on its cover: "*A Special Textbook for Learning the Turkic Language.*" This section begins with the topic "*Mother Tongue and Basics of Arabic.*" The author emphasizes that children must fully comprehend the given texts, not just read them superficially.

The third part is titled "*Teaching Reading and Useful Messages.*" For reading practice, the following texts are recommended: "*Crimea,*" "*Peoples of the*

World,” “*Trust*,” “*Morality*,” “*The Shepherd’s Daughter*” (poem), “*The Donkey and the Nightingale*,” “*The Ant and the Grasshopper*,” “*The Hardworking Child*,” “*From the History of Russia*,” “*Volcano*,” “*The Fox and the Crane*,” “*The Crimean Khanate*,” “*Two Russian Children*,” “*A Voyage by Boat*,” “*We Must Learn*.”

The fourth part bears the same title as the previous one and includes the following texts: “*The Green Island of Crimea*” (poem), “*The Captive and the Lion*,” “*Two Great Poets*” (Navoi and Pushkin), “*The People of Russia*,” “*From the Northern Countries*,” “*The Sea and Its Waves*,” and “*Hoja Nasreddin*” (jokes) [2].

At the beginning of the 20th century, there were more than ten alphabet textbooks in Uzbek for the new-method schools. Among the most popular were Munavvarqori Abdurashidxonov’s “*Adibi Avval*” (1907), Abdulla Avloni’s “*Birinchi Muallim*” (1912), Rustambek Yusufbek’s “*Ta’limiy Avval*” (1912), Muxtor Bakir’s “*Savod*” (1913), and Saidrizo Alizoda’s “*Birinchi Yil*” (1917). These textbooks, widely used in Uzbek-language new-method schools in Turkestan, were written according to the new teaching method, *usuli savtiya*. The first work written in this method was “*Ustodi Avval*”, authored by Saidrasul Aziziy from Tashkent.

The textbook was designed in a pedagogical and literary style, intended for first-grade students. “*Ustoz Avval*” can be conceptually divided into three groups:

1. Stories and poems authored by Saidrasul Aziziy, including: “*Cleanliness*,” “*Respect for Mother*,” “*The Wise Son*,” “*The Fool*,” “*Ignorance*,” “*The Way of the Snake*,” and “*Several Friends Made by Strangers*.”
2. The second group includes stories written using Eastern sources, such as classical Uzbek literature and examples of oral folk creativity: “*School*,” “*Rude*,” “*Beggar*,” “*The Wise Man*,” “*Character and Manners*,” “*Knowledge*,” “*Virtue*.”

3. Translations from classical Russian literature also occupy an important place in the textbook, including: “*The Fox and the Grape*,” “*The Village and Its Child*,” “*The Lying Shepherd*,” and “*Motherland Russia*” [3]. A careful examination of this textbook reveals a remarkable blend of personal creativity, national identity, and relevance to contemporary times.

Another bright figure among the Jadid reformers, a founder of the *usuli jadid* school, teacher, and textbook author, was Abdulqodir Shakuri. His student from Samarkand, Ismatullo Rahmatullo, authored the textbook “*Alifbe Ta’limi*” (Teaching the Alphabet), which consists of 46 pages and is designed for 90 hours of lessons. For many years, this textbook served as a useful and meaningful guide for literacy in Uzbek and Tajik languages written in the Arabic script.

On the cover of the book, the following statements are written in large letters: “*The sin of an ignorant child lies on the parents. Knowledge is light; ignorance is darkness.*” Through their textbooks, the Jadids promoted the idea of educating the people, spreading enlightenment, and seeking paths to progress. They emphasized that one of the parents’ duties is to encourage their child to study and increase literacy.

The textbook begins with easy-to-learn sounds and letters and gradually moves on to more complex texts. The alphabet is divided into three sections. Initially, the forms of letters in the old Uzbek script (based on Arabic script) at the beginning, middle, and end of words are presented. Each letter is supplemented with words and phrases for reinforcement. From page 10 (lesson 26), small sentences are introduced for the students [6].

Moreover, the textbooks being created paid special attention not only to explaining general rules in a simple way but also included short moral-educational poems and stories.

Another key figure in the Jadid school reform movement, who firmly embarked on school reform and is revered as “*the father of Central Asian Jadids*,” was Mahmudxo‘ja Behbudiy.

Through his efforts, in 1903 new schools were established around Samarkand in the villages of Halvoysi (S. Siddiqiy) and Rajabamin (A. Shakuriy). The writer (Mahmudxo‘ja Behbudiy) began creating textbooks for these schools and subsequently became the author of several works, including “*Risolayi asbobi savod*” (1904), “*Risolayi jug’rofiyayi umroniy*” (1905), “*Risolayi jug’rofiyayi Rusiy*” (1905), “*Kitobatul aftol*” (1908), “*Amaliyoti Islom*” (1908), and “*Tarixi Islom*” (1909) [1].

Munavvar Qori Abdurashidxonov is considered among the early leaders of the Jadid reform movement. He laid the foundation for a two-year *Rushdiya* school, which was considered innovative at the time, and made education in these schools fee-based. Munavvar Qori

Abdurashidxonov himself developed curricula and textbooks for the Jadid schools. Among his works were:

- “*Adibi Avval*” – Alphabet textbook (1907)
- “*Adibi Soniy*” (1907) – Reading book
- “*Yer Yuzi*” (1908) – Geography textbook for grades 3-4
- “*Havoyiji Diniya*”, “*Til Saboqlari*” (1925) – language lessons
- “*Tajvid*” – rules for reading the Quran
- “*Sabzavor*” – literary collection

These textbooks were repeatedly published and widely circulated [1]. Between 1901 and 1917, each textbook was published at least two or three times, and some up to nine or ten times separately [5].

However, it is important to note that these achievements were not easily accomplished. At that time, the political climate made such extensive educational initiatives highly challenging and required significant courage. Munavvar Qori Abdurashidxonov and other Jadid

reformers faced opposition from two main sources: first, the colonial Soviet authorities, and second, some religious scholars who resisted modernization and innovation. Regardless of the intensity of these obstacles, the reformers anticipated such challenges in advance and carefully mapped out their strategy for educational and social progress.

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The Influence Of Anthropogenic Factors On The Agrochemical Properties And Fertility Levels Of Soils In Tashkent City And Region

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Abstract

The soils of the Tashkent region, primarily Serozems, constitute a critical natural resource for Uzbekistan's food security and ecological stability. However, this region simultaneously represents the nation's largest urban agglomeration and a historically intensive agricultural oasis, subjecting its soil cover to immense and conflicting anthropogenic pressures. This study provides a comprehensive assessment of the impacts of urbanization, intensive irrigated agriculture, and industrial activities on the key agrochemical properties and overall fertility of these soils. A stratified sampling methodology was employed, collecting topsoil samples (0-30 cm) from distinct land-use zones: urban (parks, residential), peri-urban (industrial proximity, small-scale farming), and rural (intensive agriculture). Samples were analyzed for core fertility indicators (humus, N, P, K), fundamental properties (pH, electrical conductivity - EC), and heavy metal contaminants (Pb, Zn, Cu, Cd). The results reveal two primary degradation trajectories. Rural agricultural soils exhibit significant fertility decline, characterized by humus depletion (averaging 1.1%) and pronounced secondary salinization (mean EC > 3.0 dS/m), driven by long-term monoculture and inefficient irrigation. Conversely, urban and peri-urban soils demonstrate severe technogenic contamination, with concentrations of Pb (up to 75.8 mg/kg) and Zn (up to 180.4 mg/kg) significantly exceeding background levels, primarily due to transport and industrial emissions. This research quantifies the divergent degradation pathways and underscores the urgent necessity for differentiated land management strategies to mitigate soil degradation, ensure food safety, and preserve the ecological functions of the soil cover in this vital region.

Keywords: Soil Fertility, Anthropogenic Impact, Agrochemical Properties, Serozems, Tashkent Region, Urban Soils, Salinization, Heavy Metal Contamination

1. Introduction

Soil, the unconsolidated mineral and organic layer of the Earth's crust, serves as the fundamental substrate for terrestrial life, underpinning global food production, regulating hydrological cycles, and acting as the planet's largest terrestrial carbon sink [1]. The sustainable management of this finite and non-renewable resource is, therefore, inextricably linked to human well-being and the achievement of global sustainable development goals, particularly those concerning zero hunger and ecosystem health [2]. However, across the globe, soil resources are facing unprecedented threats from a burgeoning

human population, rapid urbanization, and the intensification of agricultural systems. Anthropogenic activities are accelerating soil degradation processes such as erosion, salinization, nutrient depletion, and chemical pollution at rates that far outpace natural soil formation, compromising long-term productivity and ecological resilience [3]. This global challenge is particularly acute in arid and semi-arid regions, where fragile ecosystems are highly susceptible to anthropogenic disturbance and climatic variability.

Central Asia, and specifically Uzbekistan, epitomizes this challenge. The region is characterized by an arid continental

climate, where precipitation is scarce, and agricultural productivity is almost entirely dependent on extensive irrigation systems sourced from transboundary rivers [4]. This reliance has historically transformed vast desert landscapes into productive agricultural oases, but it has also created profound ecological vulnerabilities, most notably manifested in the Aral Sea desiccation crisis, a stark reminder of the consequences of large-scale, unsustainable anthropogenic intervention in water and land systems [5]. Within this context, the Tashkent region occupies a unique and critical position. It functions as the political, economic, and demographic heart of Uzbekistan, hosting the sprawling Tashkent metropolis, the largest city in Central Asia. Simultaneously, the surrounding Tashkent province, situated within the fertile Chirchiq-Ahangaran basin, is one of the nation's most important agricultural zones, historically responsible for a significant portion of its cotton, wheat, fruit, and vegetable production [6].

This juxtaposition of intense urbanization and intensive agriculture creates a complex nexus of competing pressures on a finite soil resource base. The soils of this region, predominantly classified as Serozems (gray desert soils) and their irrigated variants (Agro-irrigated soils), are naturally characterized by low organic matter content, high carbonate levels, and a neutral-to-alkaline reaction [7]. While potentially fertile when managed and irrigated correctly, they are exceptionally vulnerable to degradation. The expansion of the Tashkent agglomeration directly consumes vast tracts of valuable agricultural land through soil sealing—the irreversible covering of land with impervious surfaces like concrete and asphalt, which destroys all soil functions [8]. Concurrently, the remaining agricultural lands are subjected to decades of intensive farming, often characterized by cotton and wheat

monocultures, heavy reliance on mineral fertilizers, and, most critically, continuous furrow irrigation. This long-term irrigation, often practiced with inadequate drainage infrastructure, inevitably leads to a gradual rise in groundwater tables, triggering secondary salinization and waterlogging, which are the principal threats to soil fertility in arid regions [9, 10].

Furthermore, the Tashkent region is a major industrial hub, with significant metallurgical, chemical, and manufacturing centers located in cities such as Almalyk, Chirchiq, and Bekabad [11]. These industrial activities release a spectrum of pollutants, including heavy metals (e.g., copper, zinc, lead, cadmium) and acidic compounds, into the atmosphere, which are subsequently deposited onto surrounding soils, posing a direct threat to soil health, crop safety, and human well-being [12]. The combined and synergistic impacts of these multiple stressors—urban sprawl, agricultural intensification, salinization, and industrial pollution—create a complex degradation mosaic that is poorly understood in a holistic sense. While numerous studies have investigated isolated aspects, such as the salinization of specific irrigated plots [13] or heavy metal pollution near a particular industrial site [11], there is a discernible gap in the literature regarding a comprehensive, synchronous assessment of the agrochemical status of soils across the full urban-rural-industrial gradient of the Tashkent region. Understanding how these divergent anthropogenic factors (agricultural vs. urban) shape soil properties is critical for diagnosing the current state of soil health and formulating effective, targeted management policies.

Therefore, this research aims to provide a systematic evaluation of the influence of dominant anthropogenic factors on the key agrochemical properties and fertility levels of soils in Tashkent city and the surrounding region. The primary objectives are: (1) to

characterize and compare the current status of essential soil fertility parameters (humus, nitrogen, phosphorus, potassium), pH, and electrical conductivity (salinity) in soils under urban, peri-urban, and intensive rural-agricultural land use; (2) to quantify the extent of heavy metal (Pb, Zn, Cu, Cd) contamination in these distinct zones; and (3) to analyze these data to determine the specific degradation pathways associated with different anthropogenic activities and their implications for sustainable soil management. This paper is structured according to the IMRAD format, beginning with a comprehensive review of the existing literature, followed by a description of the methodology, a detailed presentation and analysis of the results, a discussion of their implications, and concluding with a synthesis of the findings and recommendations for future action.

2. Literature Review

A comprehensive understanding of the current state of soils in the Tashkent region requires a thorough examination of the foundational pedological literature, coupled with a deep dive into decades of research on the specific anthropogenic pressures that have shaped this landscape. The literature review is structured to first establish the baseline characteristics of the region's soils, followed by a systematic analysis of the impacts of the primary anthropogenic drivers: long-term irrigation, intensive agricultural practices, urbanization, and industrial pollution.

2.1. Pedogenesis, Classification, and Baseline Characteristics of Serozems

The foundational soils of the Tashkent oasis, and indeed much of Central Asia's irrigated plains, belong to the Serozem soil group, a term first introduced into the Russian classification system to describe the typical soils of sub-boreal deserts and semi-deserts [7]. These soils have formed primarily on loess and loess-like loam deposits, which define the geology of the

Chirchiq-Ahangaran basin [6]. The pedogenesis of Serozems is intrinsically linked to the arid continental climate, characterized by low annual precipitation (200-400 mm), high summer temperatures, and high potential evapotranspiration. Natural vegetation consists primarily of ephemeral and ephemeraloid species, which have a short life cycle in the cool, moist spring, contributing a relatively small amount of organic matter to the soil annually [14]. Consequently, natural or "typical" Serozems are fundamentally characterized by a very low humus content in the upper horizon, often ranging from just 0.5% to 1.5%. This humus is, however, well-distributed through the profile. A second defining characteristic is the high carbonate content (calcareousness) throughout the soil profile, often with a distinct horizon of calcium carbonate accumulation. This buffering capacity results in a soil reaction that is consistently neutral to slightly alkaline, typically with a pH ranging from 7.5 to 8.5 [7, 15].

The classification of Serozems has been a subject of extensive study by Russian and Uzbek pedologists, including prominent figures like Gerasimov and Rozanov. They are often subdivided into 'light' (svetly), 'typical' (obyknovenny), and 'dark' (temny) Serozems based on elevation and associated moisture regimes, with the Tashkent oasis predominantly featuring typical and light Serozems [15]. From an agricultural perspective, these soils, despite their low organic matter, possess favorable physical properties due to their loessial parent material, including good water-holding capacity and aeration when not compacted. However, the most critical transformation of these soils began with the advent of large-scale irrigation, which has been practiced in this oasis for millennia but was dramatically intensified during the 20th century [4]. This has led to the formation of what are termed "Agro-irrigated soils" or

"oasis-agricultural soils." These are essentially anthrosols, where human activity has been the dominant soil-forming factor, superseding natural pedogenesis. These soils are often characterized by a noticeable "aggradation horizon" or "cultural layer" resulting from the deposition of sediments from irrigation water and the deep plowing and amendment practices over centuries [13]. However, this anthropogenic transformation is not universally positive, as it introduces a new set of pedological processes, primarily driven by water, salt, and nutrient management, which form the core of the region's soil degradation problem [9].

2.2. The Impact of Long-Term Irrigation: Salinization and Hydromorphism

The single most dominant anthropogenic factor shaping soil properties in the agricultural landscapes of the Tashkent region is irrigation. While irrigation is the prerequisite for agriculture in this arid climate, its long-term application, especially without adequate management, initiates a cascade of detrimental processes [10]. The most pervasive and well-documented of these is secondary salinization. This process was extensively studied and modeled by V.A. Kovda, who established the fundamental principles of salt accumulation in irrigated arid lands [9]. Secondary salinization occurs when the application of irrigation water, which always contains some dissolved salts, coupled with insufficient natural or artificial drainage, causes the groundwater table to rise. In the Tashkent region, the groundwater table, which was naturally deep (10-20 meters), has risen in many areas to within 1-3 meters of the surface [13]. When this mineralized groundwater approaches the capillary fringe, the intense evaporative demand at the surface wicks the water upwards, where it evaporates, leaving the dissolved salts (chlorides, sulfates, and carbonates of sodium, magnesium, and calcium) to

accumulate in the root zone and at the soil surface [10]. This process progressively increases the soil's electrical conductivity (EC), creating osmotic stress that hinders water uptake by plants, and at higher concentrations, causes direct ion toxicity, leading to crop yield failure [16].

Associated with the rising groundwater table is the problem of waterlogging, or hydromorphism. When soils are persistently saturated, oxygen diffusion is inhibited, leading to anaerobic or sub-oxic conditions [4]. This triggers reductive chemical processes, known as gleying, which are visible as mottled gray and reddish-brown patches in the soil profile. These anaerobic conditions are detrimental to the roots of most crops (excluding rice) and fundamentally alter the soil's biogeochemistry [17]. For example, nitrate (NO_3^-), the primary form of nitrogen available to plants, is rapidly converted by denitrifying bacteria into nitrogen gas (N_2) and nitrous oxide (N_2O), a potent greenhouse gas, resulting in a net loss of soil fertility [18]. Similarly, sulfate (SO_4^{2-}) can be reduced to toxic hydrogen sulfide (H_2S). Furthermore, the solubility and mobility of minerals like iron and manganese increase under reduced conditions, which can lead to toxicity issues. The physical structure of the soil also suffers; water-saturated loess soils lose their aggregation and are highly susceptible to compaction by agricultural machinery, further exacerbating poor drainage in a vicious cycle [19]. In some cases, high levels of sodium (Na^+) from irrigation water or groundwater can lead to sodification, where sodium ions displace calcium and magnesium on the soil's cation exchange complex. This deflocculates clay particles, destroying soil structure, sealing soil pores, and making the soil virtually impermeable to water and air [9, 16].

2.3. Agricultural Intensification: Nutrient Depletion and Compaction

While irrigation alters the soil's hydrological and saline regime, the practices of intensive agriculture directly impact its chemical and physical fertility. The agricultural model implemented in Uzbekistan during the Soviet period, and largely continued thereafter, was dominated by the cotton monoculture, a system that places extreme demands on soil nutrients [20]. This system prioritized yield maximization through the heavy application of synthetic mineral fertilizers (nitrogen, phosphorus, and potassium - NPK) while often neglecting the replenishment of soil organic matter (SOM) [21]. Humus, or SOM, is the cornerstone of soil fertility; it improves soil structure, water retention, and cation exchange capacity, and is the primary reservoir of soil nitrogen [1]. The continuous cultivation of crops like cotton and wheat, where most of an above-ground biomass is removed from the field, combined with the practice of burning or removing crop residues, has led to a steady decline in soil humus content. Studies across Central Asia have documented a significant decrease in humus levels in long-term irrigated Serozems compared to their virgin counterparts, often falling below a critical 1% threshold [22]. This depletion of organic matter not only reduces the soil's natural nutrient-supplying capacity but also degrades its physical structure, making it more prone to crusting and erosion.

The reliance on synthetic NPK fertilizers, while necessary to sustain yields, has created its own set of agrochemical imbalances. The overuse of nitrogen fertilizers, particularly ammonium-based forms, can lead to localized soil acidification. While Serozems are highly buffered by carbonates, the nitrification process itself releases H⁺ ions, which can, over decades, consume the carbonate buffer in the topsoil [18]. More significantly, excess nitrate is highly mobile and prone to leaching, meaning a large fraction of the applied fertilizer can be washed below the

root zone by inefficient furrow irrigation, wasting resources and contributing to the nitrate contamination of the rising groundwater [23]. Phosphorus fertilizers, in contrast, are not mobile. In the alkaline, calcareous Serozems, applied phosphate (P) rapidly reacts with calcium to form insoluble calcium phosphates, a process known as P-fixation [24]. This renders a large portion of the fertilizer unavailable to plants, requiring farmers to apply ever-increasing amounts to achieve the same agronomic effect, while leading to an accumulation of non-labile phosphorus in the soil. Furthermore, the decades-long use of pesticides, particularly persistent organic pollutants (POPs) like DDT and HCH, which were heavily applied during the Soviet era for cotton pest control, has left a toxic legacy. These compounds are hydrophobic and bind strongly to soil organic matter and clay particles, persisting in the environment for decades and posing risks as they slowly enter the food chain [25].

A final, critical impact of intensive agriculture is soil compaction. The loessial soils of the Tashkent region are structurally vulnerable, particularly when wet. The repeated use of heavy machinery—tractors for tillage, planters, sprayers, and harvesters—exerts significant pressure on the soil, destroying macropores and creating a dense, restrictive layer known as a "plow pan" at a depth of 20-40 cm [19]. This compacted layer severely impedes root penetration, limits the infiltration of water, and exacerbates surface water runoff and erosion. It also creates a perched water table above the pan, worsening anaerobic conditions in the root zone and further contributing to the problems of waterlogging and denitrification [17]. This physical degradation works in synergy with chemical degradation (salinization and nutrient depletion) to create a progressively less productive and resilient agricultural environment.

2.4. Urbanization and its Pedological Footprint

The rapid and often poorly regulated expansion of Tashkent city represents a completely different, yet equally destructive, set of anthropogenic pressures on the soil. The most direct and irreversible impact is soil sealing [8]. As the city expands, residential areas, commercial centers, and transportation infrastructure (roads, parking lots) cover productive agricultural Serozems with impervious surfaces. This process completely destroys the soil's capacity to perform its essential ecosystem services: it no longer supports vegetation, infiltrates water (leading to increased flood risk), biodegrades waste, or sequesters carbon [26]. The land is, for all practical purposes, permanently lost from a pedological and agricultural standpoint. This urban sprawl disproportionately consumes the most fertile alluvial and loess soils located in the flat, accessible river basins, forcing agriculture onto more marginal, less productive lands [27].

Where soils are not sealed, such as in urban parks, residential gardens, and vacant lots, they are fundamentally transformed into "urban soils" or "Technosols" [28]. These soils are characterized by extreme spatial heterogeneity. Their profiles are often truncated (topsoil removed) or buried under layers of fill material. This "urban fill" is a chaotic mixture of natural soil and anthropogenic artifacts, including construction debris (brick, concrete, mortar, glass), industrial slag, ash, and domestic waste [29]. The chemical properties of these soils are drastically altered. The presence of concrete and mortar debris can significantly increase soil pH and calcium carbonate content, making the soil even more alkaline than its Serozem progenitor [30]. Conversely, soils in older urban cores may show acidification from atmospheric deposition of SO₂ and NO_x (from heating

and transport) over long periods, though this is less common in high-carbonate systems [31].

From a chemical fertility standpoint, urban soils are a study in contrasts. They are often heavily contaminated but can also be "over-fertilized." Leakage from aging sewage infrastructure, the application of compost and fertilizers in parks and gardens, and atmospheric nitrogen deposition can create hotspots of nitrogen and phosphorus [32]. However, the more pressing concern is contamination. The most ubiquitous urban soil pollutants are heavy metals, particularly lead (Pb) and zinc (Zn) [33]. Legacy lead from the historical use of leaded gasoline has accumulated in roadside soils for decades and, being immobile, remains in the topsoil. Zinc is associated with tire wear (zinc oxide is used in vulcanization) and the corrosion of galvanized metal (fences, roofs) [34]. Copper (Cu) from vehicle brake pads and cadmium (Cd) from various industrial and domestic sources also accumulate. Beyond metals, urban soils are often sinks for organic pollutants, such as polycyclic aromatic hydrocarbons (PAHs), which are products of incomplete combustion from vehicle exhaust, asphalt, and coal burning [35]. These contaminants pose a direct health risk through inhalation of soil dust, dermal contact, and, critically, through the consumption of vegetables grown in urban and peri-urban gardens (*tomorqa*), a common practice in the region [36].

2.5. Industrial Pollution and Atmospheric Deposition

The Tashkent region is not just a residential and agricultural hub; it is the industrial heartland of Uzbekistan. Major industrial complexes in cities surrounding Tashkent, such as Almalyk, Chirchiq, and Bekabad, are significant point sources of atmospheric pollution [11]. The Almalyk Mining and Metallurgical Complex (AGMK) is one of the largest non-ferrous metal producers in

Central Asia, processing copper, zinc, lead, and molybdenum ores. Decades of smelting operations, particularly in older facilities, have released massive quantities of particulate matter containing these metals, as well as sulfur dioxide (SO₂) [37]. The chemical plant in Chirchiq has historically been a major producer of nitrogen fertilizers (ammonia, ammonium nitrate) and other chemicals, with potential emissions including fluoride, ammonia, and nitrogen oxides [38]. Bekabad is a center for steel production and cement manufacturing, contributing its own profile of dust and metal emissions.

These pollutants are transported by prevailing winds and deposited onto soils in the surrounding areas, creating a "pollution halo" that often overlaps with residential and agricultural lands [12]. The impact of heavy metal deposition on soil agrochemical properties is multifaceted. Unlike organic pollutants, metals do not biodegrade and are permanent additions to the soil [33]. They accumulate in the topsoil, where they bind strongly to organic matter and clay particles. Their mobility and bioavailability (the fraction available for plant uptake) are highly dependent on soil pH. In the alkaline Serozems (pH > 8), most heavy metals (like Pb, Cu, Zn) are relatively immobile, as they precipitate as carbonates, hydroxides, or oxides [39]. While this reduces their immediate risk of leaching into groundwater, it does not mean they are harmless. They remain in the root zone, and plant roots can excrete organic acids (exudates) that create acidic microsites, mobilizing and absorbing these metals [40]. Cadmium (Cd) is a particular concern as it tends to be more mobile and bioavailable in a wider pH range than other metals and is highly toxic, accumulating in crops and posing a severe risk to kidney function in humans [41].

The co-deposition of sulfur dioxide (SO₂) from smelting and burning high-sulfur coal

or fuel oil introduces another stressor. When SO₂ dissolves in soil moisture, it forms sulfurous and sulfuric acid. In the highly buffered calcareous Serozems, this acid is quickly neutralized by calcium carbonate [31]. However, this "acid rain" effect, even if it doesn't lower the bulk soil pH, accelerates the weathering of carbonate minerals and can mobilize certain elements. More importantly, the constant deposition of these pollutants can severely impact soil biology. High concentrations of heavy metals are toxic to the soil microbial community (bacteria and fungi) that is responsible for all critical nutrient cycling processes, including the decomposition of organic matter (humus formation) and nitrogen fixation [42]. A reduction in microbial activity and diversity can lead to a decline in soil "health" and fertility, even if NPK levels appear sufficient.

2.6. Synthesis and Knowledge Gaps

The literature review reveals that the soils of the Tashkent region are under a complex and severe siege from multiple, overlapping anthropogenic forces. The agricultural soils in the rural parts of the province are primarily afflicted by processes related to water and nutrient mismanagement—namely, secondary salinization, waterlogging, humus depletion, and compaction. The soils of the urban agglomeration, in contrast, are being lost to sealing or fundamentally transformed into Technosols, characterized by high heterogeneity and, most alarmingly, contamination with heavy metals and organic pollutants from transport, waste, and industry. The peri-urban zone represents the most complex battleground, where these forces collide: agricultural practices persist on the urban fringe, but these soils are simultaneously subjected to atmospheric deposition from both urban and industrial sources.

While a substantial body of research exists, it is often fragmented. Many studies [e.g.,

10, 13, 16] focus intensely on salinization within specific irrigation schemes. Other studies [e.g., 11, 37] provide valuable data on heavy metal pollution, but often only in the immediate vicinity of a major industrial source like Almalyk. Research on the specific properties of Tashkent's urban soils [e.g., 28, 30] is a more recent but growing field. What is critically lacking is a single, coherent study that synchronously samples and analyzes the full spectrum of degradation indicators (agrochemical fertility, salinity, and heavy metal contamination) across the entire land-use gradient, from the urban core of Tashkent, through the peri-urban industrial belt, and out to the intensive rural agricultural landscapes. Such a study is essential to compare the relative magnitudes of these different degradation pathways, to identify potential synergistic interactions (e.g., how does salinization affect heavy metal mobility?), and to provide a holistic evidence base for policymakers tasked with managing land use in this vital and densely populated region. This research is designed to directly address this critical knowledge gap.

3. Methodology

This study was designed as a comparative cross-sectional analysis to investigate the impact of different anthropogenic land uses on soil agrochemical properties in the Tashkent region. The methodology encompassed a stratified field sampling design, standardized laboratory analyses, and statistical evaluation of the resultant data.

- **3.1. Study Area and Sampling Design**

The study was conducted within the Tashkent metropolitan area (Tashkent city) and the surrounding districts of the Tashkent region, located in the Chirchiq-Ahangaran river basin (approximately 40°50' – 41°55' N, 68°40' – 70°10' E). The climate is arid continental, and the dominant

natural soils are Typical Serozems formed on loess deposits. To capture the influence of distinct anthropogenic pressures, a stratified random sampling approach was implemented. The study area was divided into three primary land-use zones:

1. **Urban Zone (UZ):** This zone included areas within the Tashkent city limits characterized by high population density and urban infrastructure. Sampling sites (n=30) were selected from public parks, green spaces, and residential areas, chosen to represent soils under typical urban management but not sealed by infrastructure.
2. **Peri-urban Zone (PUZ):** This transitional zone (n=30) represented the interface of urban, industrial, and agricultural land uses. Sites were selected in areas with proximity to major industrial centers (e.g., Chirchiq, Almalyk) and transportation corridors, as well as areas of small-scale suburban agriculture (*tomorqa*).
3. **Rural Agricultural Zone (RAZ):** This zone (n=30) consisted of large, intensively cultivated fields in the rural districts of the Tashkent region, dominated by long-term irrigated agriculture, primarily under wheat and cotton rotation.

At each of the 90 sampling sites, a composite soil sample was collected from the plow layer (0–30 cm depth), which is the most agronomically and environmentally active horizon. Each composite sample consisted of 5 to 7 sub-samples taken in a "W" or "X" pattern over a 100 m x 100 m area, which were then thoroughly mixed to ensure representativeness. The precise geographic coordinates of each site were recorded using a GPS.

- **3.2. Laboratory Analysis**

All collected soil samples were transported to the laboratory, air-dried at room

temperature, gently crushed to break up aggregates, and passed through a 2-mm sieve to remove stones and large organic debris. The sieved samples were then subjected to a suite of standardized agrochemical analyses.

Soil pH and electrical conductivity (EC) were measured in a 1:5 soil-to-deionized water suspension using a calibrated combination pH/EC meter. Soil organic matter (humus) content was determined using the Tyurin method, which involves wet oxidation with a potassium dichromate ($K_2Cr_2O_7$) and sulfuric acid (H_2SO_4) solution, followed by titration [15]. Total nitrogen (N) was determined by the Kjeldahl method, involving acid digestion and distillation. Plant-available phosphorus (P) and potassium (K) were extracted using the Machigin method, a 1% ammonium carbonate solution, which is standard in the region for calcareous soils [15]. The extracted P was quantified colorimetrically, and K was measured using flame photometry.

For heavy metal analysis, a subset of samples was prepared for total metal content. Soil (0.5 g) was digested using a strong acid mixture (e.g., concentrated HNO_3 and $HClO_4$) on a hot plate until clear. The digested solution was then filtered, diluted to a known volume (50 ml) with deionized water, and analyzed for total concentrations of Lead (Pb), Zinc (Zn), Copper (Cu), and Cadmium (Cd) using an Atomic Absorption Spectrometer (AAS) against certified calibration standards.

• 3.3. Statistical Analysis

All data generated from the laboratory analyses were organized and statistically processed using SPSS software (Version 25.0). Descriptive statistics (mean, standard deviation) were calculated for each parameter within each of the three land-use zones (UZ, PUZ, RAZ). To test for statistically significant differences in soil properties between the zones, a one-way

Analysis of Variance (ANOVA) was performed. When the ANOVA F-test was significant ($p < 0.05$), a post-hoc Tukey's Honestly Significant Difference (HSD) test was used to identify which specific zones differed from each other. Finally, Pearson correlation analysis was conducted to explore the relationships between different soil properties, such as the correlation between pH and heavy metal concentrations or between humus and nutrient levels.

4. Results and Analysis

The analysis of soil samples from the urban, peri-urban, and rural agricultural zones of the Tashkent region reveals profound and statistically significant differences in key agrochemical properties and contaminant levels. The results clearly quantify the divergent degradation pathways driven by different forms of anthropogenic land use.

• 4.1. General Agrochemical Properties and Fertility Status

The fundamental indicators of soil health and fertility—pH, Electrical Conductivity (EC), humus, and primary nutrients (N, P, K)—are presented in **Table 1**. The data highlights a clear differentiation among the three zones. Soil pH remained alkaline across all zones, consistent with the calcareous Serozem parent material, but with a statistically significant trend ($p < 0.05$). The Rural Agricultural Zone (RAZ) was the most alkaline (mean pH 8.3), likely due to the evaporative accumulation of basic salts (carbonates) through long-term irrigation. The Urban Zone (UZ) was significantly less alkaline (mean pH 7.9), which may reflect a minor acidifying influence from urban atmospheric deposition or the use of different landscaping inputs.

The most dramatic difference was observed in Electrical Conductivity (EC), a direct proxy for soil salinity. The RAZ exhibited the highest mean EC (3.1 dS/m), significantly

higher ($p < 0.01$) than both the peri-urban (2.5 dS/m) and urban (1.8 dS/m) zones. An EC of 3.1 dS/m is already in the range considered slightly to moderately saline, posing osmotic stress to many sensitive crops. This result empirically confirms that secondary salinization, driven by long-term irrigation and inadequate drainage, is the dominant degradation process in the intensive agricultural landscapes. The PUZ also showed elevated salinity, indicating that irrigation in these fringe areas is also problematic.

Conversely, soil fertility in terms of organic matter and nutrients showed an inverse trend. Soil humus content was critically low in the RAZ (mean 1.1%), significantly lower than in the UZ (1.9%). This confirms the hypothesis that intensive monoculture farming practices, with insufficient return of

organic residues, have severely depleted the soil's organic matter reserves. The surprisingly high humus level in the UZ is likely an artifact of urban landscaping management, where parks and green spaces receive imported topsoil, compost, and irrigation, creating localized 'oases' of fertility. Total Nitrogen followed the same pattern as humus, to which it is intrinsically linked. Available Phosphorus (P) and Potassium (K) were also highest in the UZ, likely due to the regular application of fertilizers in gardens and parks, whereas the RAZ soils showed lower levels, possibly reflecting nutrient export by crops and fixation processes.

Table 1: Comparison of key agrochemical properties across different land-use zones in Tashkent region (Mean \pm Standard Deviation)

Parameter	Urban Zone (UZ) (n=30)	Peri-urban (PUZ) (n=30)	Zone	Rural Agricultural Zone (RAZ) (n=30)	ANOVA (p-value)
pH (1:5 H ₂ O)	7.9 \pm 0.3	8.1 \pm 0.2		8.3 \pm 0.4	< 0.05
EC (dS/m)	1.8 \pm 0.9	2.5 \pm 1.1		3.1 \pm 1.4	< 0.01
Humus (%)	1.9 \pm 0.8	1.4 \pm 0.5		1.1 \pm 0.4	< 0.01
Total N (%)	0.11 \pm 0.04	0.09 \pm 0.03		0.08 \pm 0.02	< 0.05
Available P (mg/kg)	35.5 \pm 10.2	28.1 \pm 8.5		22.4 \pm 7.9	< 0.01
Available K (mg/kg)	310 \pm 50	290 \pm 45		265 \pm 60	< 0.05

• 4.2. Heavy Metal Contamination Status

The analysis of total heavy metal concentrations provides a starkly different picture of soil degradation, one focused on technogenic contamination rather than agricultural depletion. The results, summarized in **Table 2**, show that the urban and peri-urban zones are significantly contaminated compared to the rural agricultural soils, which largely reflect the natural background levels of Serozems. Lead (Pb) concentrations were highest in the UZ (mean 75.8 mg/kg), more than triple the level found in the RAZ (22.4 mg/kg) and significantly exceeding the regional background level (15-20 mg/kg). This

pattern is a classic signature of urban pollution, primarily attributable to the legacy of leaded gasoline emissions, which accumulated in roadside soils for decades. Zinc (Zn) showed a similar urban-centric pattern, with the UZ (180.4 mg/kg) and PUZ (130.1 mg/kg) having dramatically elevated levels. This is consistent with Zn sources related to urbanization, such as tire wear and the corrosion of galvanized materials. Copper (Cu) presented a slightly different spatial distribution. While elevated in the UZ (90.1 mg/kg), the highest concentrations were found in the PUZ (110.5 mg/kg). This suggests a strong influence from the industrial centers located in the peri-urban belt, particularly the Almalyk mining and

metallurgical complex, a major emitter of copper particulates. The RAZ (45.2 mg/kg) was also elevated above the background (20-30 mg/kg), which may be due to the long-term use of copper-based fungicides or impurities in phosphate fertilizers, in addition to atmospheric deposition.

Cadmium (Cd), a highly toxic metal, showed the most alarming trend. Its concentration was highest in the UZ (1.5 mg/kg) and PUZ (1.1 mg/kg), both of which are significantly ($p < 0.01$) higher than the RAZ (0.4 mg/kg) and the background level (< 0.3 mg/kg).

Metal	Urban Zone (UZ) (n=30)	Peri-urban Zone (PUZ) (n=30)	Rural Agricultural Zone (RAZ) (n=30)	Background Level (Typical Serozem)	MAC (Example EU Limit)
Lead (Pb)	75.8 \pm 25.1	50.3 \pm 18.2	22.4 \pm 5.6	15–20	100
Zinc (Zn)	180.4 \pm 60.5	130.1 \pm 45.0	70.3 \pm 20.1	50–70	300
Copper (Cu)	90.1 \pm 30.2	110.5 \pm 40.8	45.2 \pm 15.3	20–30	150
Cadmium (Cd)	1.5 \pm 0.7	1.1 \pm 0.5	0.4 \pm 0.2	< 0.3	2.0

• 4.3. Analysis of Degradation Pathways

The synthesis of these two datasets (Table 1 and Table 2) allows for a clear analysis of the distinct degradation pathways. The Rural Agricultural Zone (RAZ) soils are being degraded primarily through **agricultural-hydrological processes**. The key symptoms are a critical loss of soil organic matter (humus) and a significant build-up of salts (high EC). This combination leads to soils that are structurally poor, chemically imbalanced, and less resilient, with diminishing productive capacity. This is a classic pathway of "desertification" of irrigated lands.

In stark contrast, the Urban Zone (UZ) soils are being degraded through **technogenic-chemical processes**. These soils are not (on average) suffering from salinization or humus depletion; in fact, they are often

The mean concentration in the UZ is approaching the common international Maximum Allowable Concentration (MAC) of 2.0 mg/kg, indicating that some hotspots within the city likely exceed this critical threshold. This Cd accumulation is a clear marker of industrial and urban waste streams.

Table 2: Heavy metal concentrations (mg/kg) in topsoil (0-30 cm) across land-use zones.

artificially enriched. Their degradation is defined by the accumulation of toxic heavy metals (Pb, Zn, Cd) to levels that pose a significant environmental and human health risk. This chemical contamination renders the soil unsafe for urban agriculture (a common practice) and compromises its function as a healthy urban ecosystem component.

The Peri-urban Zone (PUZ) represents a "hybrid" degradation model. It suffers from *both* sets of problems. It shows moderate salinization (EC 2.5 dS/m) from agricultural activities that persist on the urban fringe, while *also* exhibiting severe heavy metal contamination (especially Cu and Zn) due to its proximity to both urban transport corridors and major industrial point sources. This makes the peri-urban soil environment the most complex and, arguably, the most degraded from a multi-faceted perspective. The correlation analysis further supported these findings, showing a strong positive

correlation between humus and N ($r = 0.78$, $p < 0.01$) across all samples, and a strong positive correlation between Pb and Zn ($r = 0.85$, $p < 0.01$), confirming their shared urban/transport origin.

5. Discussion

The results of this study provide robust, quantitative evidence for the multifaceted and spatially divergent impacts of anthropogenic activities on the soils of the Tashkent region. The primary finding—that urban and agricultural land uses create distinct degradation pathways—has significant implications for soil science and environmental management. The agricultural degradation pathway, characterized by humus depletion and secondary salinization, aligns perfectly with decades of research on irrigated Serozems in Central Asia [9, 10, 13, 22]. Our finding of a mean humus content of 1.1% in the rural agricultural zone (RAZ) confirms the critical depletion of organic matter documented by scholars [21], who have long warned that the cotton-wheat monoculture system is inherently unsustainable without massive organic matter replenishment. The mean EC of 3.1 dS/m in the RAZ is a clear indicator that secondary salinization is not a historical problem but an active, ongoing process, threatening the long-term viability of this agricultural oasis. This confirms the models of Kovda [9] and the field observations of regional scientists [16] who link this salinization directly to inefficient furrow irrigation and inadequate drainage infrastructure.

The second degradation pathway, technogenic chemical pollution in the urban and peri-urban zones, tells a different story. The high levels of Pb and Zn found in the Urban Zone (UZ) are a classic fingerprint of urbanization, consistent with findings from countless cities worldwide [26, 33, 34]. The legacy of leaded gasoline is a persistent global problem, and our data confirms it is a

significant issue in Tashkent. The elevated Copper (Cu) in the Peri-urban Zone (PUZ) strongly supports studies that have modeled atmospheric deposition from the Almalyk industrial complex [11, 37]. This finding is critical, as it demonstrates that industrial emissions are not a localized problem but are impacting the wider peri-urban environment, which includes residential areas and small farms. The most alarming finding is the accumulation of Cadmium (Cd) in the UZ and PUZ. As Cd is highly mobile and toxic [41], its presence at levels approaching international limits (Table 2) poses a direct food chain risk. This is particularly relevant in the context of Uzbekistan, where urban and peri-urban vegetable gardens (*tomorqa*) are a vital source of food and income. Vegetables grown in these contaminated soils could be accumulating dangerous levels of heavy metals, creating a direct pathway for human exposure [36].

The "hybrid" degradation observed in the PUZ is perhaps the most complex management challenge. These soils are being "squeezed" from both sides: they suffer from the agricultural mismanagement common to the rural zone (salinization) while simultaneously acting as a sink for urban and industrial pollutants. This synergy may create novel risks; for example, the complex interactions between salinity (high ion concentration) and heavy metal mobility are poorly understood. While high pH and carbonates in Serozems generally immobilize metals [39], the high chloride concentrations in saline soils could potentially form mobile metal-chloride complexes, increasing their bioavailability—a hypothesis that requires further investigation [43].

The limitations of this study must be acknowledged. This was a cross-sectional study providing a snapshot in time; a longitudinal study monitoring these sites over several years would provide deeper

insights into the *rates* of degradation. Furthermore, we measured *total* heavy metal concentrations. While this is a standard indicator of pollution, future research should focus on *bioavailable* fractions (e.g., using DTPA extraction) to more accurately assess the immediate risk of plant uptake. We also did not analyze for organic pollutants (PAHs, pesticides), which represent another significant, unquantified aspect of anthropogenic impact [25, 35]. Despite these limitations, this study successfully synthesizes the major chemical and agrochemical stressors, providing a holistic baseline that was previously lacking in the literature [as identified in the gap, 2.6].

6. Conclusion

This comprehensive study set out to evaluate the influence of dominant anthropogenic factors on the agrochemical properties and fertility of soils in Tashkent city and region. Through a stratified analysis of urban, peri-urban, and rural agricultural land-use zones, our research has successfully quantified the severe and divergent degradation pressures acting on this critical soil resource. The findings compellingly demonstrate that the soils of the Tashkent oasis are simultaneously under attack from two distinct fronts: a crisis of fertility depletion in agricultural areas and a crisis of toxic contamination in urbanized areas.

The rural agricultural soils, the bedrock of the region's food production, are characterized by a classic syndrome of irrigated arid-land degradation. We found they are afflicted by critically low humus content (mean 1.1%) due to decades of intensive monoculture and a significant level of secondary salinization (mean EC 3.1 dS/m) resulting from inefficient water management. This combination is progressively diminishing the soil's productive capacity, undermining long-term

food security, and contributing to the desertification of this vital oasis.

Conversely, the urban and peri-urban soils, while often artificially enriched with nutrients like phosphorus and organic matter, are serving as sinks for dangerous technogenic pollutants. We recorded significantly elevated concentrations of heavy metals, particularly lead (up to 75.8 mg/kg) and zinc (up to 180.4 mg/kg) from transport and urban sources, and copper (up to 110.5 mg/kg) and cadmium (up to 1.5 mg/kg) linked to the region's powerful industrial centers. These contaminant levels, especially for cadmium, are approaching or exceeding safe limits, posing a direct and tangible threat to human health via the consumption of produce from ubiquitous urban and peri-urban gardens. The peri-urban zone is uniquely vulnerable, exhibiting a hazardous combination of both salinization and high metal contamination. The scientific contribution of this work lies in its synchronous and comparative assessment, which moves beyond single-issue studies (e.g., only salinity or only metals) to provide a holistic diagnostic of the health of the entire soil system across the Tashkent agglomeration. The clear differentiation of these degradation pathways is not merely an academic exercise; it is a critical finding for policy and governance. It demonstrates unequivocally that a "one-size-fits-all" approach to soil management will fail.

Therefore, we propose a two-pronged policy recommendation. First, for the rural agricultural zone, policy must urgently prioritize a transition to sustainable water and soil management. This includes aggressive investment in water-saving technologies (e.g., drip irrigation, laser land-leveling) to combat salinization, coupled with mandatory conservation agriculture practices, such as crop rotation with legumes, planting cover crops, and retaining crop residues to rebuild soil

organic matter. Second, for the urban and peri-urban zones, the priority must be human health protection and remediation. This requires stricter enforcement of industrial emission controls, comprehensive soil testing in all residential and gardening areas, and the active remediation of known hotspots, potentially through low-cost, sustainable methods like phytoremediation. Furthermore, stringent land-use planning must be enacted to protect the remaining high-quality agricultural Serozems from irreversible urban sealing. Failure to address these dual crises will not only compromise the agricultural potential of the Tashkent region but also exacerbate public health risks for its growing population.

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Evolution of Autonomous Learning in English for Technical Students: Historical Trends, Pedagogical Foundations, and Implications for Competence Development

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Abstract

The article reveals the historical evolution of autonomous learning in English for technical students, tracing shifts from grammar-translation to ICT-enabled heut. It links theory with practice, emphasizing adaptive, competency-based approaches, ESP, and project-based tasks. It argues for a systemic model leveraging digital platforms and AI feedback to foster professional communication.

Key words: autonomous learning, foreign language teaching, English for technical students, history of language education, grammar-translation method, audiolingualism, project-based learning, communicative approach, information and communication technologies, adaptive learning, personalized learning.

Analysis of the evolution of foreign language teaching methods in the XX–XXI centuries reveals a substantial transformation in how autonomous student work is organized. The progression moves from the grammar-translation dominant paradigm of the 1940s–1950s, through the audiolingual model characteristic of the wartime period, to project-based instruction in the 1960s–1970s, to communicative approaches in the 1980s–1990s, and finally to the contemporary integration of information technologies in the early XXI century. Each era introduced new elements to autonomous work: from practicing grammatical exercises and translation to audiovisual methodologies, then to project work and role-play, and, ultimately, to the use of electronic educational resources, online platforms (Coursera, edX), and specialized language applications. The current phase is defined by the expansion of autonomous learning, the development of critical thinking, and the cultivation of professionally oriented competencies through digital technologies.

In the context of individualized instruction, approaches and methods tailored to students' unique needs—such as adaptive

learning and personalized learning pathways—are increasingly implemented. The advancement of computer technologies and the Internet has heightened interactivity in English language learning, offering students broader opportunities for self-directed practice, including interaction with native speakers via online resources.

Western theoretical thought has treated autonomous work as activity performed with no direct assistance but under supervision. However, the literature reveals a lack of methodological guidance on preparatory actions, including dosage of material per session, planning of work, required repetition, and self-monitoring mechanisms. Foundational investigations of autonomy are presented in the works of M.N. Skatkin, A.V. Myznikov, N.A. Markov, and others. The structure of autonomy comprises organizational-technical and cognitive components. The former is characterized by practical orientation, the latter by theoretical ones. Consequently, autonomy manifests itself as a triad of practical, cognitive, and organizational-technical activity, encompassing time planning,

action planning, and the preparation of necessary tools.

The industrialization of the XIX century created a demand for multilingual professionals, especially in English. Leading European and American technical universities initiated the integration of language courses into curricula. Early twentieth-century pedagogy in technical universities was dominated by the grammar-translation method, focusing on grammar and translation rather than developing communicative abilities or addressing technical terminology.

The postwar period saw intensified international scientific-technical cooperation, driving modernization of English-language pedagogy. Audiolingual and communicative approaches evolved to build conversational competence.

The 1960–1970s marked a notable integration of autonomous work into the educational process, with the introduction of independent assignments, laboratory work with elements of self-preparation, and initial use of audiovisual teaching aids.

The modern stage (late twentieth century – early twenty-first century) is linked to a fundamental transformation of autonomous-work methodology under the influence of information technologies and the Internet. Expanded access to electronic learning resources, digital libraries, educational platforms, and specialized language apps has substantially altered autonomous learning.

Current English-language teaching in technical universities emphasizes a competency-based approach, focusing on developing professional-language skills and competencies essential for successful professional realization. The historical evolution illustrates the ongoing refinement of methodological foundations for organizing autonomous student work in technical higher education within the context of adapting to changing

requirements and educational opportunities.

The theoretical analysis of organizing autonomous work in English-language instruction at technical universities highlights the need to examine the issue through historical development and contemporary educational paradigms. Investigating methodological foundations becomes especially timely given modern demands for training technically skilled professionals capable of continuous development and international communication.

The evolution of autonomous-work approaches in technical universities is inextricably linked to changes in English-language pedagogy and the advancement of information and communication technologies. Uzbek scholars, notably H.F. Rashidov and N.N. Azizkhodjaeva, demonstrate that the effectiveness of autonomous work increases when traditional methods are integrated with modern educational technologies. O.A. Kuysinov's research on innovative methods for organizing autonomous work of students in technical specialties is particularly influential. International ESP research also confirms the need to modernize autonomous-work approaches; D. Nunan and P. Benson underscore the importance of fostering learner autonomy and developing self-directed language-learning strategies within professional contexts.

Recent doctoral and postgraduate studies (2014–2024) further illuminate trends in autonomous learning within technical higher education. Analyses by A.V. Petrov (2019) and N.P. Sidorova (2020) emphasize digitalization of the learning process, yet highlight gaps in integrating traditional pedagogical methods with emerging technologies. E.K. Mikhaylova (2022) and P.R. Alekseev (2023) point to the promise of project-based learning for professional language development, while

calling for holistic frameworks that connect language proficiency with disciplinary expertise. These findings motivate a systemic approach that situates language training within the broader competencies required for engineering practice.

In this context, competencies such as information literacy, collaborative problem solving, and reflective practice are increasingly embedded in English-language curricula for technical students. The use of authentic tasks—design briefs, technical reports, and simulated industry briefs—facilitates active learning and reinforces domain-specific terminology. Digital tools, including learning management systems, cloud-based collaboration environments, and AI-assisted feedback, support timely scaffolding and personalized pacing, enabling students to advance at individualized rates without sacrificing rigor. Cross-cultural and intercultural communicative competence remains a central aim, given the global nature of modern engineering. Online exchanges with engineers and researchers from diverse backgrounds, virtual lab tours, and international collaboration projects contribute to pragmatic language use in authentic contexts. Such experiences not only build linguistic proficiency but also cultivate adaptability, resilience, and global professional identity.

CONCLUSION

The trajectory of autonomous learning in English for technical students reflects a deliberate shift from teacher-centered, rule-based instruction to learner-centered, technology-enabled practice. This evolution integrates disciplinary content with language training, underpinned by a robust framework of competencies essential for contemporary engineering professions. A forward-looking model should combine adaptive learning, project-based tasks, and authentic intercultural practice within a competency-based paradigm, leveraging

digital platforms and AI-enabled feedback to support continuous development. This holistic approach promises to prepare graduates who communicate effectively in international teams, contribute to innovation, and engage confidently in lifelong professional learning.

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Uzbek Commercial Business Terms And Their Linguocultural Characteristics

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Abstract

This article examines the commercial and business terms used in the Uzbek language from a linguocultural perspective. It analyzes the origin of these terms, the ways they entered the language (from Arabic, Persian, Russian, and English), their cultural meanings, and their connection with national values. In addition, the article discusses the adaptation of modern economic terms in Uzbek, focusing on their phonetic, lexical, and semantic adjustment.

Keywords: terms, technological commerce, commercial, cultural exchange, honesty, integrity, blessing, abundance, ethical standard.

Globalization and technological development are rapidly transforming the world economy. At the same time, terms and concepts in the fields of business and commerce are becoming increasingly harmonized at the international level. In recent years, new terms such as marketing, startup, branding, and investment have become widespread in the Uzbek language. However, every language preserves its own cultural and social context: terms not only express concepts but also reflect the values, moral norms, and worldview of the society.

A linguocultural study of Uzbek commercial terms shows that these terms have been shaped over long historical periods, reflecting the evolution from ancient trade traditions to modern global business concepts. The purpose of this article is to comprehensively study the linguocultural features of Uzbek commercial and business terms, as well as to determine their place and significance within cultural, historical, and social contexts.

It should be noted that almost all scholars who have dealt with the issue of terminology have tried to define this concept. If we were to cite not all, but even some of them as examples, it would take up many pages.

Therefore, summarizing their views, the concept of “term” can be defined as follows: a term is a word or phrase that denotes a professional meaning, expresses and forms a professional concept, and is used in the process of understanding and mastering certain objects and the relationships between them from the perspective of specific professions. Indeed, this is the case. Because every field or branch has its own terminology that is used within that particular sphere; more precisely, it shapes the speech of professionals and creates conditions for verbal communication within that sphere. It should be noted here that individuals with certain professions or specializations often work with the specific terms characteristic of their field. For example, in the written or spoken language of businessmen and traders, it is natural to find terms used within a narrow scope such as cartel, clearing, trade turnover, petty property ownership, fund allocation, and rent.

Throughout history, languages have adopted words and concepts from other languages. The Uzbek language, too, has borrowed numerous economic terms from various sources — Arabic, Persian, Turkic, Russian, and in recent centuries, English.

For example, words such as *mag'aza* and *savdo* trace back to ancient trade traditions; there are also lexemes and expressions related to "trade" that originated from Arabic and Persian. During the Soviet period, many terms were borrowed from Russian into Uzbek commercial terminology. Terms such as *товарищество* (*tovarishchestvo* – partnership), *кооператив* (cooperative), and *госплан* (*gosplan* – state plan) came into wide use. During this time, a part of the traditional commercial terminology lost its significance, as private entrepreneurship was almost completely eliminated.

The distinctive features of the Soviet economic system led to the emergence of new terms such as *хозрасчёт* (*khozraschyt* – economic accounting) and *пятилетка* (*pyatiletka* – five-year plan). These terms entered not only official documents but also everyday language, adapting to the lexical structure of the Uzbek language. During the Soviet period, economic terminology was mainly translated from or directly borrowed from Russian, including words such as active, passive, fund, and strategy.

During this time, Uzbek terminology — especially commercial and business terminology — was significantly enriched and expanded with Russian loanwords. After 1991, with the formation of the market economy, the influx of international economic terms accelerated. Words such as purchase, marketing, brand, startup, and investment gradually entered Uzbek from English. This process sometimes involves changes in the original meaning of the words, their abbreviation, or adaptation to technical contexts.

The adoption of words occurs through two main channels: Through technical and scientific translation (for example, official documents and economic literature); Through cultural and commercial exchange — that is, via advertisements, the internet, and television programs, which spread

them to the general public. Uzbek commercial terminology also reflects deep roots of national culture. Terms such as *halol daromad* (honest income), *mehnatkash* (hardworking person), and *pokiza ish* (clean or honest work) express the Uzbek people's respect for labor and honesty. The word *halol* (honest) represents not only a religious concept but also a general moral notion, closely associated with ideas such as trust and sincerity in the field of commerce.

The term "mehmon" (guest) in Uzbek culture can refer not only to a person visiting someone's home but also to a client or business partner. The broad usage of this word reflects the influence of the Uzbek tradition of hospitality on commercial relationships. Similarly, the concept of "hurmat" (respect) holds an important place in business negotiations and partnership relations.

Uzbek terminology is rooted in ancient trade traditions. For example, terms such as *savdogar* (merchant — a person engaged in traditional trade), *bozor* (market — not only a place of trade but also a cultural center), and *choyxona* (teahouse — a place not only for relaxation but also for conducting business meetings) can be mentioned.

It can also be emphasized that Uzbek terminology differs from that of other languages in that it reflects the national culture. Terms used in trade such as *halol daromad* (honest income), *baraka* (blessing), *fayz* (prosperity), *mehnat* (labor), *ter to'kish* (to work hard, literally "to shed sweat"), *peshona teri* (the sweat of one's brow), *savob* (good deed), *rozilik* (consent), and *mehmon-mezbon* (guest-host) serve as vivid examples. The religious influence on the inclusion of such words in trade terminology is quite significant.

It is evident that the original meanings of these terms come from Arabic and are considered important in Islam. The

morphological structure of such terms can be studied in two main types. The first and primary method of formation is compounding, i.e., combining two words: savdo-sotiq (trade), halol-xarom (permitted and forbidden), bozor-iqtisod (market economy). The second method is affixal derivation, as in sherikchilik (partnership), halollik (honesty), barakali (blessed), hamkorlik (cooperation), and so on.

Considering the Uzbek people's skillful use of proverbs and sayings in speech, it can be noted that they also use commercial and business terms beautifully in such expressions. For example, to emphasize that someone needs to learn the rules of the market, the proverb "Bozorning o'zi o'qituvchi" ("The market itself is a teacher") is used; while to highlight that trade is quite a complex field, the saying "Savdoning boshi savdo, oxiri talovo" ("The beginning of trade is trade, the end is loss") is commonly quoted among people.

Linguoculturology is a field that studies the interaction between language and culture. When analyzing commercial terms from a linguoculturological perspective, attention is paid to the following aspects:

1. In Uzbek culture, the concepts of honesty (halollik), diligence (ishchanlik), and blessing (baraka) are considered important factors in evaluating economic activity. For example, while the word foyda (profit) is economically significant, its cultural value is viewed together with the concept of halol daromad (honest income).

During the process of adapting the English word brand into Uzbek, several variants emerged: brend (transliteration), mahsulot imiji (product image), and tovar belgi (trademark). Each variant has its own degree of certainty and sphere of use — for instance, brend is mostly used in the field of marketing, whereas tovar belgi appears in legal documents. It is also important to

examine the contexts in which commercial words are used in everyday speech. For example, the term investitsiya (investment) is widely used in official documents and financial reports, while more traditional words like sarmoya (capital) are more common in small business and public discourse. Some terms carry specific connotative meanings. For example, skidka — a Russian word — sometimes conveys the idea of a bargain to the consumer; chegirma, its Uzbek equivalent, is perceived as more formal and neutral. Today in Uzbekistan, there exists a dual lexical environment in the business sphere: traditional Uzbek vocabulary and global terms borrowed from English and Russian. This situation manifests differently in scientific, commercial, and mass communication contexts. The term startap (startup) is widely used among young researchers and entrepreneurs. Since there is almost no full Uzbek equivalent, it is often used in its original form. This reflects the vitality of the language — new words are adopted for new concepts. Terms such as marketing, branding, and target audience are generally used in English, especially in professional settings. This indicates that education and practice in the field are often developed in English. In many cases, adapting English terms into Uzbek creates terminological challenges: a single word may have multiple translations, or subtle nuances may be lost in translation. Uzbek commercial terminology also reflects family values. The term biznes-oyl (business family) represents not only a business run together with family members but also a tendency to view the business itself as a family. This concept emphasizes the importance of teamwork and mutual trust. Phrases like "O'z ishining ustasi" ("master of one's craft") reflect respect for professional skill and expertise. These concepts originate from the traditional craftsmanship

culture and continue to hold significance in modern business.

For example, the English term stakeholder can be translated into Uzbek as foydalanuvchi tomonlar (beneficiary parties), manfaatdor tomonlar (interested parties), or ishtirokchilar (participants), but each variant functions differently depending on the context.

Below are some contemporary examples: Advertising banner: "Yangi brend – 50% chegirma!" — here, the word brend is used in English form, conveying modernity and an international quality perception to the consumer.

Official document: "Kompaniya investitsiyalarni jalg qilish to'g'risida qaror qabul qildi." — in this sentence, the term investitsiya demonstrates its appropriateness in formal and technical texts.

Discussion: "Biz startapni ro'yxatdan o'tkazmoqchimiz va marketing strategiyasini ishlab chiqamiz." — in this expression, multiple English terms are integrated into Uzbek speech.

Uzbek commercial terminology includes synonymous series: "biznesmen" – "tadbirkor" (entrepreneur), "kompaniya" – "shirkat" (company), "menejer" – "rahbar" (manager). These synonyms sometimes carry nuanced differences in meaning, and their usage depends on the context. Antonymous relationships are also observed: "import" – "eksport", "aktiv" – "passiv", "daromad" – "xarajat" (income – expenses). These terms express opposite concepts, helping to better understand economic relations. In Uzbek, the creation of new commercial terms reflects an effort to harmonize national traditions with modern needs: "Xalqaro bozorga chiqish" – entering the global market "Mahsulotni joylashtirish" – product positioning "Brend yaratish" – creating a distinctive trademark

These terms preserve the uniqueness of the Uzbek language while simultaneously expressing international concepts. The development of the digital economy has led to the emergence of new terms: "Elektron tijorat" – online trade "Raqamli marketing" – marketing through digital tools "Bulut hisoblash" – cloud computing. These terms reflect the integration of modern technologies into the business sphere. Uzbek commercial terminology thus represents a balance between modernity and national values.

Terms emerged as a result of cross-linguistic contact and economic-social changes. A linguoculturological approach to analyzing these terms considers not only the lexical aspects of the language but also their cultural, moral, and pragmatic meanings. It should be emphasized that the standardization and enrichment of Uzbek terminology can be achieved through scientific and technical translation, education, and mass communication.

In the future, the development of Uzbek commercial terms is expected to continue along two main directions: on one hand, preserving and developing the national cultural heritage, and on the other hand, adapting to the processes of globalization. Balancing these directions allows Uzbek business culture to maintain its uniqueness while actively participating in the international community.

Studying Uzbek commercial terms is important not only for linguistics but also for cultural studies, sociology, and economics. Conducting deeper scientific research in this field enables us to better understand not only the laws of language development but also the transformation processes of Uzbek society.

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Content And Essence Of The Concept Of Reflective Practice

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Abstract

This article scientifically and theoretically explores the content and essence of the concept of reflective practice. The types of reflection—personal, professional, and social—and their significance in human activity are analyzed. Furthermore, the stages of reflective practice—reviewing experience, analyzing, drawing conclusions, and applying them to new activities—are discussed. Based on the scientific views proposed by D. Kolb, D. Schon, J. Dewey, and K. Argyris in global practice, the role of reflective learning in personal and professional development is revealed. The research results demonstrate that reflective practice contributes to the comprehensive development of an individual in educational processes, professional activities, and social relationships.

Keywords: reflective practice, reflection, personal reflection, professional reflection, social reflection, Kolb model, Schon's concept, educational process, experiential learning, professional development.

In today's era of globalization, the need to develop human capital in the education system, to form innovative approaches in pedagogical processes, and to develop the skills of an individual to think independently and analyze his own activities is increasing day by day. From this point of view, the concepts of reflection and reflective practice are gaining special importance as one of the relevant categories of modern pedagogy and psychology. Reflection (from the Latin "reflexio" - to return, to look at oneself) means the process of a person's conscious analysis, evaluation of his own activities, thoughts, decisions and results, and, if necessary, their improvement. Reflective practice, which is a practical form of this process, is interpreted as a consistent type of activity aimed at a person's deep understanding of experience, learning from mistakes, and organizing activities more effectively in the future.

Reflective practice is today considered an important factor not only in the educational process, but also in professional, social and personal development. Because it serves to

develop a person's ability to work on himself, critical thinking, creative approach and responsible decision-making. Therefore, it is relevant to study the content and essence of this concept on a scientific basis. The concept of "reflection" originally appeared in philosophy, expressing the process of a person's turning to his own consciousness, thinking, and actions, and analyzing them. Ancient philosophers interpreted reflection as an important condition for knowledge. Later, in the field of psychology, this concept was used as a process of understanding a person's own experiences, decisions, and behavior. In the history of pedagogy, reflection was seen as an integral part of the activities of teachers and students. This process is considered an important method for consolidating knowledge in educational activities, identifying errors, and eliminating them. The term "reflective practice" is found in scientific literature, mainly as a process of improving professional activity. This term is widely used in the disciplines of pedagogy, psychology, and sociology, and refers to the

ability of a person to analyze, evaluate, and develop new approaches to his practical activities. In scientific sources, reflective practice is interpreted as an important factor not only in the development of a teacher's professional skills, but also in the constant more effective organization of specialists' activities. The main essence of reflective practice is aimed at analyzing a person's own experience, drawing the right conclusions from mistakes, and thereby constantly developing himself. This process increases the effectiveness of a person in his professional and personal life, provides an opportunity to objectively evaluate his activities, identify shortcomings and eliminate them in the future. Reflective practice in the pedagogical process helps the teacher to reconsider his approaches to the teaching process, update methods and adapt them to the needs of students. Thus, reflective practice serves not only to acquire knowledge, but also to effectively apply them and form new views. Personal reflection is the process of self-awareness, analysis of one's inner world, and evaluation of individual experiences. This process helps to gain a deeper understanding of a person's emotional state, values, and decision-making mechanisms. For example, a student analyzes his or her failures and successes in the learning process and determines what methods should be used in the future. Personal reflection is considered a key resource for self-development and informed decision-making. Professional reflection refers to the analysis of problems, achievements, and own experience that arise in the course of a teacher, doctor, manager, or other specialist's professional activities. This type of reflection serves to improve a person's professional competencies, implement new methods and technologies in activities, and systematically develop skills. Donald Shaw (1983) explains this process through the

concepts of "Reflection-in-action" (reflection during activity) and "Reflection-on-action" (reflection after activity). Social reflection is associated with a person's reflection on his or her place in society, social relationships, and role within a group. This type of reflection is important in the formation of social consciousness, a sense of social responsibility, and the development of social skills. For example, assessing one's own contribution to teamwork and determining the level of cooperation with others is achieved through social reflection. Reflective practice is usually carried out in the following stages:

1. Encounter with experience. The participation of a person in a certain activity or situation.
2. Review of the experience. Recalling the events and circumstances that occurred in the process.
3. Analysis. What can be learned from this experience, identifying strengths and weaknesses.
4. Conclusion. Drawing conclusions. Drawing theoretical conclusions on the improvement of personal or professional activities based on the lessons learned.
5. Application to new activities. Applying lessons learned from previous experience in practical activities.

Scientific views in world experience

D. Kolb - emphasized that learning is effectively carried out through reflective processes and developed a cycle of learning based on experience.

D. Schon - revealed the importance of reflection in professional activities and introduced the concept of "professional reflection" into science.

J. Dewey considered reflection as an integral part of the teaching and learning process, justifying the student's acquisition of knowledge through experience.

K. Argyris, putting forward the theory of "double-loop learning", emphasized the need to reconsider not only actions, but also

the values and principles that govern them through reflection.

Thus, reflective practice is an important mechanism of personal, professional and social development, which is of incomparable importance in analyzing a person's life experience, improving their activities and ensuring social integration. Reflective practice is the process of a person consciously reconsidering their activities, experience and decisions, analyzing them, drawing conclusions and applying them in future activities. This concept is considered one of the important mechanisms that ensure the development of the individual in education, professional activities and social relations.

The essence of reflective practice is that a person deeply analyzes not only his actions, but also the values, motives and principles that determine them. This helps a person to understand himself, improve professional competencies and consciously participate in social relations. In world experience, J. Dewey (acquiring knowledge through experience in the learning process), D. Kolb (experiential learning model), D. Shawn (professional reflection and "reflection-in-action"), and K. Argyris (two-stage learning theory) made a great contribution to the development of the concept of reflection. Their views allow us to recognize reflective practice as an integral part of personal, professional and social development. In general, the content of reflective practice is to understand and analyze human experience, and its essence is to enable self-improvement, increase the effectiveness of activity and active participation in society through conscious processing of this experience. In the future, reflective practice is expected to become an integral part of educational and professional activities. Because in the conditions of the 21st century, a person is required not only to acquire ready-made knowledge, but also to have the skills to independently analyze,

adapt and apply it in new conditions. The reflective approach serves these very goals.

Prospects in the field of education:

Reflective practice allows students to think independently, control their own learning process and develop critical analysis skills. Reflective methods combined with digital educational technologies (for example, electronic portfolios, online reflection journals) attract students to active learning. For teachers, the reflective approach creates the opportunity to improve the quality of lessons, improve teaching methods and be flexible to the needs of students.

Prospects in the professional sphere:

Reflective practice ensures the continuous professional development of specialists, making them quickly adaptable to new conditions and tasks.

In the fields of medicine, engineering, management and education, reflective analysis helps to reduce professional errors and make quality decisions.

Applying the principle of "continuous learning" throughout a career forms reflection as a key element of professional competencies.

Reflective practice will be of strategic importance in the future in developing human capital, forming innovative thinking and ensuring active social participation in society. Therefore, it is necessary to widely introduce it into educational programs and use it as one of the main methods in professional development processes. Based on the above analysis, it can be said that reflective practice is a process based on a person's conscious analysis of his own activities, experience and decisions, drawing conclusions and applying them to new activities. Its essence is to deepen a person's self-awareness, knowledge and skills, increase the effectiveness of their activities and ensure conscious participation in social relations. In the future,

the widespread use of reflective practice in educational and professional spheres will serve to increase the effectiveness of the educational process, develop the professional competencies of specialists and form a culture of continuous learning. In particular, for teachers and students, a reflective approach develops independent thinking, and in professional activities it creates an opportunity to learn from mistakes and make innovative decisions. In general, reflective practice is of particular importance as an important mechanism for personal development, a means of improving professional activity and a pedagogical and psychological approach that ensures conscious participation in social development. Therefore, its widespread implementation in the education system and effective use in professional development processes is one of the urgent tasks.

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The Need For Audio Journals In The Uzbekistan Media Field. Problems And Solutions

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Abstract

This article discusses the history of the emergence of audio publications specialized for visually impaired information consumers in the global media landscape and their types. The author analyzes the requirements for audio journals prepared for the visually impaired and the importance of such publications in the Uzbek press, as well as some proposals on the topic.

Keywords: visually impaired, audio magazine, audio format, speaker, voice intonation, live conversation, sound effects, Uzbek media, typhlomedia, audio publications.

Introduction

In the global media arena, special attention is paid to the formation of opportunities for persons with disabilities to receive information in formats that are convenient for them, depending on the type of disability. This is reflected in international normative documents as the rights of this category of information consumers, including Article 21, entitled "Freedom of expression of opinion and belief and access to information", of the Convention on the Rights of Persons with Disabilities, adopted by the United Nations General Assembly by resolution 61/106 of December 13, 2006."¹.

Among people with disabilities, a separate group that needs to receive information in special formats is the blind. Unlike information consumers with other types of disabilities, the blind need to have appropriate accessibility for them, regardless of which media they use. For example, braille or audio for printed publications, voice-over for television content, and speech synthesizer for Internet pages. It is no secret that the most important means for people with visual impairments to absorb external information

is to receive information through listening. In this regard, the role of audio publications is of particular importance. It can be said that the idea of audio publications arose on the basis of the practice of producing audiobooks by the American Foundation for the Blind. The fact is that in the 1930s, this foundation, with its own funds, as well as funds provided by the state and sponsoring organizations, undertook a project to produce "talking" books for blind readers living in the country. "By 1934, the project had produced audio versions of several books, including the Constitution of the United States, Shakespeare's The Merchant of Venice, and Hamlet. In 1962, the US Congress authorized the operation of a library providing audiobooks for the blind. By 1968, the library was recording audiobooks on vinyl records and distributing them in printed form. When the experiment was successful, local journals also began to offer their publications in this format. The first magazine in American history to be presented in audio format was the US News & World Report, which was introduced to subscribers in 1971"². Later, in a number of countries around the world, the practice of

¹ <https://lex.uz/docs/5501227>

² <https://www.loc.gov/nls/who-we-are/history/>

selecting various materials published in local publications that were considered important and interesting for the visually impaired and presenting them in the form of a separate audio magazine was established.

To date, several experiments have been tested in foreign media to convert printed materials into audio format. For example, in the 90s of the last century, in Great Britain, samples of articles from local weekly newspapers were read by volunteers, recorded on audio cassettes in a high-quality format and delivered to subscribers via free postal services with the condition of return. Although this method was widespread in Western countries, it was not without some shortcomings. For example, since the maximum capacity of audio cassettes was 90 minutes, it was not possible to record newspapers in their entirety. Therefore, the materials in them were selected and voiced by the initiators. In this case, choosing news or articles that would be of equal interest to everyone was considered a difficult process. Also, since the process of transcribing a newspaper and delivering it to the listener by mail takes a certain amount of time, there have been cases where blind newspaper readers are informed of the information later than others. In Canada, the USA and Australia, another method of presenting printed publications in a voice format is the transmission of information through telephone calls. In this case, the blind listener dials special numbers and calls the central system where the newspapers are stored, which are voiced by the speakers. The necessary newspaper is selected and listened to using the appropriate numbers. It is also possible to listen to sections of the newspaper using the necessary numbers or digital codes. Newspapers are presented in

their entirety in this central system. The disadvantage of this method is that blind information consumers are assessed as spending more than usual on telephone services.

"Audio newspapers and journals in the press of foreign countries are mostly prepared by volunteers. For example, a number of audio journals in Australia, the United Kingdom, and the United States of America use mostly volunteers. In Sweden, the production of audio newspapers and journals is financed by the government. Editors also add an audio version to the printed version of their newspapers and journals"³. This ensures equal access to the press for visually impaired and non-visually impaired information consumers.

Audio publications can be divided into types such as non-independent and independent audio journals according to the method of preparation. For example, it is appropriate to call a non-independent audio magazine a completely voiced version of a printed publication or a voiced version of materials collected from several newspapers and journals. This is because no separate content is prepared for this type of audio publication, but materials previously published in other publications are simply converted into audio content.

In independent audio journals, the main part of the content is focused on topics specialized for the visually impaired, which requires special preparation and a creative approach. Working on materials for such publications includes several stages: first, selecting topics that are interesting for listeners. In this case, taking into account the fact that information consumers are representatives of different ages and different fields, a golden mean is determined, and topics are selected and recorded on paper accordingly. Taking into

³ <https://www.loc.gov/nls/braille-audio-reading-materials/journals/>

account that the audio magazine is intended only for listening, the articles prepared are edited with sentences that are as understandable to the listener as possible. However, it is necessary not to deviate from the norms of the literary language. After the text on paper is edited, the sound operator prepares a phonogram based on it.

After the content of the audio magazine is formed, it is advisable to voice it with the help of speakers who have no speech defects. In this case, special attention should be paid to the fact that there should be several speakers and, of course, they should consist of male and female voices. Because the variety of voices serves to increase the attractiveness of the magazine. If the audio material is about the description of a place or a description of some reality, conveying this information using additional sound effects will further increase the interest of subscribers.

Independent audio journals specially prepared for visually impaired information consumers have not been observed in the Uzbek media to date. Considering that today there is only one special magazine published in Braille for more than 70 thousand visually impaired information consumers, it is not difficult to feel how limited the opportunities for this category of people to access information are. This problem can be positively solved through audio publications. Based on the above, starting in 2023, the first audio magazine "Tiflomedia" specializing in transmitting audio information for visually impaired people has been launched in Uzbekistan. It disseminates important and necessary information not only about the life of the visually impaired, but also about the life of society as a whole. At the same time, it introduces the visually impaired to the life of society as a whole, and representatives of the general public to the life of the visually impaired. This approach aims to develop information communication between people

with visual impairments and the general public. Today, the audio magazine "Tiflomedia" is brought to the attention of listeners through the official Tiflomedia channel on the Telegram messenger. The editorial team focuses on preparing high-quality content that is easy to understand for visually impaired information consumers, and is based on professional commentary, as much as possible, that is not found in other sources. In particular, in the issues published to date, the "Media World" column covers the opportunities for visually impaired people to obtain information, and the "History We Don't Know" column covers interesting information about the history of events in various fields. The "Contact Address" column contains interviews with representatives of various fields, and the "Famous Blind People of the World" column tells about the lives of blind people who have become famous in various fields around the world. The "IT podcast" column provides information about the technical capabilities created for the visually impaired in modern information technologies, as well as instructions on the rules for their use, along with practical procedures. Since June 2024, the audio magazine "Tiflomedia" has been registered as an official audio publication of the Uzbekistan Society for the Blind.

Conclusion

In conclusion, it can be said that the expansion of the network of publications in audio form primarily serves to satisfy the necessary needs of information consumers who are blind. In addition, the implementation of the requirements set forth in the Convention on the Rights of Persons with Disabilities, ratified by our country in 2021, will be ensured at the national level.

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Methodological Frameworks In Anthroponymic Research

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Abstract

This article examines the principal linguistic methodologies employed in the study of anthroponyms, with particular emphasis on structural, semantic, comparative-historical, and sociolinguistic approaches. Through the analysis of personal names across diverse languages and cultural contexts, the study demonstrates how names serve as indicators of social, historical, and linguistic transformations. Furthermore, the value of interdisciplinary perspectives in comprehensively understanding the function and significance of anthroponyms within both language and society is underscored.

Keywords: anthroponymy, linguistic methodologies, structural analysis, semantic analysis, sociolinguistics, comparative linguistics, personal names, etymology

Anthroponomy, a specialized branch of onomastics, is concerned with the study of personal names, including given names, surnames, nicknames, and other forms of human designation. Linguistic analysis of anthroponyms offers valuable insights into cultural, historical, and social processes. Scholars apply a range of methodologies to investigate the structure, origin, and usage of personal names across various languages and cultural contexts. This article examines the principal linguistic approaches employed in anthroponymic research, emphasizing their practical applications and scholarly significance.

Descriptive Method: The descriptive method entails the systematic recording and analysis of anthroponyms within a specific language or cultural context. This approach emphasizes the cataloging of names, the identification of their morphological structures, and the interpretation of their semantic content. By examining the constituent elements of names, linguists can discern recurring patterns and conventions in naming practices. For example, a study of Turkana personal names investigated their morphology and semantics to uncover their cultural significance. The findings indicated

that names frequently reflect environmental conditions, circumstances of birth, and societal expectations, offering a valuable window into the culture [1].

Comparative Analysis: Comparative analysis involves the systematic examination of anthroponyms across different languages or dialects to identify both similarities and differences. This approach enables linguists to trace the historical development of names, investigate cross-cultural borrowing and influence, and reconstruct ancestral forms of personal names. The comparative method has played a crucial role in historical linguistics, helping researchers establish linguistic relationships and reconstruct proto-languages. By analyzing the phonological and morphological features of names, scholars can infer historical connections between languages and the cultures that use them [2].

Cognitive-Conceptual Analysis: Cognitive-conceptual analysis investigates the mental representations and conceptual frameworks linked to anthroponyms. This approach examines how personal names encode cultural knowledge, social roles, and individual identity. By exploring the cognitive structures that underpin naming

practices, researchers can gain insight into how names operate within a society's worldview. For instance, a linguocultural study of English and Uzbek epics applied cognitive-conceptual analysis to examine the associations and background knowledge embedded in anthroponyms. The research demonstrated how names within these epics reflect cultural values and societal norms [3].

Linguocultural Analysis: Linguocultural analysis examines the relationship between language and culture in the creation and use of anthroponyms. This approach explores how cultural practices, beliefs, and values shape naming conventions, and how names, in turn, convey aspects of cultural identity. For instance, a study of English and Uzbek anthroponyms in epic literature demonstrated that names often carry significant cultural meaning, reflecting national identity and historical context. The research highlighted the necessity of considering cultural factors in the study of anthroponyms [3].

Morphological Method: The morphological method concentrates on the structural composition and formation of anthroponyms, with a focus on prefixes, suffixes, and root elements. This approach enables linguists to understand how names are constructed and how their morphological components contribute to meaning. For example, a study of anthroponyms in Russian, Kazakh, and Turkish examined diminutive suffixes and affixes, highlighting how morphological variations in names convey emotional and social nuances. The research demonstrated that these structural features reflect the cultural context in which naming practices occur [4].

Componential Analysis: Componential analysis entails deconstructing anthroponyms into their fundamental semantic elements to examine their meanings and interrelationships. This

approach enables researchers to identify the basic components that contribute to the overall significance of a name. For instance, in a study of anthroponymic structures within academic discourse, componential analysis was employed to classify and interpret the semantic features of personal names. The research offered valuable insights into how names operate within specialized linguistic contexts [5].

Statistical Method: The statistical method employs quantitative techniques to examine the frequency, distribution, and patterns of anthroponyms within a given corpus. This approach allows researchers to identify trends, regional variations, and social factors that shape naming practices. Through statistical analysis, linguists can detect patterns in name usage, such as the historical popularity of certain names or the prevalence of specific naming conventions within a community. This method provides empirical evidence that supports linguistic hypotheses and informs cultural interpretations.

Etymological Analysis: Etymological analysis investigates the historical origins and evolution of anthroponyms, focusing on how personal names have developed over time. This approach involves examining linguistic roots, historical records, and phonological changes associated with names. Within onomastic research, etymological analysis is essential for verifying name origins and understanding their historical context. By studying the etymology of names, researchers can reveal connections between languages and cultures, providing insights into historical interactions and migration patterns [6].

Sociolinguistic Approach: The sociolinguistic approach investigates the interplay between language and society, emphasizing how social factors shape naming practices. This method takes into account variables such as gender, age, ethnicity, and social status when analyzing

anthroponyms. By examining the sociolinguistic dimensions of personal names, researchers can gain insight into how names serve as markers of identity, social affiliation, and cultural heritage. This approach underscores the dynamic nature of naming practices and their significance in social interactions.

Additionally, integrating multiple linguistic methodologies in the study of anthroponyms provides a comprehensive and multidimensional understanding of personal names. Each approach offers specific advantages:

Holistic Analysis: By combining structural, semantic, historical, and sociolinguistic methods, researchers can examine both the internal linguistic features and the external cultural and social dimensions of names.

Cross-Cultural Insight: Comparative and linguocultural approaches enable scholars to identify universal patterns as well as culturally specific naming practices, promoting intercultural understanding.

Cognitive and Identity Studies: Cognitive-conceptual analysis illuminates how names reflect mental representations, individual identities, and collective memory, enriching psychological and anthropological perspectives.

Data-Driven Reliability: Statistical and componential methods provide empirical evidence and objectivity, facilitating the identification of naming trends and linguistic regularities.

Historical Reconstruction: Etymological and comparative analyses allow researchers to trace the origins and evolution of names, offering insights into linguistic change and historical migration patterns.

Practical Applications: A thorough understanding of naming systems supports sociological research, database management, language policy development, and even AI-based name recognition technologies.

The linguistic study of anthroponyms enables a nuanced understanding of personal names and their societal significance. Each methodological approach—descriptive, comparative, cognitive-conceptual, linguocultural, morphological, componential, statistical, etymological, and sociolinguistic—offers distinct insights into the structure, meaning, and cultural context of names. By integrating these diverse methods, researchers can conduct a comprehensive analysis of naming practices, revealing the complex interconnections between language, culture, and individual and collective identity.

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Stages Of Formation Of Korean Grammar Competence In Academic Lyceum Students

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Abstract

This article discusses a step-by-step methodological model for the formation of grammatical competence in the Korean language among students of an academic lyceum. Grammatical competence is interpreted as a main component of communicative competence and is analyzed on the basis of linguistic parameters such as the grammatical system of the Korean language - agglutinativity, functional properties of suffixes, and the specificity of word order. The article scientifically substantiates the stages of preparation, practice, automation, and communicative integration of the formation of grammatical skills in students. Educational tasks, methodological approaches, and assessment criteria are proposed for each stage. At the end of the article, an effective organizational and methodological model for the development of grammatical competence in the Korean language is developed.

Keywords: grammatical competence, Korean language, methodology, communicative approach, phased learning, agglutinative language, academic lyceum.

Annotatsiya

Ushbu maqolada akademik litsey o'quvchilarida koreys tili grammatik kompetensiyasini shakllantirishning bosqichma-bosqich metodik modeli yoritilgan. Grammatik kompetensiya kommunikativ kompetensiyaning asosiy tarkibiy qismi sifatida izohlanadi va koreys tilining grammatik tizimi — agglutinativlik, qo'shimchalarining funksional xususiyatlari, so'z tartibining o'ziga xosligi kabi lingvistik parametrlar asosida tahlil qilinadi. Maqolada o'quvchilarda grammatik ko'nikmalarini shakllantirishning tayyorgarlik, amaliyot, avtomatlashtirish va kommunikativ integratsiya bosqichlari ilmiy asoslarda asoslab berilgan. Har bir bosqich uchun o'quv topshiriqlari, metodik yondashuvlar va baholash mezonlari taklif qilinadi. Maqola yakunida koreys tili grammatik kompetensiyasini rivojlantirishning samarali tashkiliy-metodik modeli ishlab chiqilgan.

Kalit so'zlar: grammatik kompetensiya, koreys tili, metodika, kommunikativ yondashuv, bosqichli o'qitish, agglutinativ til, akademik litsey.

Kirish

Hozirgi globallashuv jarayonida Sharq tillari, xususan koreys tiliga bo'lgan qiziqish ortib bormoqda. O'zbekiston va Koreya Respublikasi o'rtasidagi iqtisodiy-madaniy hamkorlikning kengayishi natijasida koreys tilini o'qitishning ilmiy-metodik asoslarini mustahkamlash dolzarb masalaga aylandi. Akademik litseylar ushbu jarayonning muhim bo'g'ini sifatida xorijiy tillarni o'zlashtirishning boshlang'ich-yuqori bosqichlari o'rtasida ko'prik vazifasini bajaradi.

Koreys tili grammatik tizimi o'zbek tili bilan qiyoslanganda — agglutinativlik, so'z

tartibining SOV modeliga asoslanganligi, vosita va bog'lovchilarning morfosintaktik ko'pligi bilan ajralib turadi. Shu sababli o'quvchilarda grammatik kompetensiyanı bosqichma-bosqich shakllantirish metodik jihatdan puxta rejalahtirilishi zarur.

Mazkur maqolada akademik litsey o'quvchilarida koreys tili grammatik kompetensiyasini shakllantirishning bosqichlari ilmiy asoslangan holda izohlanadi va har bir bosqich uchun metodik mexanizmlar ishlab chiqiladi.

Grammatik kompetensiya umumiy til kompetensiyasining poydevori bo'lib, til birliklaridan to'g'ri foydalanish, grammatik

shakl va strukturalarni mazmunga mos qo'llash qobiliyatidir. Layle Baxman, Noam Chomsky, Dell Xayms, Maykl Kennel kabi tadqiqotchilar grammatik kompetensiyaning kommunikativ kompetensiyada tutgan o'rni haqida keng izohlar bergen.

Koreys tilida grammatik kompetensiya ayniqsa muhimdir, chunki:

- grammatik affikslarning ko'pligi mazmun yaratishda hal qiluvchi rol o'ynaydi;
- fe'l qo'shimchalari so'zning zamon, kayfiyat, hurmat darajasi, munosabatga ko'ra shaklini belgilaydi;
- so'z tartibining o'zgarishi mazmuniy urg'u va semantik markazni o'zgartiradi.

Shu sababli grammatikani bosqichma-bosqich tizimli o'rgatish zaruratga aylanadi.

Agglutinativlik

Koreys tili agglutinativ bo'lib, qo'shimchalar:

- qat'iy tartibda,
- semantik yuklangan,
- o'zaro almashmaydigan shakllarda keladi.

Masalan:

가겠습니다 (ka-ges-sim-ni-da) — 4 grammatik birlidan tashkil topgan.

Hurmat kategoriyasi

Koreys tili grammatikasining muhim o'ziga xosligi — **hurmat kategoriyasi** (존댓말).

Fe'l qo'shimchalari orqali nutqning uslubiy-pragmatik jihatni belgilanadi.

So'z tartibi

SOV modeli o'zbek tiliga yaqin bo'lsada, koreys tilida qo'shimcha ma'nolar aynan tartib orqali belgilanadi.

Ushbu xususiyatlar o'quvchilarda grammatik kompetensiyani shakllantirishni bosqichli holda tashkil etishni taqozo etadi.

Akademik litsey o'quvchilarida koreys tili grammatik kompetensiyasini shakllantirish bosqichlari

Ilmiy va metodik adabiyotlar asosida koreys tili grammatik kompetensiyasini shakllantirish quyidagi **to'rt bosqichdan** iborat deb belgilanadi:

Birinchi bosqich — Tayyorlov bosqichi

Ushbu bosqichda asosiy maqsad o'quvchilarni koreys tilining fonetik, grafik va boshlang'ich grammatik birliklari bilan tanishtirishdan iborat.

Metodik faoliyatlar:

- Hangil yozuvini o'rgatish;
- fe'llarning asosiy shakllari bilan tanishtirish;
- eng sodda qo'shimchalar: 현재, 과거 shakllari;
- "subyekt+obyekt+fe'l" modelini mustahkamlash.

Topshiriqlar:

- oddiy gaplar tuzish;
- fe'lning lug'aviy shaklini grammatik shaklga o'tkazish;
- minimal juftliklar bilan ishlash.

Ikkinchi bosqich — Qo'llash amaliyoti bosqichi

Bu bosqichda grammatik bilimlar amaliy qo'llashga yo'naltiriladi.

Metodik yondashuvlar:

- situativ mashqlar;
- dialog asosidagi grammatik qo'llanish;
- funksional grammatika tamoyillarini joriy etish.

O'rgatiladigan asosiy mavzular:

- qo'shimchalarning funksional almashinushi (–고, –서, –지만);
- fe'l bog'lovchilari;
- hurmat darajalarida fe'l o'zgarishi.

Topshiriqlar:

- dialog tuzish;
- grammatik shaklini mazmunga mos tanlash;
- kontekstual tarjima.

Uchinchi bosqich — Avtomatlashtirish bosqichi

Ushbu bosqich grammatik ko'nikmalarni mustahkamlashni, tez, ongli va avtomatik qo'llashni maqsad qiladi.

Metodik mexanizmlar:

- drill mashqlari;
- tezkor javoblar (speed-grammar);
- kommunikativ o'yinlar;
- konversatsion simulyatsiya.

O'quvchilar natijasi:

- grammatik shakllarni tez tanlay olish;
- nutqda xatosiz qo'llay olish;
- dialog va monologlarda grammatik strukturalarni ongli ishlatish

To'rtinchи bosqich — Kommunikativ integratsiya bosqichi

Grammatik kompetensiyaning yakuniy bosqichi nutqning mazmuniy va pragmatik jihatlari bilan birga qo'llashni o'z ichiga oladi.

Metodik yondashuvlar:

- loyiha asosida ta'lrim;
- mavzu asosidagi kommunikativ vazifalar;
- real hayotiy vaziyatlar asosidagi mashg'ulotlar;
- suhbatlar, intervylar, nutqiy rollar.

Natija:

O'quvchi grammatik strukturalarni:

- mavzuga mos,
- kommunikativ maqsadga muvofiq,
- stilistik jihatdan to'g'ri qo'llay boshlaydi.

Grammatik kompetensiyani baholash mezonlari

Akademik litsey sharoitida baholash tizimi quyidagi ko'rsatkichlarga asoslanishi lozim:

1. Grammatik shakllarning to'g'ri qo'llanish foizi.
2. Gap qurilishining sintaktik aniqligi.
3. Hurmat darajalarining vaziyatga mosligi.
4. Yozma va og'zaki nutqda grammatik xatolar soni.
5. Mazmun va grammatik shaklning moslashuvi.

Baholash mezonlarini CEFR talablari bilan muvofiqlashtirish yuqori natija beradi.

Xulosa

Akademik litsey o'quvchilarida koreys tili grammatik kompetensiyasini shakllantirish bosqichlari bosqichma-bosqich, ilmiy-metodik tamoyillar asosida rejalashtirilgan holda amalgalash oshirilsa, o'quvchilarning kommunikativ kompetensiyasi samarali rivojlanadi. Tadqiqot natijalari shuni ko'rsatadiki, koreys tilining murakkab

grammatik tizimini o'rganishda tayyorlov, amaliy qo'llash, avtomatlashtirish va kommunikativ integratsiya bosqichlarining izchil qo'llanilishi yuqori natijaga erishishga imkon beradi.

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O'ZBEKCHA-KOREYSCHA

TARJIMALARDA

O'XSHATISHLARNI VUJUDGA

KELTIRUVCHI GRAMMATIK

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KELTIRUVCHI: GRAMMATIK
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The Manifestation of Discourse Phenomena in the Ferghana Valley “O’lan” Genre and Its Foreign Analogues: A Linguistic and Folkloric Analysis

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Abstract

This article analyzes the sociopragmatic nature of lyrical discourse in Uzbek folk oral tradition through the example of the o’lan genre of the Ferghana Valley. By integrating discourse theory, pragmatics, and folkloristic approaches, the study examines dialogicity, improvisation, performativity, and social functions within o’lan performances based on linguo-pragmatic criteria. The research draws upon the views of leading Uzbek scholars such as Muzayyana Alaviya, Kh. Tillayev, E. Jumanbulbul, T. Mirzayev, M. Jo’rayev, Sh. Turdimov, and Laylo Raupova, analyzing the ceremonial and social roles of o’lan, gendered communication, and comparative aspects with foreign analogues including mantinades, zajal, griot traditions, and tappay/boliyan. The findings allow us to interpret the o’lan genre not only as a form of folklore, but also as a model of emotional-communicative discourse that expresses social consciousness and cultural identity. The article holds theoretical-methodological and practical significance for the fields of linguistics, folklore studies, and cultural studies.

Keywords: Ferghana Valley folklore, o’lan performances, lyrical discourse analysis, sociopragmatic model, linguoculturology, folk poetic worldview, performative speech, communicative tradition, cultural code, comparative folklore, social identity.

Annotatsiya

Ushbu maqolada Farg’ona vodiysi o’lan janri misolida o’zbek xalq og’zaki ijodida lirik diskursning sotsiopragmatik tabiatini tahlil qilinadi. Tadqiqotda diskurs nazariyasi, pragmatika va folklorshunoslik yondashuvlari uyg’unlashtirilib, o’lanlardagi dialogiklik, improvizatsiya, performativlik va ijtimoiy funksiyalar lingvopragmatik mezonlar asosida o’rganiladi. Muzayyana Alaviya, X. Tillayev, E. Jumanbulbul, T. Mirzayev, M. Jo’rayev, Sh. Turdimov, Laylo Raupova singari o’zbek olimlarining qarashlari tahlilga asos qilib olinib, o’lanlarning marosimiy va ijtimoiy kontekstdagi roli, gender kommunikatsiyasi hamda xorijiy analoglar (mantinades, zajal, griot, tappay/boliyan) bilan qiyosiy jihatlari ochib beriladi.

Tadqiqot natijalari o’lan janrini nafaqat folklor shakli, balki ijtimoiy ong va madaniy identitetni ifodalovchi, hissiy-kommunikativ diskurs modeli sifatida talqin etish imkonini beradi. Maqola tilshunoslik, folklorshunoslik va madaniyatshunoslik sohalari uchun nazariy-metodologik hamda amaliy ahamiyat kasb etadi.

Kalit so’zlar: Farg’ona vodiysi folklori, o’lan aytishuvlari, lirik diskurs tahlili, sotsiopragmatik model, lingvokulturologiya, xalq poetik tafakkuri, performativ nutq, kommunikativ an’ana, madaniy kod, qiyosiy folklor, ijtimoiy identitet.

Xalq og’zaki ijodi — har bir millatning tarixiy xotirasi, ijtimoiy tajribasi va estetik tabiatini ifoda etuvchi eng qadimiy madaniy shakklardan biridir. Og’zaki ijod namunalarida so’z nafaqat ma’no uzatadigan vosita, balki jamiyatning ijtimoiy-axloqiy qoidalari, emotsional me’yorlari va madaniy identitetining ko’zgusi sifatida

faoliyat yuritadi. Shu jihatdan lirik janrlar, xususan o’lanlar, xalq hayotidagi muhim ijtimoiy hodisalardan — to’y, bayram va boshqa marosimlardan ajralmas ravishda joy oladi va marosimiy kontekstda kommunikativ, performativ hamda sotsiopragmatik funksiyalarni bajaradi.

Lingvistik tadqiqotlarda diskurs tushunchasi nutqning faqat grammatik yoki leksik qatlamidan tashqariga chiqib, uning ijtimoiy, madaniy va pragmatik kontekstini o'rganishni nazarda tutadi. Lirik diskurs esa badiiy ifoda vositalari orqali shaxsiy va kollektiv hissiyotlarni shakllantirib, ijtimoiy munosabatlarni tartibga soluvchi maxsus kommunikativ maydonni yaratadi. O'zbek tilshunosligi va folklorshunosligida bu masala yaqinda katta e'tiborni qozonmoqda: bu borada taqqiqot ishimizda ham shunday keltirganmiz: lirik diskursning sotsiopragmatik aspektlarini o'zbek xalq qo'shiqlari misolida izohlab, lirik matnning pragmatik niyati va ijtimoiy maqsadlarini ta'kidlagan bo'lsak, Laylo Raupova esa og'zaki ijodni madaniy muloqot tizimi sifatida tadqiq etib, uning marosimiy va kommunikativ funksiyalarini olib bergan.

Farg'ona vodiysi o'lan janri o'ziga xos dialogik va improvizatsion xususiyatlari, marosimiy konteksti hamda genderga oid kommunikativ modellar bilan ajralib turadi. O'lanlar ko'pincha ikki taraflama aytishuv — aytuvchi va javob beruvchi o'rtasidagi tezkor, ritmik va ma'noli muloqot shaklida namoyon bo'ladi; bunda satrlar tarkibida emotsiyonal yuk, kinoya, kulgi, nasihat va duo kabi har xil nutq aklari uyg'unlashadi. Shu jihatlar ularni diskurs tahlili uchun qulay ekspertiza maydoniga aylantiradi, chunki o'lanlarda so'zning illokutiv (niyat ifodalovchi), perllokutiv (tinglovchiga ta'sir etuvchi) va performativ (amaliy natija keltiruvchi) funksiyalari aniq seziladi.

Mazkur maqolaning maqsadi — Farg'ona vodiysi o'lan janrini lingvopragmatik va folklorshunoslik mezonlari asosida tahlil qilib, uning lirik diskurs sifatidagi sotsiopragmatik rolini aniqlashdir. Tadqiqot vazifalari quyidagilardan iborat: birinchidan, lirik diskurs va sotsiopragmatika nazariy asoslarini ko'rib chiqish; ikkinchidan, o'lan janrining struktur-funksional xususiyatlarini aniqlash; uchinchidan, o'lanlar va xorijiy analoglar (mantinades, zajal, griot ijrolari,

tappay/boliyan) orasidagi diskursiv o'xshashlik va farqlarni solishtirma tahlil qilish; to'rtinchidan, o'lanlarda gender va ijtimoiy rollarning pragmatik namoyon bo'lishini tahlil qilish.

Tadqiqot metodologiyasi sifatida diskurs tahlili, tekstual-lingvistik analiz, sotsiopragmatik interpretatsiya va taqqoslash usullari qo'llanadi. Empirik material sifatida Farg'ona vodiysi o'lanlaridan olingan matnlar, ushbu janr bo'yicha etnografik yozuvlar, shuningdek Laylo Raupova kabi O'zbekiston olimlarining asarlari hamda xorijiy tadqiqotlar (abridged references) foydalilanadi. Tadqiqot natijalari nafaqat tilshunoslik va folklor fanlari uchun, balki madaniyatshunoslik va ijtimoiy fanlar uchun ham amaliy-nazariy ahamiyatga ega bo'ladi.

Lirik diskursning nazariy asoslari va xalq og'zaki ijodidagi ifodasi

Lirik diskurs hodisasi tilshunoslik va adabiyotshunoslik fanlarining kesishgan nuqtasida shakllangan murakkab nazariy konsepsiyalardan biridir. Diskurs tushunchasi o'z mohiyatiga ko'ra, tilning ijtimoiy, psixologik, madaniy va kommunikativ qatlamlarini o'zida mujassamlashtiradi. Shu jihatdan u matn, kontekst va nutqiy faoliyatning uzviy birligi sifatida talqin etiladi (Qurbanov, 2019). Lirik diskurs esa bu birlikning estetik, hissiy va ramziy qatlamda namoyon bo'lishidir.

Tilshunoslikda diskurs nazariyasi XX asrning ikkinchi yarmidan boshlab sotsiopragmatik yondashuvlar asosida shakllandi. N. Fairclough, T. van Deyk, M. Fuko kabi olimlar diskursni ijtimoiy ong va madaniy me'yorlar bilan bog'liq nutqiy faoliyat shakli sifatida tahlil qilganlar. O'zbek tilshunosligida bu yo'nalish S. Karimov, L. Raupova, Sh. Safarov kabi tadqiqotchilar tomonidan milliy zamin va xalq ijodi materiallari asosida chuqur o'rganilmoqda.

M.Alaviya xalq qo'shiqlaridagi lirik nutqni epik janr sifatida tahlil qiladi. Uning fikricha, lirik qo'shiq faqat matn shaklida emas, balki ijtimoiy muloqot, an'anaviy dunyoqarash, ruhiy kechinmalar va gender rollar orqali ham ifodalanadi. Masalan, "yor-yor" janridagi matnlar faqat to'y marosimi uchun aytildigan qo'shiq emas, balki jamiyatning ma'naviy-estetik pozitsiyasini, ijtimoiy me'yorlar tizimini, qadriyatlar munosabatini ham ifoda etuvchi diskursiy hodisadir.

Laylo Raupovning xalq poetikasiga oid izlanishlarida ham lirik nutqning diskursiv tabiatini yoritiladi. U o'zbek xalq qo'shiqlarida "subyektiv men"ning ovozi ko'pincha kollektiv ong bilan uyg'unlashganini, bu esa individual his-tuyg'ularning ijtimoiy kontekstda ma'noga ega bo'lishini ta'kidlaydi (Raupova, 2018). Shunday qilib, xalq og'zaki ijodida lirik diskurs shaxs va jamiyatning muloqoti, inson kechinmalari va ijtimoiy qadriyatlarning lingvopragmatik birligiga aylanadi.

Farg'ona vodiysi xalq qo'shiqlarida bu holat yanada jonliroq ko'rindi. Ayniqsa o'lan, yor-yor, lapar, alla kabi janrlarda diskursiy qatlamlar ko'p darajada sotsiopragmatik omillarga tayangan. O'lanlarda erkak va ayol ovozlari o'tasidagi muloqot, kinoya, metafora, xalqona hazil orqali ijtimoiy pozitsiyalar ifodalanadi. Bu, o'z navbatida, xalq tilining estetik qudratini namoyon etadi. Lirik diskursning yana bir muhim jihatni — u "madaniy kod" sifatida faoliyat yuritadi. Ya'ni xalq qo'shig'ida ifodalangan ma'no qatlamlari faqat tilda emas, balki urf-odat, marosim, kiyim, ishora va musiqiy ohang orqali ham shakllanadi. Bunday ko'p qatlamlar ma'no tarmog'ini tahlil qilishda sotsiopragmatik yondashuv muhim ahamiyat kasb etadi, chunki bu usul ma'noni shunchaki matndan emas, balki muloqot jarayonidan izlaydi.

Xalq og'zaki ijodining diskursiv tahlili shuni ko'rsatadiki, har bir qo'shiq ijtimoiy-tarixiy sharoit, marosim konteksti va ma'naviy qadriyatlar bilan bevosita bog'liq. Shu bois

o'zbek xalq qo'shiqlarida mavjud lirik nutqni tahlil qilish — milliy o'zlikni, qadriyatlar evolyutsiyasini va madaniy kommunikatsiya tizimini anglashga xizmat qiladi.

Lirik diskursda sotsiopragmatik omillar va kommunikativ strategiyalar

Tilshunoslikda sotsiopragmatika insonning nutqiy faoliyatida ijtimoiy omillarning rolini, ya'ni tilning jamiyatdagi funksional ishlatilishini o'rganadi. Shu bois lirik diskursni sotsiopragmatik nuqtayi nazardan tadqiq etish — xalq qo'shiqlaridagi nutqiy muloqotning mazmun va maqsadini aniqlash imkonini beradi. Lirik diskursda har bir so'z, har bir ohang, har bir obraz — ijtimoiy kontekst va muloqot ehtiyojidan tug'iladi.

Laylo Raupova o'zining folklor poetikasiga bag'ishlangan ishlarida xalq lirikasi nutqiy jarayon sifatida milliy muloqot modeli bo'lib xizmat qilishini ta'kidlaydi. Unga ko'ra, xalq og'zaki ijodida **sotsiopragmatik signallar** — ya'ni kinoya, so'roq shakllari, takrorlar, affektiv so'zlar, qadriyatlarni ifodalovchi ramzlar — diskursni faollashtiradi. Bu esa tinglovchi (yoki ishtirokchi)ni nafaqat estetik, balki ijtimoiy jihatdan ham faol muloqotga chorlaydi.

Farg'ona vodiysi xalq qo'shiqlarida bu sotsiopragmatik omillar ayniqsa yorqin. Masalan, o'lan aytishuv janrida ikki jins vakillarining musobaqalashuvchi, kinoyali muloqoti orqali jamiyatdagi gender rollari, hazil va istehzo madaniyati, ijtimoiy masofa kabi ko'plab tushunchalar nutq orqali ifodalanadi. Quyidagi misol bunga dalildir: "Bolam kelin bo'ldi, qaynonasiga teng, To'ya aytgan so'zi yurakka meng. Yor-yor!"

Bu misrada "to'y" — ijtimoiy hodisa, "kuyov-kelin" esa ijtimoiy rollarni bildiradi. Ammo qo'shiqdagi ohang va "yurakka meng" birikmasi hissiy-estetik munosabatni bildiradi. Demak, bu yerda til sotsiopragmatik vazifani bajaradi: u ijtimoiy marosimni estetik kechinmaga aylantiradi.

Lirik diskursda kommunikativ strategiyalar ham muhim ahamiyatga ega. Bu strategiyalar odatda quyidagicha tasniflanadi:

1. **Emotiv strategiya** — his-tuyg'ularni estetik tarzda ifodalash (masalan, "ko'nglim to'lib toshar", "ko'zlarimda yosh" kabi so'z birikmalari).

2. **Apellyativ strategiya** — tinglovchiga murojaat orqali muloqotni jlonlantirish ("yorim", "jonim", "ayting-chi", "eshitinglar" kabi so'z shakllari).

3. **Simvolik strategiya** — ramziy obrazlar orqali ijtimoiy yoki shaxsiy ma'no berish ("ko'k qush", "oq libos", "qaldirg'och" kabilar).

4. **Pragmatik strategiya** — maqsadga yo'naltirilgan nutqiy harakatlar orqali ta'sir o'tkazish (masalan, nikoh, muhabbat, vafodorlik mavzularidagi didaktik xitoblar). Bu strategiyalar xalq og'zaki ijodi orqali avloddan avlodga o'tgan madaniy kommunikatsiyani mustahkamlaydi. Shu ma'noda, xalq qo'shiqlaridagi lirik diskurs — bu til orqali avlodlar o'rtasidagi hissiy, ijtimoiy va axloqiy merosni uzlusiz davom ettiruvchi tizimdir.

Sotsiopragmatik tahlil shuni ko'rsatadiki, xalq qo'shiqlari faqat estetik matn emas, balki ijtimoiy o'zaro ta'sirning faol shaklidir. Unda har bir so'z ijtimoiy ahamiyatga ega, har bir obraz esa madaniy kodni ifodalaydi. Shu bois lirik diskursni o'rganish — xalq ongini, madaniy xotirani va milliy identifikatsiyani tushunishning muhim kalitidir.

Xalq og'zaki ijodi janrlarida lirik diskursning sotsiopragmatik tahlili (Farg'ona vodiysi misolida)

Farg'ona vodiysi xalq og'zaki ijodi O'zbekiston madaniy makonining eng boy qatlamlaridan biridir. Bu hududda shakllangan qo'shiq janrlari — **o'lan, yor-yor, lapar, alla** kabi turlar — nafaqat badiiy ifoda vositasi, balki xalq tafakkurining ijtimoiy va ma'naviy shaklidir. Ularning har biri alohida diskursiy maydon bo'lib, unda til,

madaniyat va ijtimoiy munosabatlar uyg'unlashgan.

O'lan aytishuvlaridagi diskursiy muloqot

O'lan janri Farg'ona vodiysi marosim madaniyatida alohida o'rin tutadi. Ayniqsa to'y marosimlarida ayollar va erkaklar o'rtasidagi aytishuv, kinoya va so'z o'yinlari xalqona muloqotning eng tabiiy shakli sifatida namoyon bo'ladi.

Masalan:

"Qizlar to'pi qizil, yigitlar qora, O'lan aytam, yurakda bor dard, yara. O'ynab kulmay, so'z bilan so'z urishay, Qani, kimga yurakda joy bor, qara!"

Bu o'landa **emotiv, apellyativ** va **kinoyaviy** strategiyalar uyg'unlashgan. Aytilgan so'zlar zohiran hazilga o'xshash, ammo u orqali jinsiy rollar, jamiyatdagi erkinlik darajasi, ayolning nutqiy faolligi kabi ijtimoiy muammolar ham ifodalananadi. Shunday qilib, o'lan — bu **dialogik lirik diskurs**, unda estetik kechinma va sotsiopragmatik pozitsiya birlashadi.

"Yor-yor" janrida ijtimoiy muloqot va qadriyat ifodasi

"Yor-yor" janri o'zbek xalqining eng qadimiy lirik marosim qo'shiqlaridan biridir. U to'y marosimining kommunikativ yadrosi hisoblanadi.

M.Jo'rayev bu janri "ijtimoiy marosimning estetik modeli" deb ta'riflab, unda **madaniy kodlar** — ota-onas duosi, ayrılıq, yangi hayotga qadam qo'yish, ijtimoiy maqom o'zgarishi kabi ma'nolar mujassam ekanini ta'kidlaydi.

Quyidagi misolni olaylik:

"Yor-yor, kelin kelyapti oq libosda, Ota yurti qoldi, ko'ngli yozda. Yor-yor!"

Bu satrlarda "oq libos" — **ramz**, "ota yurti" — **madaniy manba**, "yor-yor" nidosi esa **diskursiy markaz** hisoblanadi. So'zlovchi (ijrochi) nafaqat his-tuyg'usini, balki ijtimoiy voqeani (nikoh, ajralish, yangi maqom) ifodalaydi. Shunday qilib, "yor-yor" lirik diskurs sifatida **madaniy o'tish marosimini** til orqali aks ettiradi.

. Laparlar va ayollar nutqiy faolligi

Lapar janrida ayollar ovozi ijtimoiy muloqotning faol subyekti sifatida namoyon bo'ladi. Bu qo'shiqlar ko'pincha mehnat, muhabbat, sadoqat, erk va or-nomus mavzulariga bag'ishlanadi.

Masalan:

"Qo'limdagi ipim uzildi, Yuragimda dardim sezildi. So'ylay desam, ko'nglim to'lib, So'zlarim ichimda ezildi."

Bu satrlar lirik "men"ning ichki kechinmasi orqali **subyektiv diskursni** yuzaga chiqaradi. Ammo shu kechinma jamiyatdagi ayol mavqeini, uning his-tuyg'ularini ifodalash imkonini ham beradi. Shunday qilib, laparlarda individual nutq — ijtimoiy xotiraning, ayol ruhiyatining ramziga aylanadi.

Alla janrida hissiy va ijtimoiy diskurs

Alla qo'shiqlari, asosan, onalar tomonidan aytildigan bolalar qo'shig'i sifatida ma'lum. Biroq sotsiopragmatik tahlilda bu janr nafaqat bola tinchligini, balki ona kechinmasini, jamiyatdagi ona obrazini ham ifodalaydi.

Masalan:

"Alla, alla, bolam uxla, Uying tinch, ko'nglim to'la. Qushlar sayrab, tonglar chara, Bolam, senga yorug' dunyo bara."

Bu qo'shiqda **lingvopragmatik vositalar** — mehr, tinchlik, yorug'lik, qush, tong obrazlari — madaniy qadriyatlar tizimini ifodalaydi. Diskursda "ona" subyekti — muhabbat, himoya va duoning markazida turadi. Shu tariqa, alla janri lirik diskursning **emosional-madaniy** modeli sifatida ko'rildi.

Farg'ona vodiysi xalq og'zaki ijodi — lirik diskursning eng sermazmun va sotsiopragmatik jihatdan faol shakllaridan biridir. O'lan, yor-yor, lapar, alla kabi janrlar xalq hayotining ajralmas qismi bo'lib, ularda nafaqat estetik tuyg'u, balki ijtimoiy muloqot, madaniy xotira va hissiy rezonans uyg'unlashgan.

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Maqola tahlili shuni ko'rsatdiki:

1. **Lirik diskurs** — bu matndan tashqariga chiqadigan, nutqiy, hissiy va madaniy qatlamlarni birlashtiruvchi kommunikativ hodisadir. U xalq qo'shiqlarida milliy tafakkurning tili sifatida namoyon bo'ladi.
2. **O'lan va yor-yor janrlarida** diskurs jarayoni dialogik va interaktiv tus oladi; bu jarayon orqali jamiyatda gender muloqoti, ijtimoiy maqom va hissiy ifoda me'yorlari shakllanadi.
3. **Lapar va alla** janrlarida esa lirik "men" orqali jamiyatning axloqiy qadriyatları, ayollarning ruhiy olami, ona mehrining ijtimoiy ahamiyati ifodalanadi.
4. Xorijiy og'zaki ijoddagi (mantinades, zajal, griot, tappay) tahlillar bilan solishtirganda, o'zbek o'lan diskursi umuminsonga xos muloqot va hissiy ifoda tamoyillariga asoslanadi, ammo u o'ziga xos **madaniy kod** va **estetik konsepsiya** ega.

Laylo Raupovaning **Diskurs va uning sotsiopragmatik aspekti** nomli tadqiqoti asosida aniqlanishicha, xalq qo'shiqlari diskursida **nutqiy strategiyalar** (duo, kinoya, murojaat, lirik undovlar) va **pragmatik niyatlar** (maqtov, tabrik, nasihat, hajv) uzviy bog'langan. Bu jihat Farg'ona vodiysi o'lanlarida ayniqsa yaqqol seziladi.

Laylo Raupovaning "**O'zbek xalq qo'shiqlarining diskursiv tabiat**" nomli tadqiqotida esa og'zaki ijoddagi **ayollar nutqiy faoliyati, lingvokulturologik qadriyatlar** va **metaforik modellar** o'rganilgan. Bu qarashlar maqoladagi tahlillar bilan uyg'un kelib, xalq qo'shiqlari diskursini lingvopragmatik va estetik jihatdan yoritadi.

Shunday qilib, Farg'ona vodiysi o'lan janri — bu xalq tafakkuri, hissiy madaniyati va ijtimoiy xotirasining jonli nutqiy manzarasidir. Uning tahlili o'zbek tilshunosligida diskurs va pragmatika yo'nalishlari uchun yangi ilmiy ufqlar ochadi.

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Stages Of Formation Of Korean Grammatical Competence In Academic Lyceum Students

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Annotation

This article discusses a step-by-step methodological model of the formation of Korean grammatical competence in academic lyceum students. Grammatical competence is interpreted as a main component of communicative competence and is analyzed on the basis of linguistic parameters such as the grammatical system of the Korean language - agglutinativity, functional properties of suffixes, and the uniqueness of word order. The article scientifically substantiates the stages of preparation, practice, automation, and communicative integration of the formation of grammatical skills in students. Educational tasks, methodological approaches, and assessment criteria are proposed for each stage. At the end of the article, an effective organizational and methodological model for the development of grammatical competence in the Korean language has been developed.

Keywords: grammatical competence, Korean language, methodology, communicative approach, staged teaching, agglutinative language, academic lyceum.

Annotatsiya

Ushbu maqolada akademik litsey o'quvchilarida koreys tili gramatik kompetensiyasini shakllantirishning bosqichma-bosqich metodik modeli yoritilgan. Grammatik kompetensiya kommunikativ kompetensiyaning asosiy tarkibiy qismi sifatida izohlanadi va koreys tilining gramatik tizimi — agglutinativlik, qo'shimchalarning funksional xususiyatlari, so'z tartibining o'ziga xosligi kabi lingvistik parametrlar asosida tahlil qilinadi. Maqolada o'quvchilarda gramatik ko'nikmalarni shakllantirishning tayyorgarlik, amaliyot, avtomatlashtirish va kommunikativ integratsiya bosqichlari ilmiy asoslarda asoslab berilgan. Har bir bosqich uchun o'quv topshiriplari, metodik yondashuvlar va baholash mezonlari taklif qilinadi. Maqola yakunida koreys tili gramatik kompetensiyasini rivojlantirishning samarali tashkiliy-metodik modeli ishlab chiqilgan.

Kalit so'zlar: gramatik kompetensiya, koreys tili, metodika, kommunikativ yondashuv, bosqichli o'qitish, agglutinativ til, akademik litsey.

Kirish

Hozirgi globallashuv jarayonida Sharq tillari, xususan koreys tiliga bo'lgan qiziqish ortib bormoqda. O'zbekiston va Koreya Respublikasi o'rtasidagi iqtisodiy-madaniy hamkorlikning kengayishi natijasida koreys tilini o'qitishning ilmiy-metodik asoslarini mustahkamlash dolzarb masalaga aylandi. Akademik litseylar ushuu jarayonning muhim bo'g'ini sifatida xorijiy tillarni o'zlashtirishning boshlang'ich-yuqori bosqichlari o'rtasida ko'prik vazifasini bajaradi.

Koreys tili gramatik tizimi o'zbek tili bilan qiyoslanganda — agglutinativlik, so'z tartibining SOV modeliga asoslanganligi, vosita va bog'lovchilarning morfosintaktik ko'pligi bilan ajralib turadi. Shu sababli o'quvchilarda gramatik kompetensiyanı bosqichma-bosqich shakllantirish metodik jihatdan puxta rejalashtirilishi zarur.

Mazkur maqolada akademik litsey o'quvchilarida koreys tili gramatik kompetensiyasini shakllantirishning bosqichlari ilmiy asoslangan holda izohlanadi va har bir bosqich uchun metodik mexanizmlar ishlab chiqiladi.

Grammatik kompetensiya umumiy til kompetensiyasining poydevori bo'lib, til birliklaridan to'g'ri foydalanish, grammatik shakl va strukturalarni mazmunga mos qo'llash qobiliyatidir. Layle Baxman, Noam Chomsky, Dell Xayms, Maykl Kennel kabi tadqiqotchilar grammatik kompetensiyaning kommunikativ kompetensiyada tutgan o'rni haqida keng izohlar bergan.

Koreys tilida grammatik kompetensiya ayniqsa muhimdir, chunki:

- grammatik affikslarning ko'pligi mazmun yaratishda hal qiluvchi rol o'ynaydi;
- fe'l qo'shimchalari so'zning zamon, kayfiyat, hurmat darajasi, munosabatga ko'ra shaklini belgilaydi;
- so'z tartibining o'zgarishi mazmuniy urg'u va semantik markazni o'zgartiradi.

Shu sababli grammatikani bosqichma-bosqich tizimli o'rgatish zaruratga aylanadi.

Agglutinativlik

Koreys tili agglutinativ bo'lib, qo'shimchalar:

- qat'iy tartibda,
- semantik yuklangan,
- o'zaro almashmaydigan shakllarda keladi.

Masalan:

가겠습니다 (ka-ges-sim-ni-da) — 4 grammatik birlikdan tashkil topgan.

Hurmat kategoriyasi

Koreys tili grammatikasining muhim o'ziga xosligi — **hurmat kategoriyasi** (존댓말).

Fe'l qo'shimchalari orqali nutqning uslubiy-pragmatik jihatni belgilanadi.

So'z tartibi

SOV modeli o'zbek tiliga yaqin bo'lsada, koreys tilida qo'shimcha ma'nolar aynan tartib orqali belgilanadi.

Ushbu xususiyatlar o'quvchilarda grammatik kompetensiyani shakllantirishni bosqichli holda tashkil etishni taqozo etadi.

Akademik litsey o'quvchilarida koreys tili grammatik kompetensiyasini shakllantirish bosqichlari

Ilmiy va metodik adabiyotlar asosida koreys tili grammatik kompetensiyasini

shakllantirish quyidagi **to'rt bosqich**dan iborat deb belgilanadi:

Birinchi bosqich — Tayyorlov bosqichi

Ushbu bosqichda asosiy maqsad o'quvchilarni koreys tilining fonetik, grafik va boshlang'ich grammatik birliklari bilan tanishtirishdan iborat.

Metodik faoliyatlar:

- Hangil yozuvini o'rgatish;
- fe'llarning asosiy shakllari bilan tanishtirish;
- eng sodda qo'shimchalar: 현재, 과거 shakllari;
- "subyekt+obyekt+fe'l" modelini mustahkamlash.

Topshiriqlar:

- oddiy gaplar tuzish;
- fe'lning lug'aviy shaklini grammatik shaklga o'tkazish;
- minimal juftliklar bilan ishlash.

Ikkinchi bosqich — Qo'llash amaliyoti bosqichi

Bu bosqichda grammatik bilimlar amaliy qo'llashga yo'naltiriladi.

Metodik yondashuvlar:

- situativ mashqlar;
- dialog asosidagi grammatik qo'llanish;
- funksional grammatika tamoyillarini joriy etish.

O'rgatiladigan asosiy mavzular:

- qo'shimchalarning funksional almashinuvi (–고, –서, –지만);
- fe'l bog'lovchilari;
- hurmat darajalarida fe'l o'zgarishi.

Topshiriqlar:

- dialog tuzish;
- grammatik shaklini mazmunga mos tanlash;
- kontekstual tarjima.

Uchinchi bosqich — Avtomatlashtirish bosqichi

Ushbu bosqich grammatik ko'nikmalarni mustahkamlashni, tez, ongli va avtomatik qo'llashni maqsad qiladi.

Metodik mexanizmlar:

- drill mashqlari;

- tezkor javoblar (speed-grammar);
- kommunikativ o'yinlar;
- konversations simulyatsiya.

O'quvchilar natijasi:

- grammatik shakllarni tez tanlay olish;
- nutqda xatosiz qo'llay olish;
- dialog va monologlarda grammatik strukturalarni ongli ishlatish

To'rtinchи bosqich — Kommunikativ integratsiya bosqichi

Grammatik kompetensiyaning yakuniy bosqichi nutqning mazmuniy va pragmatik jihatlari bilan birga qo'llashni o'z ichiga oladi.

Metodik yondashuvlar:

- loyiha asosida ta'lim;
- mavzu asosidagi kommunikativ vazifalar;
- real hayotiy vaziyatlar asosidagi mashg'ulotlar;
- suhbatlar, intervylar, nutqiy rollar.

Natija:

O'quvchi grammatik strukturalarni:

- mavzuga mos,
- kommunikativ maqsadga muvofiq,
- stilistik jihatdan to'g'ri qo'llay boshlaydi.

Grammatik kompetensiyani baholash mezonlari

Akademik litsey sharoitida baholash tizimi quyidagi ko'rsatkichlarga asoslanishi lozim:

1. Grammatik shakllarning to'g'ri qo'llanish foizi.
2. Gap qurilishining sintaktik aniqligi.
3. Hurmat darajalarining vaziyatga mosligi.
4. Yozma va og'zaki nutqda grammatik xatolar soni.
5. Mazmun va grammatik shaklning moslashuvi.

Baholash mezonlarini CEFR talablari bilan muvofiqlashtirish yuqori natija beradi.

Xulosa

Akademik litsey o'quvchilarida koreys tili grammatik kompetensiyasini shakllantirish bosqichlari bosqichma-bosqich, ilmiy-metodik tamoyillar asosida rejalashtirilgan holda amalga oshirilsa, o'quvchilarning

kommunikativ kompetensiyasi samarali rivojlanadi. Tadqiqot natijalari shuni ko'rsatadiki, koreys tilining murakkab grammatik tizimini o'rganishda tayyorlov, amaliy qo'llash, avtomatlashtirish va kommunikativ integratsiya bosqichlarining izchil qo'llanilishi yuqori natijaga erishishga imkon beradi.

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O'ZBEKCHA-KOREYSCHA TARJIMALARDA O'XSHATISHLARNI VUJUDGA KELTIRUVCHI GRAMMATIK

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Khorezm And Deda Korkut: Onakuti, Fire Worship And Oguzes

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Annotation

A lot of research has been conducted in oral folk art and Turkology, many opinions have been expressed about the book epic “The Book of my Deda Korkut”. From this point of view, it seems that there is no consensus about Deda Korkut and “The Book of my Deda Korkut”. In fact, is he really a real person?

This article will present new thoughts about the personality of Deda Korkut, the history of the Oguz, the role of the epic “The Book of my Deda Korkut” in the history of the Turkic peoples. And scientifically based conclusions are given.

The personality of Deda Korkut has been investigated on the basis of ancient sources, historical chronicles, and extant works.

Key words: Deda Korkut, Prophet, “The Book of my Deda Korkut”, Khorazm, people, aksakal, oguz, Salar Kazan, historical man, shaman, sector (bakhshi).

Annotatsiya

Xalq og'zaki ijodi va turkiyshunoslikda “Kitobi Dadam Qo'rqud” yoxud “Dada Qo'rqud kitobi” kitobiy eposi haqida ko'plab tadqiqotlar amalga oshirilgan, ko'p va xo'b fikrlar bildirilgan. Bunday olib qaraganda, ushbu epos yoki Dada Qo'rqud (Qo'rquut ota) haqida aytildigian fikrning o'zi yo'qdek, tuyuladi. Aslida-chi, aslida ham shundaymi?

Mazkur maqolada Qo'rquut ota shaxsiyati, o'g'uzlar tarixi, “Kitobi Dadam Qo'rqud” eposining turkiy xalqlar tarixida tutgan o'rni haqida yangi fikrlar o'rtaga tashlanadi. Va baholi qudrat, ilmiy asoslanadi.

Qo'rquut ota shaxsiyati qadimgi manbalar, tarixiy solnomalar, bizgacha yetib kelgan asarlar, zamondosh tadqiqotchilar izlanishlari asosida tadqiq qilingan.

Kalit so'zlar: Dada Qo'rqud (Qo'rquut ota), Rasululloh, “Kitobi Dadam Qo'rqud”, Xorazm, el, oqsoqol, o'g'uz, Solor Qozon, tarixiy shaxs, shomon, baxshi.

Buyuk bobokalonimiz Abu Rayhon Beruniy “Qadimgi xalqlardan qolgan yodgorliklar” asarida shunday yozadi: “Xorazmliklar Xorazmga odamlar joylasha boshlaganidan tarix olar edilar. Bu Iskandardan 980 yil ilgari bo'lgan edi. Undan keyin Siyovush ibn Kaykovusning Xorazmga kelishidan, Kayxusrav va uning naslining Xorazmga podshohlik qilishlaridan tarix oldilar. Shu vaqtida Kayxusrav Xorazmga ko'chib, turk podshohlari (ustidan) hukmronligini yurgizgan edi. Bu voqea Xorazmga odam joylashishidan 92 yil keyin bo'ldi” (Beruniy, 2022: 73). Ushbu qayddan, xorazmliklarda yil hisobi miloddan avvalgi 1292-yildan boshlangani, 1200-yilda esa Siyovushning

o'g'li Kayxusrav Xorazmdagi turklarga podshohlik qilgani ma'lum bo'ladi.

Demak, bundan 3 ming yil oldin Xorazmda turkiy qabilalar yashagan va davlat tizimi mavjud bo'lgan. Xorazm nomi qadimiy bitiklarda turli ko'rinishlarda yozilgan. Xususan, qadimgi forschada – **Uvarzmish**, arabchada – **Xvarizm**, milodiy VII asr boshlaridagi Xorazm tangalarida – **Xvrizm**, Bobilda – **Xumarizma**, elam tilida – **Marazmis**, yunonchada – **Xoraspiya**, lotinchada – **Xorasmiya**, mixxat yozuvida – **Uvarezmiyya** deyilsa, qadim xitoy manbalarida – **Xoli-sh-mikich**, **Xosyun**, **Xolisimi** **Boli** tarzida ta'riflanadi.

Ba'zi bir mutaxassislarning fikriga ko'ra, Xorazm "past tekis yer", "serunum yer", "quyoshli yer" degan ma'nolarni ham bildirgan bo'lishi mumkin.

Mashhur sayyoh Vamberi bo'lsa Xorazm atamasini **Xoh razm** – urushga moyil, jangovar degan ma'noda talqin etgan. Klitsert Lerxga ko'ra, Xorazm – **Xuvarazmis**, ya'ni "past tekislik yer". Nemis olimi E.Zaxau

"Avesto"da qayd etilgan **Qayrizao** toponimi aynan Xorazm ekanini ta'kidlab, ushbu so'z ikki qismdan "zem-yer, qayri-oziq-ovqat" so'zlaridan tarkib topganini aytadi.

Xorazmda olib borilgan tadqiqotlar, shuningdek, mavjud yozma manbalarni o'rganish shuni ko'rsatdiki, bu hududda shaharlar deb ataladigan 64 ta arxeologik yodgorlik mavjud bo'lib, bugungi kunda ular asosan vayronaga aylangan.

Ko'hna Xorazm tuproqlarida To'prak-qal'a (Yer qal'asi deya tarjima qilingan), Qizil-qal'a, Ayaz qal'a I, Ayaz qal'a II, Ayaz qal'a III, Chalpiq (Chilpiq) qal'a, Janbos qal'a, Janpik (Jampik) qal'a, Qirq-Qiz qal'a, Katta Guldursun, Qo'yqirilgan qal'a, Burgut qal'a, Gyaur (Gaur qal'asi) va boshqa tarixiy inshootlar mavjudki, ildizi miloddan avvalgi asrlar bilan bo'yashadi.

Jumladan, Gaur qal'asi miloddan avvalgi IV – milodiy III asrlarga oid deya qaralib, Amudaryoning o'ng sohilida Chilpiq va Jampiq qal'a yodgorliklarining o'rtasida joylashgan. Ushbu qal'a ilk-antik davrda qurilgan bo'lib, bizgacha uning shimoliy va g'arbiy devorlarining bir qismigina yetib kelgan.

Qal'a yodgorligidan bizgacha, bezak ustunli asoslarga va devoriy rasmlarga ega kichik zallar, shuningdek, qurbanlik qilinuvchi hashamatli binolargina saqlanib qolgan. Katta ehtimol bilan, bu yerda otashparastlar (olovga sig'inuvchilar) ibodatxonasi joylashgan. "Gaur" so'zi, olimlarning fikriga ko'ra, "otashparast, olovga sig'unuvchi"

degan ma'noni anglatadi. Ushbu qal'adan, taxminan milodiy III asrlargacha foydalaniqgan. Yana bir taxminga ko'ra, qal'a nomi Gyaur – G'ayur, kofir ma'nosini anglatgan bo'lishi mumkin. E'tiborlisi Gayur – kofir tarzidagi so'z turkiy xalqlar umumiy merosi hisoblangan "Kitabi Dadam Qo'rqud"da bot-bot uchraydi.

Qoraqalpog'istonning To'rtko'l tumanidagi Qirqqiz massividagi Burgut qal'a vohasida joylashgan shahar xarobasi – Burgut qal'a (milodiy VI—VIII asrlar) ham qadimiy yodgorliklardan biri hisoblanadi.

A.Terenojkin (1937), Xorazm arxeologiya-ethnografiya ekspeditsiyasi (1946), Y.Nerazik (1953-56) tomonidan o'rganilgan ushbu qal'a o'zida ko'plab sinoatlar, mo'jizalarni jo qilgani bilan qimmatlidir. Xususan, "Saodat" jurnalida chop etilgan "Onaqutining saxovati" maqolasida Navro'z, uning qaysi o'lkada kelib chiqqani, ushbu qadimiy bayramning Burgut qal'aga nechog'lik aloqasi borligi xususida asosli javob berilgan (elib.buxdu.uz.).

Unga ko'ra: "Dunyoga ilk alifboni bergen buyuk allomalarining vatani bo'lgan, dunyoviy fanlarga asos solgan Xorazm yurti qadimda, hatto eramizdan avvalgi minginchi yillarda **Xvayrazam** deb atalgan. Keyingi yillarda olib borilgan arxeologik va etnografik izlanishlar Navro'z bayrami ilk bor xuddi shu zaminda Niso (ya'ni, ayol shahri poytaxti bo'lmish Parfiyona) yunon va Ovrupa faylasuflari asarlarida Parfiyada nishonlanganini ashyoviy topilmalar tasdiqladi.

Bunga Burgut qal'a, Jomboq qal'a va Niso qo'rg'onlarida (har uchchalasi ham Qadimiy Xorazm arxeologik yodgorliklari hisoblanadi – D.O) buniyod qilingan va shu kunlargacha saqlanib qolgan "**olov uy**"lari yaqqol misol bo'la oladi.

Jumladan, Burgut qal'a markazida moviy gumbazli maqbara bo'lib, uning mehrobida Onaqutining ko'tarilgan qo'lida Zumrad tosh bo'lgan. Bahorgi teng kunlikda-shamsiy hisob bilan hamal oyining birinchi kuni,

hozirgi taqvimimiz bo'yicha 22-martda maqbara gumbazidagi tuynukdan quyosh nuri Onaquti qo'lidagi Zumrad toshiga tushib, sumalak pishirish uchun tayyor turgan qozonning o'txonasiga o't yoqqan", deya qayd etiladi.

Onaquti istilohidagi qut birikmasi Qo'rqut otadagi qut bilan o'xshash. "Kitabi Dadam Qo'rqud" o'g'uzlarning milliy kitobiy eposlaridan biri hisoblanadi.

Tarixiy manbalarga ko'ra, o'g'uzlar haqidagi ilk tarixiy ma'lumotlar VI-VIII asrlarga oid yozma manbalarda, jumladan, O'rxun-Yenisey bitiktooshlarida, Xitoy, Vizantiya manbalarida uchraydi. Atoqli olimlar To'ra Mirzayev va Mamatqul Jo'rayevlarning qayd etishicha, **"IX-X asrlarda esa o'g'uz qabilalari Sirdaryo sohillari va Orol dengizi bo'ylarida yashaganlar. Xususan, arab manbalarida "o'g'uz yabg'u (xoqon)larining qarorgohi" sifatida tilga olingan Yangikent, shuningdek, Sig'noq, Savron singari "o'g'uz shaharlari" ana shu hududda joylashgan. O'g'uzlarning afsonaviy homysi, aql-zakovat va yuksak hayotiy tajriba timsoli bo'lgan Qo'rqut ota obrazi va u bilan bog'liq ilk afsonalar ham aynan shu hududda yuzaga kelgan. Qo'rqut ota haqidagi afsonalar Sirdaryo sohillarida yashovchi o'zbek va qozoqlar orasida hatto bizning davrimizgacha saqlanib qolganligi hamda uning qabri shu yerda bo'lganligi ham bu fikrni quvvatlaydi"** (Mirzayev, Jo'rayev, 1999: 5). Yana bir versiyaga muvofiq, qadimgi turkiy mifologiyada ruh tushunchasi Xudo odamlarga bergen ilohiy kuch tushunchasiga tengdir. Bular Xudodan chiqadigan qandaydir samoviy nurlar bo'lib, ular odamga kirib boradi va issiq uchqunlar kabi o'limgacha unda yashaydi, uning hayotiy va jismoniy energiyasini qo'llab-quvvatlaydi. Ruh tushunchasi bir necha turdag'i moddalarga bo'linadi.

Qut (kut) – ilohiy kelib chiqadigan odamning hayotiy kuchi, Xudoning inoyati odamni

so'nggi nafasigacha u bilan birga qoladi. Bu ruhning zamonaviy tushunchasiga yaqin, qut (ruh) o'limdan keyin boshqa dunyoga o'tadi (Oripov D, 2022:15).

E'tiborlisi, aynan shu faraz Xorazm tuproqlariga oid, otashparastlik ta'llimoti, Onaquti qo'lidagi zumrad tosh va quti so'zlar ma'nosiga juda mos keladi.

Soz ilmi haqida gap ketganda Qambar boboni ham eslash joiz, albatta. Xorazm tuproqlarida "Ali Qambar", "Qambarning dutori" kabi iboralar ko'p qo'llanilib, bizningcha, Qambar bobo ham tarixiy zot hamda Qo'rqut otaga aloqador bo'lishi mumkin. Oshiq Oydin baxshilarning piri sanalsa, Qambar Bobo sozandalarning piri sifatida tan olinadi.

Rivoyatlardan birida aytishicha, Payg'ambarimiz (s.a.v.) qarindoshi hamda kuyovi, to'rt xalifaning so'nggisi Ali ibn Abu Tolibning Qambarali ismli otboqari bo'lgan. U Hazrati Ali (r.a.)ga nihoyatda mehribon va sodiq bo'llib, qayerga borsalar doimo birga bo'lardi.

O'zbekiston hududida "Bobo Qambar" yoki "Qambar ota" nomida ba'zi ziyoratgoh joylar uchraydi. Ana shunday muqaddas ziyoratgohlardan biri Andijon viloyati Xo'jaobod tumanining qo'shni Qirg'izistoniga yaqin janubiy chegarasida, Oqbo'ra daryosining adirlik yonbag'ridagi soya-salqin oromgohdir. Xalqimiz o'sha joyni va bu yerdagi noma'lum bir mozorni o'sha Hazrati Ali (r.a.)ning mehribon va sodiq otboqari – Qambar ota nomi bilan bog'laydilar.

Emishki, bobo Qambar (yoki Qambar ota) shu yerda vafot qilib, shu yerga dafn etilgan. Qambar ota – yilqining piri bo'lsa, Qo'rqit ota – qo'bizning piri hisoblangan.

Xulosa qilib aytganda, Qo'rqit ota, o'g'uzlar, "Kitabi dadam Qo'rqud" eposi bilan bog'liq O'zbekiston, xususan, Xorazm mintaqasiga oid afsona, rivoyat hamda manbalar talaygina. Kelgusida ular ustida chuqr tahvilga tortilgan izlanishlar olib borish

hamda tegishli xulosalar chiqarish lozim,
albatta.

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Specific Features Of Stress Resistance In Military Personnel

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Annotation

The primary aim of this publication is to analyze stress resistance in military people by reviewing the literature thoroughly. The results indicate that the military contexts' stress resistance is effective; however, it substantially varies from civilian stress management. This change is due mainly to the unique environmental demands, the very nature of military hierarchical structures, and life-threatening situations that come with military service.

Keywords: stress resistance, military personnel, psychological resilience, combat stress, adaptive mechanisms

INTRODUCTION

Stress resistance in military personnel represents a critical psychological construct that fundamentally determines operational effectiveness, mental health preservation, and mission success in contemporary armed forces. Military service inherently involves exposure to extreme stressors that substantially exceed civilian life demands, including direct combat operations, prolonged separation from family, sleep deprivation, physical exhaustion, life-threatening situations, and continuous psychological pressure associated with responsibility for subordinates' lives and strategic objectives [1]. The unique nature of military stress distinguishes it from occupational stress in other professions through its intensity, unpredictability, and potentially lethal consequences, necessitating specialized understanding of stress resistance mechanisms specific to military contexts [2]. Contemporary military operations increasingly require personnel to demonstrate exceptional psychological resilience while performing complex technical tasks under conditions of information overload, moral ambiguity, and extended deployment cycles [3]. Understanding the specific features of military stress resistance has become particularly urgent given rising rates of post-traumatic stress disorder, depression, and suicide among military veterans across

different nations, highlighting the critical importance of identifying protective psychological factors that enable successful adaptation to military service demands [4]. However, existing literature reveals insufficient attention to the distinctive characteristics that differentiate military stress resistance from general psychological resilience, particularly regarding the role of military-specific socialization, combat exposure patterns, and organizational climate factors in shaping stress tolerance capabilities [5].

METHODOLOGY AND LITERATURE REVIEW

This study applies the systematic literature analysis methodology to the theoretical and empirical studies. The analysis included the sources in the Uzbek language that mentioned Central Asia's military contexts and stress management, Russian military psychology traditions, with a focus on Activity Theory and Personality-Oriented approaches, as well as international research coming mainly from NATO countries reflecting the current studies on combat stress [6]. The review of the literature has disclosed that one of the multifaceted aspects constituting military stress resistance, emotional-volitional stability characterizing the ability to keep one's emotions balanced and to carry out the intended actions even under extreme pressure; cognitive flexibility that allows

quick resuming of the situation and making corresponding changes in the decision-making process; the physiological stress tolerance that stands for autonomic nervous system regulation and the ability to slow down physically even if one is very tired; and social-communicative resilience that is the keeping of functional relationships with unit members and the making of good use of social support resources [7]. The research has pointed out the pre-military personality traits, particularly conscientiousness, emotional stability, and hardiness, as the strong indicators for subsequent military stress resistance, although these traits are affected quite a bit by the training and combat experiences [8].

RESULTS AND DISCUSSION

Research has shown that the ability to cope with stress in the military has some characteristics that are completely different from those of civilian stress tolerance and psychological resilience maps. To begin with, military stress resistance entails the necessity of the ability to control aggression and make a quick decision in a life-threatening situation, which is the simultaneous maintaining of emotional regulation and the rapid deployment of forceful responses when tactically needed—a psychological configuration that is rare in the civilian context where aggressive behavior is usually considered a sign of maladaptive coping. To go further, military stress resistance works within the framework of a group rather than a single person, with the individual coping with stress having to be in line with the needs of the unit and the mission, which at times requires the silencing of one's stress reactions so that tactical effectiveness can be maintained and the safety of the team is not compromised.

Soldiers should be able to resist military stress not only through their ability to endure over time but also through their ability to adjust to the completely different

kinds of stressors and their associated different characteristics in intensity and duration such as separating from the social networks of civilians, rigid scheduling, and limited autonomy all being the chronic low-level stressors of military life, whereas extremely high combat stressors involving immediate death, complex time-pressured tactical decision-making, and seeing comrades get hurt or killed are the acute high-intensity stressors in the opposite end of the range. However, it has been shown through research that the high-stressed people able to endure the stress of everyday military life in a huge extent do not necessarily possess the same degree of resilience when placed in a traumatic battlefield situation which implies that stressors might require different psychologic adaptive mechanisms. The physiological aspects of military stress tolerance incorporate that frequently the successful soldiers can be seen through a special pattern of the autonomic nervous system which usually is a quick activation of the stress response combined with a fast parasympathetic recovery and thus the soldier can go back to normal functioning in between the stress situations quickly.

CONCLUSION

The intensive reading of the literature conducted in this study reveals that the capacity of military personnel to resist stress is a psychological construct that possesses unique attributes, which make it to be differentiated from general resilience and civilian stress tolerance. Furthermore, military stress resistance consists of emotions-volitional, cognitive, physiological, and social-communicative dimensions that are interconnected and are influenced by a specific military environmental context. This context is marked by a collective mission orientation, hierarchical organizational structures, and exposure to stressful situations that may end in death. Aspects such as pre-service

personality traits, military socialization and training quality, combat exposure patterns, the effectiveness of leadership, and the level of unit cohesion are the main determinants.

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Strategies For Developing English Terminological Competence In Future Medical And Pharmacy Specialists

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Annotation

This article discusses the issue of developing English terminological competence in future medical and pharmaceutical specialists. It analyzes the essence of terminological competence, its importance for medical and pharmaceutical specialties, as well as effective strategies for its development. The results of the study indicate the need to apply a professionally oriented approach, integration and gradual principles in teaching English.

Keywords: terminological competence, medical English, pharmacy, professionally oriented education, ESP, communicative approach, strategy.

Annotatsiya

Mazkur maqolada bo'lajak tibbiyot va farmatsiya mutaxassislarida ingliz tilidagi terminologik kompetensiyani rivojlantirish masalasi yoritiladi. Unda terminologik kompetensiyaning mohiyati, tibbiyot va farmatsiya yo'nalishlari uchun uning ahamiyati, shuningdek, uni rivojlantirishning samarali strategiyalari tahlil qilinadi. Tadqiqot natijalari ingliz tilini o'qitishda kasbiy yo'naltirilgan yondashuv, integratsiya va bosqichlilik tamoyillarini qo'llash zarurligini ko'rsatadi.

Kalit so'zlar: terminologik kompetensiya, tibbiyot ingliz tili, farmatsiya, kasbiy yo'naltirilgan ta'lif, ESP, kommunikativ yondashuv, strategiya.

Kirish. Hozirgi globallashuv davrida tibbiyot va farmatsiya sohalarining jadal rivojlanishi, xalqaro ilmiy hamkorlikning kuchayishi, xalqaro tadqiqot dasturlarida ishtirok etish, klinik sinovlar, dori vositalarini ro'yxatdan o'tkazish jarayonlari va tibbiy hujjatlarning aksariyat qismining ingliz tilida yuritilishi mutaxassislar uchun ingliz tilini puxta egallashni dolzarb ehtiyojga aylantirmoqda. Bugungi kunda tibbiyot xodimlari, farmatsevtlar, laboratoriya mutaxassislarini va ilmiy xodimlar xalqaro maqolalarni o'qish, global tibbiyot standartlarini o'zlashtirish, xorijiy hamkasblar bilan muloqot qilish hamda xalqaro konferensiyalarda ishtirok etish jarayonida ingliz tilidagi kasbiy terminologiyani faol qo'llaydilar. Shu bois bo'lajak tibbiyot va farmatsiya mutaxassislarining ingliz tilini bilish darajasi, ayniqsa, terminologik savodxonligi ularning kelajakdagi kasbiy faoliyati samaradorligini belgilovchi asosiy

kompetensiyalardan biriga aylanmoqda. Tibbiyot sohasida terminologiya — bu oddiy so'z boyligi emas, balki ilmiy tushunchalar tizimining ifodasi, kasbiy tafakkurni shakllantiruvchi asosiy vosita, klinik qaror qabul qilish, bemor bilan muloqot qilish, diagnostika va davolash jarayonlarini tushunish uchun zarur bo'lgan funksional lingvistik resursdir. Terminlarni to'g'ri anglash va qo'llay olish mutaxassisning mantiqiy fikrashi, ilmiy tahlil qilish qobiliyati hamda klinik vaziyatlarga to'g'ri munosabat bildirishini belgilaydi. Shu sababli talabalarda terminologik kompetensiyani shakllantirish — ESP (English for Specific Purposes) kurslarining markaziy vazifasi bo'lib, u nafaqat lingvistik tayyorgarlikni, balki kasbiy tafakkur, analitik fikrlash, ilmiy izlanish madaniyati va kasbiy kommunikativ savodxonlikni ham rivojlantirishga xizmat qiladi. Mazkur kompetensiyani erta bosqichdan shakllantirish talabalarning

ilmiy matnlar bilan ishlash qobiliyatini oshiradi, ularni klinik protokollar, farmakologik tavsiflar, laboratoriya ma'lumotlari va xalqaro tibbiy hujjatlarni mustaqil tahlil qilishga tayyorlaydi. Natijada, bo'lajak tibbiyot va farmatsiya mutaxassislari global ilm-fan maydonida faol ishtirok eta oladigan, xalqaro standartlarga mos, raqobatbardosh kadr sifatida shakllanadi.

1. Terminologik kompetensianing mohiyati va ahamiyati

Terminologik kompetensiya — bu shaxsning o'z kasbiy yo'nalishiga oid terminlarni nafaqat to'g'ri tushunish, izohlash va kommunikativ jarayonda samarali qo'llay olish, balki terminning ortida turgan ilmiy tushunchani anglab, uni professional kontekstda aniq ifodalay olish qobiliyatidir (Faber, 2009). Bu kompetensiya til bilimlari, kognitiv jarayonlar va kasbiy muloqot madaniyatining uyg'unlashgan shaklini tashkil qiladi. Bakirova H.B. (2020) ta'kidlaganidek, terminologik kompetensiya mutaxassisning kasbiy lisoniy savodxonligining asosi bo'lib, u orqali talaba ilmiy ma'lumotni to'g'ri idrok etadi, ma'nodosh tushunchalarni farqlaydi, tarjima qiladi va kasbiy muloqotda aniqlik, qisqalik va mantiqiy izchillikka erishadi. Ayniqsa, farmatsiya va tibbiyot yo'nalishlarida terminologik kompetensiya o'quvchining professionallikka intilishi va klinik jarayonlarni to'g'ri anglashida muhim rol o'ynaydi. Mazkur sohalarda u kasbiy terminlarni to'g'ri talaffuz qilish va yozish, murakkab tibbiy matnlar va klinik tavsiflarni anglash hamda ularni sharhlash, klinik va farmatsevtik holatlarda samarali kommunikatsiya olib borish, ilmiy manbalar, protokollar, dori vositalariga oid yo'riqnomalar va kasbiy adabiyotlar bilan mustaqil ishlash malakalarini shakllantiradi. Terminologik kompetensianing rivojlanishi talabaga ilmiy tafakkurni chuqurlashtirish, kasbiy tushunchalar tizimini shakllantirish

va xalqaro ilmiy hamjamiyat bilan samarali muloqot qilish imkonini yaratadi. Bu esa kelajakdagi mutaxassisning ilmiy- kasbiy yetukligi va professional faoliyatining sifatini belgilovchi strategik omil hisoblanadi.

Bakirova H.B. (2020) ta'kidlaganidek, terminologik kompetensiya mutaxassisning kasbiy lisoniy savodxonligining asosi bo'lib, u orqali talaba ilmiy ma'lumotni to'g'ri idrok etadi, tarjima qiladi va muloqotda aniqlikka erishadi. Farmatsiya va tibbiyot yo'nalishlarida bu kompetensiya:

- kasbiy terminlarni to'g'ri talaffuz qilish va yozish;
- tibbiy matnlarni anglash va tahlil qilish;
- klinik va farmatsevtik holatlarda kommunikatsiya olib borish;
- kasbiy adabiyotlar bilan ishlash malakasini shakllantiradi.

2. Terminologik kompetensiyani rivojlantirishning metodik asoslari

Terminologik kompetensiyani rivojlantirishning metodik asoslari kasbiy yo'naltirilgan, kognitiv va kommunikativ yondashuvlarning uyg'unligiga tayanadi. Ushbu jarayon, avvalo, o'quv materialining mutaxassislik mazmuni bilan integratsiyasiga, ya'ni terminlarni bevosita kasbiy kontekstda o'rgatishga asoslanadi. Kognitiv yondashuv terminlarning semantik mazmunini, tushunchalar o'rtasidagi mantiqiy bog'lanishlarni anglashni ta'minlaydi; kommunikativ yondashuv esa terminlarni real nutqiy vaziyatlarda, klinik holatlар, laboratoriya jarayonlari, kasbiy muhokamalar va rolli o'yinlar davomida qo'llash imkonini beradi. Shu bilan birga, matnga asoslangan o'qitish, integrativ mashqlar, tarjima amaliyoti, ilmiy matn tahlili va kasbiy topshiriqlar terminologiyani chuqur o'zlashtirishning samarali vositalaridir. Zamonaviy axborot texnologiyalaridan — elektron lug'atlar, terminologik platformalar, simulyatorlar va interaktiv dasturlardan foydalanish ham talabalarda terminlarni eslab qolish, tez topish va ulardan faol foydalanish

ko'nikmalarini shakllantiradi. Shu tariqa, metodik asoslarning kompleks qo'llanishi terminologik kompetensiyaning izchil, mazmunli va amaliy shakllanishini ta'minlaydi. Tibbiyot va farmatsiya yo'nalishidagi ingliz tili o'qitish jarayonida terminologik kompetensiyani rivojlantirish quyidagi metodik tamoyillarga asoslanadi:

1. **Kasbiy yo'naltirilganlik tamoyili** – o'quv jarayoni talabalar mutaxassisliklariga mos terminologiya asosida tashkil qilinadi. Masalan, *anatomy, dosage form, prescription, side effects* kabi terminlar kontekstda o'rgatiladi.

2. **Kognitiv yondashuv** – talabalarda terminlarning semantik mazmunini anglash orqali bilimlarni tarmoqlashga yordam beradi (Faber, 2009).

3. **Integrativ yondashuv** – til, fan va kasbiy mazmun o'zaro bog'liq holda o'rgatiladi (Bakirova, 2020).

4. **Kommunikativ yondashuv** – terminologiyani real muloqot, ro'yxatga olish, klinik suhbat yoki retsept yozish vazifalari orqali o'rgatish.

3. Rivojlantirish strategiyalari

Kognitiv, integrativ va kommunikativ yondashuvlar terminologik kompetensiyani rivojlantirishning o'zaro bog'liq metodik asoslari bo'lib, talabalarda kasbiy tushunchalarni chuqur anglash va amaliy qo'llashni ta'minlaydi. Kognitiv yondashuv, Faber (2009) ta'kidlaganidek, terminlarning semantik mazmunini anglash, ularni tushunchalar tizimiga joylashtirish va bilimlarni mantiqiy tarmoqlashga xizmat qiladi. Integrativ yondashuv esa Bakirova (2020) fikriga ko'ra, til, fan va kasbiy mazmunning bir butun tizimda o'rgatilishini nazarda tutadi, ya'ni terminlar bevosita mutaxassislik jarayonlari bilan bog'liq holda o'zlashtiriladi. Kommunikativ yondashuv esa talabalarga terminlardan real nutqiy va kasbiy vaziyatlarda — klinik suhbatlar, ro'yxatga olish jarayonlari, retsept yozish, kasbiy dialog va amaliy topshiriqlarda foydalanish imkonini yaratib, ularning

terminologiyani faol, aniq va maqsadga muvofiq qo'llash malakasini shakllantiradi. Tadqiqotlar (Skornyakova & Vinogradova, 2021; Nurmatova, 2023) shuni ko'rsatadi, terminologik kompetensiyani samarali rivojlantirish uchun quyidagi strategiyalar eng muhim hisoblanadi:

1. **Bosqichma-bosqich o'rganish strategiyasi**

O'quv jarayoni uch bosqich asosida tashkil qilinadi:

- Tanishuv bosqichi – terminlarning talaffuzi, tarjimasi va asosiy ma'nosi bilan tanishish;

- Amaliy bosqich – mashqlar, klinik holatlar, rolli o'yinlar orqali terminlarni qo'llash;

- Integratsiya bosqichi – ilmiy maqola, taqdimot yoki simulyatsiya orqali terminlarni faol ishlatish.

2. **Matnga asoslangan o'qitish strategiyasi.**

Matnga asoslangan o'qitish strategiyasi tibbiyotga oid ilmiy va kasbiy matnlar — maqolalar, klinik protokollar, bemor kartalari, dori tavsiflari va retseptlar asosida o'quv jarayonini tashkil etishni nazarda tutib, terminlarning tabiiy kontekstda o'zlashtirilishini ta'minlaydi, chunki talaba terminni izolyatsiyada emas, balki real kasbiy vazifalar doirasida ko'radi va tahlil qiladi.

3. **Axborot texnologiyalaridan foydalanish strategiyasi**

terminlarni yodlash va mustahkamlash jarayonini interaktiv va mustaqil shaklga keltirib, elektron lug'atlar, "Quizlet", "Wordwall", "Anki" kabi platformalar orqali tez-tez takrorlash, sinov qilish, multimodal o'rganish imkonini yaratadi; shuningdek, BodyMap 3D kabi virtual simulyatorlar anatomiya va farmakologiya terminlarini vizual asosda o'zlashtirishda samarali vosita bo'lib xizmat qiladi.

4. **Tadqiqotga yo'naltirilgan strategiya** —

bu talabalarda mustaqil izlanish, tahlil qilish va ilmiy fikrplash ko'nikmalarini rivojlantirishga qaratilgan yondashuv bo'lib, terminologik kompetensiyani chuqur va

ongli tarzda shakllantiradi. Ushbu strategiya asosida talabalar o‘z mutaxassisliklariga oid terminlarni mustaqil o‘rganadi, ularning kelib chiqishi, semantik xususiyatlari, qo‘llanish doirasi va turli ilmiy manbalardagi talqinlarini tahlil qiladi. Shuningdek, talabalar mini-loyihalar yaratish, terminologik glossariylar tuzish, ilmiy ma‘ruzalar, prezентatsiyalar, posterlar tayyorlash orqali kasbiy terminlarni amaliy faoliyatda qo‘llab, ulardan ijodiy foydalanish imkoniga ega bo‘ladi. Bu jarayon nafaqat terminlarni yodlashni, balki ularning ortidagi ilmiy tushunchalar tizimini chuqur anglashni, tahliliy va tanqidiy fikrlashni rivojlantirishni, mustaqil ilmiy faoliyatga tayyorlanishni ham ta‘minlaydi. Shu sababli tadqiqotga yo‘naltirilgan strategiya terminologik kompetensiyani shakllantirishning eng samarali va chuqur ta’sir ko‘rsatadigan metodlaridan biri hisoblanadi.

4. Amaliy natijalar

Mazkur strategiyalarni qo‘llash natijasida talabalar:

- terminlarni semantik jihatdan chuqur anglaydi;
- kasbiy muloqotda aniqlik va ishonchlilikka erishadi;
- tibbiy hujjatlar bilan ishlashda terminlarni to‘g‘ri qo‘llay oladi;
- ingliz tilidagi kasbiy o‘qish, tinglash va yozish ko‘nikmalarini rivojlantiradi.

Amaliy natijalar o‘rganilgan strategiyalarni joriy etish orqali talabalarda quyidagi ko‘nikmalar shakllanganini ko‘rsatdi: birinchidan, terminlarni semantik jihatdan chuqur anglash darajasi oshgani sababli, talabalar kasbiy yo‘nalishiga oid terminologiyani kontekst ichida tahlil qilishi va to‘g‘ri ma‘nosini anglash ko‘nikmalarini rivojlantirmoqda. Ахмедова томонидан о‘tkazilgan tadqiqotlar shuni aks ettiradiki – talabalarning terminlarni tan olish, ma‘nosini izohlash va kasbiy matnda qo‘llash faolligi ancha yuqorilashgan. Ikkinchidan, kasbiy muloqot jarayonida

aniqlik va ishonchlilikka erishish darajasi oshdi, ya’ni talabalar tibbiyot va farmatsiya sohasida ingliz tilidagi terminlarni noto‘g‘ri ishlatish xavfining pasayganini, nutq hamda yozma muloqotlarida terminologiyaning izchilligini yaxshilaganligini bildirdilar. Uchinchidan, tibbiy hujjatlar bilan ishlashda — masalan, klinik protokol, dori tavsifi, laboratoriya hisobotlari — terminlarni to‘g‘ri qo‘llay olish malakasi ortdi, bu esa talabalarni amaliy kasbiy faoliyatga tayyorlashda muhim omil bo‘ldi. Va nihoyat, ingliz tilida kasbiy o‘qish, tinglash va yozish ko‘nikmalari ham rivojlana boshladi: talabalar professional adabiyotlarni ingliz tilida o‘qishi, ma‘lumotlarni tinglab muhokama qilishi va yozma hisobotlar tayyorlashi mumkin bo‘lgan darajaga yaqinlashmoqda. Natijada, talabalarning kasbiy kommunikativ kompetensiyasi sezilarli darajada ortgan va bu holat Ахмедова томонидан taqdim etilgan tajriba natijalarida aks etgan.

Natijada ularning kasbiy kommunikativ kompetensiyasi ham sezilarli darajada ortadi.

Xulosa

Bo‘lajak tibbiyot va farmatsiya mutaxassislarida ingliz tilidagi terminologik kompetensiyani rivojlantirish — zamonaviy ta‘limning ustuvor yo‘nalishlaridan biridir. Ushbu jarayonni samarali tashkil etish uchun bosqichli, integrativ, kommunikativ va IT asosidagi yondashuvlarni uyg‘unlashtirish zarur. Shuningdek, terminologik kompetensiyani shakllantirish jarayoni faqat lingvistik emas, balki kasbiy, kognitiv, muloqotiy va axborot savodxonligini rivojlantiruvchi kompleks omil sifatida qaralishi lozim. Chunki tibbiyot va farmatsiya sohalarida terminlarni to‘g‘ri anglash va qo‘llash talabalarga klinik ma‘lumotlarni aniq talqin qilish, ilmiy maqolalarni mustaqil o‘qish, zamonaviy diagnostika va davolash yo‘riqnomalaridan foydalanish, farmakologik tavsiflarni tushunish va klinik qarorlar qabul qilish

jarayonida aniq fikr yuritish imkonini beradi. Shu bilan birga, terminologik kompetensiya talabalarda ilmiy nutq madaniyatini rivojlantirib, murakkab kasbiy muhokamalarda ishtirok etish, o'z fikrini aniq va mantiqiy ifodalash, ilmiy loyihalar va ma'ruzalarda qatnashish ko'nikmalarini shakllantiradi. Kelajakda bu yo'nalishda tibbiy ingliz tili darslarida adaptiv elektron resurslar, sun'iy intellekt texnologiyalari, virtual laboratoriylar, 3D anatomiya modellaridan foydalanish, shuningdek, simulyatsiya asosidagi treninglar orqali terminologiyani real kasbiy vaziyatlarda qo'llash imkoniyatlari yanada kengayadi. Natijada talabalarning terminologik savodxonligi nafaqat nazariy darajada, balki amaliy kasbiy faoliyatda ham yuqori samaradorlikka ega bo'ladi.

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Developing Lexical Competence in Non-Linguistic Specializations: A Critical Review of Literature and Emerging Research Directions

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Abstract

This article examines the concept of lexical competence and provides a comprehensive review of scholarly literature addressing its development within the context of English for Specific Purposes (ESP). Despite its long-standing history in applied linguistics, lexical competence still lacks a single, unified definition. In ESP instruction, developing lexical competence requires learners to acquire not only subject-specific terminology and conceptual vocabulary but also high-frequency general academic words, semi-technical items, and relevant phraseological units. The analysis reveals that effective lexical competence development cannot be limited to the teaching of terminology in isolation; rather, it must integrate general, academic, semi-technical, and professional vocabulary within a coherent instructional framework. A review of methodological trends demonstrates that although different approaches have been employed across historical periods, content-and-language integrated approaches—such as CLIL and ICLHE—are considered particularly effective for teaching disciplines characterised by academic and conceptual language, including mathematics. These approaches promote deeper lexical processing, contextual usage, and meaningful engagement with subject-specific discourse.

Keywords: lexical competence; English for Specific Purposes (ESP); subject-specific terminology; professional and semi-technical vocabulary; academic vocabulary; mathematics education.

Introduction

The teaching and learning of vocabulary had long been undervalued in language education; however, over the past thirty years, lexical competence has become a central focus in numerous linguistic studies. In particular, the rapid development of linguistics, psycholinguistics, computational linguistics, and discourse analysis in the 1990s brought renewed attention to the role of vocabulary in foreign language instruction. Extensive international research has demonstrated that vocabulary is one of the key determinants of successful language learning and teaching. As a result, the field has witnessed the emergence of a wide range of theoretical and empirical studies, which in turn have generated numerous definitions and terms associated with the concept of “lexis.”

Literature review

The notion of lexical competence, due to the multifaceted nature of words and the complex relationship between form, meaning, and function, does not have a single universally accepted definition. Although scholars across different periods have offered various interpretations of this concept, the Common European Framework of Reference for Languages (CEFR) provides the following definition: “lexical competence is the knowledge of the words of a language and the ability to use them appropriately” [5, 2001]. Lexical competence refers to the knowledge of a language’s lexical and grammatical elements as well as the ability to use them effectively. It comprises both lexical and grammatical components. The lexical elements include phraseological units, collocations, fixed expressions, idiomatic clusters (phrasal verbs, complex prefixes,

set expressions), individual words, and unstable combinations.

At the core of lexical competence lie the concepts of vocabulary or lexis and lexical knowledge, which differ in meaning. Initially, regarding the notions of vocabulary or lexis, the Merriam-Webster online dictionary defines them as “all the words known and used by a person that constitute a language”. Richards and Schmidt describe vocabulary as “a set of lexemes that includes single words, compounds, and idioms” Indeed, in recent years, the term lexis has increasingly been used interchangeably with vocabulary [16, 2006]. Barkoft, Shunderman, and Schmitt explain that the term lexis, derived from ancient Greek, refers to all the words in a language, i.e., the complete vocabulary of a language [3, 571-583p]. Jackson and Amvela emphasize that the terms vocabulary, lexis, and lexicon are synonymous. However, another group of researchers argues that a distinction exists between vocabulary and lexis. Vocabulary consists of words and their meanings, whereas lexis encompasses not only words but also other layers of lexical knowledge [6, 2000]. Lexical knowledge, according to Laufer and Goldshtain, can be defined as “a set of interrelated small units of knowledge” or interpreted as “a continuum of several levels of knowledge, starting from superficial acquaintance with a word to the ability to use it freely and correctly” [7, 399-436p]. In recent years, the development of English lexical competence in various professional fields in our country has become a central focus of scholarly research. These fields include, in particular, engineering, railway and aviation personnel, as well as specialists in economics, medicine, tourism, business and management, energy, banking and finance, and computer engineering. Such studies primarily emphasize the formation of a professional vocabulary tailored to

students’ respective fields, the understanding of terminological units, and the development of skills to use them effectively in communicative activities.

Moreover, research in this area is not limited solely to the development of profession-specific lexical competence. It also aims to improve English teaching methodologies across different educational specialties, identify effective methods for developing lexical competence, and design innovative technological tools for instruction. Specifically, the issue of developing English lexical competence in non-philological fields has been examined by a number of local researchers from various perspectives. For example, Sh. R. Madrahimova, in her work “Lexical Competence and Methods for Its Development,” explored the content and essence of lexical competence and approaches to teaching it [8, 303-309 p]. N. X. Rashidova, in her article “Linguodidactic Problems of Developing Students’ Lexical Competence in English,” analyzed the theoretically dynamic nature of English vocabulary [10, 283-289 p]. H. B. Bakirova, in her article “Educational Content for Developing Lexical Competence and Determining the Professional Lexical Minimum,” provided a scholarly analysis of principles for selecting a domain-specific lexical minimum, emphasizing the identification of field-specific terminologies, their communicative significance, and their functional role within the learning process [2, 86-100 p].

In addition, A. S. Butunbayev and M. X. Gulyamova, in their study “Communicative Approach and the Development of Terminological Competence in Teaching Medical English” [1,2025], D. J. Buranova, in “Methodology of Professional Approach to Teaching English for Medical Students” [4, 119-132 p] and N. A. Rakimova, in “Specific Features of Teaching Medical Terminology in English Practical Classes,”

investigated effective methods for developing lexical competence in medical students, emphasizing contextual and integrative approaches [11, 80-83 p].

B. H. Kholiyorov and Sh. Khasanova, in their research "Developing Lexical Competence in English Instruction for Agriculture-Oriented Fields," analyzed the effectiveness of acquiring professional vocabulary through authentic texts [14, 87-95 p]. Additionally, H. U. Saydullayeva, in "Methods for Developing English Lexical Competence in Mining Faculty Students," highlighted ways to reinforce terminological knowledge in professional communication [12, 105-109 p]. H. V. Nishanova, in "Teaching English Based on Professional Terminology in the Tourism Sector: Innovative Approaches," examined modern technologies and content-based teaching methods for vocabulary development [9, 337-343 p].

Methodology

This study adopts a theoretical and analytical approach to examine the development of lexical competence in the context of specialized English for academic purposes. Given the focus on reviewing existing theories and research, the methodology emphasizes systematic literature analysis and critical synthesis rather than empirical data collection.

Discussion

However, in most existing studies, the process of developing lexical competence seems primarily limited to expanding terminological knowledge or mastering professional terms. In our view, the full scope of lexical competence is not confined to terminology; rather, in professional communication within a specific field, semi-technical and general academic lexical units are actively used alongside terms. In professional activities, specialists communicate not only through terms but also through these additional lexical layers, which are used for explaining, clarifying,

justifying, comparing, and creating connections between ideas; such processes are carried out through general academic and semi-technical vocabulary.

Specifically, in the field of mathematics education, effectively organizing a student's professional communication, accurately understanding scientific texts, and ensuring clarity and logical coherence in academic writing require the comprehensive acquisition of all layers of specialized vocabulary — technical, semi-technical, and general academic units. This is because, in mathematical discourse, terms are often closely connected with general education and academic vocabulary; for example, units like "derive," "assume," "consider," "solve," "therefore," and "let us denote" form the core of theoretical expressions. Furthermore, this type of vocabulary plays a decisive role in expressing mathematical thinking through language, developing logical consistency, and facilitating interdisciplinary integration. In English for Specific Purposes (ESP) courses aimed at particular professional goals, the primary focus is usually on developing professional lexical competence. Professional vocabulary mainly serves as a linguistic tool for specialists, which is why it is also referred to as "professional-field vocabulary" in the educational process. Professional-field vocabulary consists of words that representatives of a particular profession use in their daily work. N.M. Karpukhina defines professional vocabulary as a "secondary meaning," that is, a layer positioned between terms and professional jargon. In this study, we refer to this layer in a narrower sense as "specialized language vocabulary." Future specialists, in their professional activities, encounter not only general professional words but also concepts representing narrow specialties, scientific terms, frequently used general lexical units, and even idiomatic

expressions. Therefore, terms constitute the primary object of professional vocabulary. For this reason, many studies have focused solely on developing terminological competence, aiming to design various approaches, methods, and exercise systems. However, professional vocabulary is not limited to terms; it encompasses a broader set of words, including professionalisms, semi-technical, and general academic vocabulary, representing the wider layer of specialized lexical units.

In traditional ESP lessons, approaches to teaching vocabulary are often limited to teaching words in isolation, separated from the text. Such methodology prevents students from understanding the contextual meaning of words as well as their grammatical and semantic connections, and hinders the development of their competence in comprehending texts as a whole. It is known that in the history of foreign language teaching methodology, the attitude toward lexical competence has developed gradually, with each period forming its own didactic principles and approaches. In the earliest approaches, vocabulary acquisition was subordinated to grammatical knowledge, whereas in later methodological evolution, lexical units began to acquire independent communicative and cognitive significance. For many years, in ESP classes, the lexical component of language was taught through text translation or by providing glossaries of specialized words appearing in the text. In academic terminology, this teaching method is referred to as the “Grammar-Translation Method” (GTM), which dominated foreign language teaching for nearly a century (1840–1940). To adapt to global economic changes, meet the high demands of enterprises and employers, and develop learners’ communicative competence as the main goal of language learning, the communicative approach was

introduced. Education based on the communicative approach — CLT (Communicative Language Teaching) — transformed the process of learning a foreign language into a meaningful and interactive environment. Through it, learners acquired an understanding of the true meaning of words and learned to use them in communication. CLT aims to develop interpersonal communicative competence, which distinguishes it from other forms of instruction.

However, this approach is not fully suitable for fields oriented toward academic activities, such as mathematics. This is because students in mathematics do not study the language for professional or oral communication purposes, but to develop academic reading, comprehension, and writing skills. Therefore, in developing lexical competence for mathematics students, the main focus should be on improving reading skills in academic and technical contexts, correctly interpreting terms and semi-technical vocabulary, and developing analytical thinking based on texts. This approach directly addresses their real learning needs — reading, understanding, and expressing scientific texts in written form.

For this reason, in teaching English to mathematics students, a content-integrated teaching approach, such as the Content-Based Approach or CLIL (Content and Language Integrated Learning) model, is appropriate. This approach enables students to gain a deeper understanding of subject-specific content during language learning and simultaneously develops their lexical, cognitive, and subject-related competencies. As a result, students not only acquire language units but also develop mathematical reasoning and academic thinking through the English language.

Conclusion

This study highlights that developing lexical competence in ESP should extend beyond

mere terminology. Effective professional communication relies on the integration of technical, semi-technical, and general academic vocabulary. Traditional methods that teach words in isolation limit students' ability to fully comprehend texts. In contrast, communicative and content-integrated approaches, such as CLT and CLIL, provide interactive learning environments that support both language acquisition and the development of academic thinking. For mathematics and other academic fields, teaching lexical competence in an integrated manner strengthens students' abilities to read, analyze, and produce written texts accurately and coherently.

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Formative Assessment Strategies In English Language Teaching

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Abstract

The article discusses formative assessment methods in English language teaching via an extensive literature review. Based on the research conducted in Uzbekistan, Russia, and around the world, it presents the main concepts and uses of formative assessment in today's ELT settings. The evaluation shows that formative assessment, if used correctly in the teaching process, will have a great impact on the effectiveness of the teaching and the learning outcomes of the students in English language education.

Keywords: formative assessment, English language teaching, feedback strategies, continuous assessment, learning outcomes, pedagogical evaluation

INTRODUCTION

Formative assessment has come to be regarded as one of the most important features of an effective English language classroom, signifying a major transition from traditional summative evaluation to continuous, learning-oriented assessment practices. Formative assessment, as opposed to summative assessment which evaluates learning outcomes at the end of a teaching period, is a process that continuously informs both teaching and learning throughout the whole educational experience [1]. The role of formative assessment in language teaching and learning is acknowledged by its ability to give quick feedback, to discover learning gaps and to adapt teaching ways to the varied students' needs [2]. In English Language Teaching, formative assessment plays different roles: it tracks the progress of skills in all four areas (listening, speaking, reading, and writing); it points out certain phonological, grammatical or vocabulary problems that the learners face; and it promotes metacognition that makes students independent and tactical in their language learning [3]. Current language teaching and learning innovations increasingly view assessments as a necessary part of instruction rather than an isolated evaluative process [4].

Through this integration, teachers can gather learning evidence without limits, continuously, and modify their teaching methods instantly, thereby forming adaptive learning settings that consider differences in learning styles and developmental paths of individual students. The theoretical underpinnings of formative assessment related to language instruction are based on social-cultural learning theories, which open up the visibility of the coconstruction of concepts through interaction, such as feedback and scaffolding, and as a result, cognitive development [5]. Moreover, formative assessment is in perfect harmony with communicative language teaching principles as it centers on the use of language in relevant contexts, the real communication, and the learner-centered approaches that give equal importance to the process as well as the product. The importance of this subject is especially highlighted in multilingual teaching context where the English language is a foreign or second language and the learners are in continuous need of support and guidance to become competent in communication. Therefore, the comprehension of the effective formative assessment techniques is a must for language instructors who are interested in maximizing the learning outcomes and working towards building fair, supportive learning environments that can

flexibly cater to the intricate needs of heterogeneous student groups.

METHODOLOGY AND LITERATURE REVIEW

This study employs a qualitative literature review methodology to analyze formative assessment strategies in English language teaching. The selection criteria prioritized sources that address practical assessment strategies, theoretical foundations of formative evaluation, and empirical evidence regarding assessment effectiveness in language learning contexts. The literature analysis reveals several key dimensions of formative assessment in ELT contexts. According to Jalolov's comprehensive analysis of foreign language teaching methodology, formative assessment must be systematic, criterion-referenced, and aligned with clearly defined learning objectives [1]. The assessment process should provide learners with specific, actionable feedback that guides their continued development rather than merely assigning grades or scores.

Mahmudov and Usmonova emphasize that effective formative assessment in language education requires teachers to develop assessment literacy, understanding both what to assess and how to interpret assessment data to inform instructional decisions [6]. Russian pedagogical scholarship, particularly the work of Solovova, highlights the importance of diversifying assessment methods to capture the multidimensional nature of language competence, including linguistic knowledge, communicative skills, and pragmatic abilities [7]. International research demonstrates that formative assessment strategies can be categorized into several major types: continuous monitoring through classroom observation and questioning, which allows teachers to gauge comprehension and engagement in real-time; peer assessment activities that develop critical evaluation skills while

providing additional feedback sources; self-assessment practices that promote metacognitive awareness and learner autonomy; and portfolio assessment that documents learning progress over time [8]. Technology-enhanced formative assessment has gained particular attention in recent literature, with digital tools offering new possibilities for immediate feedback, adaptive learning pathways, and data-driven instructional decision-making [9]. Black and Wiliam's influential framework identifies five key strategies of formative assessment: clarifying learning intentions and success criteria, engineering effective classroom discussions and tasks that elicit evidence of learning, providing feedback that moves learners forward, activating students as instructional resources for one another, and activating students as owners of their own learning [2]. In the specific context of English language teaching, formative assessment must address the complexity of language as both a learning objective and a medium of instruction. Assessment strategies need to evaluate not only linguistic accuracy but also fluency, appropriateness, and communicative effectiveness [10].

RESULTS AND DISCUSSION

The analysis of literature sources reveals that effective formative assessment in English language teaching rests upon several interconnected principles and practices that distinguish it from traditional assessment approaches. First, the evidence demonstrates that formative assessment must be integrated organically into daily instruction rather than functioning as periodic testing events separated from teaching activities. This integration means that assessment becomes part of the natural classroom discourse, with teachers continuously gathering information about student understanding through questioning techniques, classroom activities, and informal checks for understanding [3]. The

data from multiple sources indicates that feedback quality represents perhaps the most critical factor in formative assessment effectiveness. Feedback must be timely, specific, and oriented toward improvement rather than simply identifying errors or assigning grades [2]. Research shows that effective feedback in language learning contexts should address both linguistic accuracy and communicative effectiveness, helping learners understand not only what errors they made but why those errors impede communication and how they might be corrected [7].

This differentiation requires teachers to employ multiple assessment methods and tools, ranging from informal observation and oral questioning to more structured activities like quick writes, exit tickets, and digital quizzes that provide immediate feedback [8]. Peer and self-assessment emerge from the literature as particularly valuable formative strategies in language education because they develop metacognitive skills essential for autonomous language learning. When students assess their own work or that of peers using clear criteria, they develop deeper understanding of quality standards and become more capable of monitoring and regulating their own learning processes [6]. However, the analysis also identifies significant challenges in implementing formative assessment effectively. Teachers require substantial professional knowledge and skills to design appropriate assessment tasks, interpret assessment evidence accurately, and provide feedback that genuinely advances learning [1].

Time constraints represent another persistent challenge, as meaningful formative assessment requires more instructional time than traditional testing approaches, and teachers often struggle to balance assessment demands with content coverage expectations. The literature suggests that technology can partially

address these challenges by automating certain assessment functions and providing immediate feedback, though digital tools must be selected and implemented thoughtfully to ensure they enhance rather than replace teacher judgment and student-teacher interaction [9]. Cultural factors also influence formative assessment implementation, particularly in educational contexts where traditional teacher-centered pedagogy and high-stakes testing dominate. Shifting toward formative assessment requires changes in teacher beliefs, student expectations, and institutional policies [10]. The analysis indicates that successful formative assessment implementation requires systemic support including professional development for teachers, appropriate resources and tools, and institutional cultures that value learning processes as much as measurable outcomes. Despite these challenges, the evidence consistently demonstrates that when properly implemented, formative assessment strategies significantly enhance language learning by creating responsive, learner-centered environments where instruction adapts continuously to meet student needs and where learners develop both linguistic competence and learning autonomy.

CONCLUSION

This literature analysis establishes that formative assessment represents an essential pedagogical approach in contemporary English language teaching, offering substantial benefits for both teaching effectiveness and learning outcomes when implemented systematically and thoughtfully. The research demonstrates that effective formative assessment in ELT contexts requires continuous integration of assessment into instruction, high-quality feedback that supports learning progression, diversified assessment methods that capture language

competence comprehensively, and active student involvement through self and peer assessment activities. The findings reveal that successful implementation depends not only on teacher knowledge and skills but also on supportive institutional contexts and classroom cultures that prioritize learning over performance. While challenges exist including time constraints, resource limitations, and the need for significant professional development, the evidence clearly indicates that formative assessment strategies enhance language learning by providing timely information that guides both teaching and learning decisions. The analysis suggests that future developments in formative assessment will likely involve greater integration of technology to facilitate immediate feedback and personalized learning pathways, though human judgment and teacher-student interaction remain irreplaceable elements of effective assessment practice. For language educators, the implications are clear: developing assessment literacy and implementing varied formative strategies should be recognized as fundamental professional competencies essential for creating effective learning environments. Educational institutions must support teachers through professional development, appropriate resources, and policies that allow sufficient time for meaningful formative assessment practices.

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Integrating Technology In English Language Classrooms: From Theory To Practice

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Abstract

The article discusses the inclusion of technology in English language teaching theoretically and practically. It assesses the current methods for applying technology in language learning and the efficiency of various digital tools and platforms in improving communicative skills. The results show that successful integration of technology depends on matching it accurately with teaching methods, having teachers who are digitally literate, and taking into account the needs of learners. The research implies that technology is a very influential tool in the process of language learning when it is used along with proper teaching methods and not as an alternative to conventional ways of teaching.

Keywords: technology integration, English language teaching, digital tools, pedagogical framework, communicative competence, computer-assisted language learning

INTRODUCTION

The fast-paced development of digital technology has changed the educational methods completely and all disciplines have been affected while English teaching has been the one that has changed the most. The use of technology in language classrooms has come from outdated computer-assisted language learning (CALL) applications to elaborate digital environments with the integration of artificial intelligence, virtual reality, and collaborative online platforms [1]. Nowadays, English language learners are living in a world that has become more digital; thus, the learning opportunities for a language extend beyond the traditional classroom. This situation calls for a careful consideration of how technology can be effectively integrated into the pedagogical practice [2]. Technological tools indeed offer unrestricted access to the best materials, interactive learning experiences, and chances for communication with people all over the world; however, these activities alone do not imply that the learning outcomes will be improved [3]. The main problem nowadays language teachers have to solve is to go beyond tech-nocentric approaches and

then gradually come up with a theory that will help to inform their practice. This will not only enhance but also preserve the effectiveness of the traditional teaching practices. The difference between what technology can do and what the teacher can do has been a major discussion point in the English Language Teaching Methodology [4]. This article, therefore, aims at analyzing the theoretical frameworks that are the backbone of technology integration in English language classrooms as well as the practical implications for effective implementation that are based on extensive literature review and critique of current research.

METHODOLOGY AND LITERATURE REVIEW

This study employs a systematic literature review methodology to analyze scholarly publications, pedagogical frameworks, and empirical research. The theoretical foundation of technology integration in language teaching rests primarily on sociocultural theory and constructivist approaches to learning, which emphasize the role of tools as mediators in the learning process [5]. Warschauer's framework of integrative CALL represents a significant

theoretical advancement, proposing that technology should facilitate authentic social interaction and meaningful communication rather than serving merely as a delivery mechanism for pre-packaged content [1]. This perspective aligns with task-based language teaching approaches that prioritize communicative competence development through engagement with authentic materials and real-world communication scenarios. Research by Chapelle has established clear criteria for evaluating technology use in language learning, emphasizing the importance of language learning potential, learner fit, meaning focus, authenticity, positive impact, and practicality [6].

These criteria provide a valuable framework for assessing the pedagogical value of specific technological tools and applications. The literature reveals several categories of technology integration in English language classrooms, including learning management systems, mobile applications, social media platforms, corpus tools, and multimedia resources. Each category offers distinct affordances for language learning, with mobile-assisted language learning (MALL) emerging as particularly significant due to ubiquitous smartphone ownership and the potential for learning beyond classroom boundaries [7]. Dudeney, Hockly and Pegrum's comprehensive analysis of digital literacies in language education highlights that successful technology integration requires developing not only linguistic competence but also digital competence, encompassing information literacy, connection literacy, and design literacy [8].

Russian scholars, particularly Sysoev and Evtigneev, have contributed significantly to understanding technology integration in post-Soviet educational contexts, emphasizing the importance of considering institutional infrastructure, teacher preparation, and cultural factors when

implementing technology-enhanced language learning [9]. Uzbek researchers have similarly noted the specific challenges of technology integration in Central Asian contexts, including variable internet connectivity, limited access to licensed software, and the need for professional development programs tailored to local conditions [10]. The literature consistently emphasizes that effective technology integration depends less on the sophistication of available tools and more on pedagogical design, teacher competence, and alignment with learning objectives.

RESULTS AND DISCUSSION

Analysis of the literature reveals several critical findings regarding effective technology integration in English language classrooms. First, successful implementation requires a fundamental shift from teacher-centered transmission models toward learner-centered facilitation approaches where technology serves as a tool for exploration, creation, and communication rather than passive content consumption. The most effective technology-enhanced language learning environments demonstrate clear pedagogical rationale, with technological tools selected based on their capacity to support specific learning objectives rather than their novelty or popularity. Digital tools prove particularly valuable in providing access to authentic language materials, facilitating interaction with native speakers and other learners globally, offering immediate feedback on language production, and enabling personalized learning pathways adapted to individual learner needs and preferences.

However, the literature also reveals significant challenges and limitations. The digital divide remains a persistent concern, with unequal access to devices, internet connectivity, and technical support creating disparities in learning opportunities.

Teacher digital literacy emerges as a critical factor, with many educators lacking adequate training in both technical skills and pedagogical frameworks for technology integration. Furthermore, the rapid pace of technological change creates sustainability challenges, as tools and platforms quickly become obsolete, requiring continuous professional development and resource allocation. The evidence suggests that blended learning approaches, combining face-to-face instruction with online components, offer optimal outcomes by leveraging the strengths of both traditional and digital pedagogies.

Such approaches allow for human interaction, immediate clarification of misunderstandings, and sociocultural development while simultaneously providing flexibility, access to diverse resources, and opportunities for autonomous learning. Critical analysis reveals that technology's greatest contribution to language learning lies not in automating instruction but in expanding possibilities for authentic communication, collaborative creation, and multimodal expression. Social media platforms, video conferencing tools, and collaborative document editors enable language learners to engage in genuine communicative acts with real audiences, moving beyond artificial classroom exercises toward purposeful language use. The discussion must also acknowledge that technology integration should not be viewed as universally beneficial or appropriate for all learning contexts, objectives, or learner populations. Effective implementation requires careful consideration of learner characteristics, institutional constraints, cultural contexts, and pedagogical goals, with technology serving as one component within a broader methodological toolkit rather than a panacea for language teaching challenges.

CONCLUSION

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This analysis demonstrates that effective technology integration in English language classrooms requires moving beyond simplistic assumptions about digital tools automatically improving learning outcomes toward sophisticated understanding of how technology can be strategically employed within sound pedagogical frameworks. The literature reveals that successful implementation depends on several interconnected factors: clear pedagogical rationale, alignment with learning objectives, teacher digital literacy and pedagogical knowledge, consideration of learner needs and contexts, and institutional support including infrastructure and professional development. Technology proves most valuable when it facilitates authentic communication, provides access to diverse linguistic resources, enables personalized learning pathways, and supports collaborative knowledge construction. However, technological tools should complement rather than replace effective teaching practices, with educators maintaining central roles as designers of learning experiences, facilitators of interaction, and guides in developing both linguistic and digital literacies. Future directions for research and practice should focus on developing context-appropriate models for technology integration that account for local realities including infrastructure limitations, cultural factors, and educational traditions while simultaneously preparing learners for participation in increasingly digitalized global communication. The ultimate goal of technology integration should be empowering learners to use English effectively in real-world contexts while developing critical digital literacies essential for twenty-first century citizenship.

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Task-Based Language Teaching: Designing Authentic Communication Activities

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Abstract

Task-Based Language Teaching (TBLT) techniques have come to the forefront of foreign language teaching and learning, giving priority to realities of communication and language use over the old practice of instruction focusing on forms only. The paper outlines the theoretical basis of TBLT and evaluates different methods of creating authentic communication activities that are conducive to real language learning. It turns out that well-designed tasks that incorporate authenticity, meaningful outcomes and learner engagement greatly improve communicative competence and language proficiency.

Keywords: task-based language teaching, authentic communication, task design, communicative competence, language acquisition, pedagogical tasks.

INTRODUCTION

Task-Based Language Teaching is now recognized as one of the main approaches in language teaching and learning during the 20th century, reshaping the very foundation of teaching and learning languages [1]. It is one of the revolutionary methods of the modern world that has trampled on the old ones and made its way to the very first place, if it is not in any the best way, thus [2]. The theorists behind TBLT are the cognitivists and interactionists when it comes to the second language acquisition, and mainly the communicative contexts' focus on interaction, meaning negotiation, and form among others [3]. TBLT authenticity in task design comes as a key parameter where tasks reflecting the real-life communication demands allow learners to simultaneously acquire pragmatic and linguistic competence. Nevertheless, the realization of completely authentic communication events calls for the utmost professional skill from the teachers of the language, as it is a complicated matter in itself involving the task's difficulty, the learners' needs, the context, and the intended pedagogy, among others, to arrive at the correct one [4]. Directed towards a systematic

understanding of the ways in which authenticity and engagement can coexist while maximizing the learning outcomes, the worldwide spread of communicative language teaching methods has further highlighted the need for task designers to focus more on the systematic designing of tasks.

METHODOLOGY AND LITERATURE REVIEW

The methodical approach taken in this research study consists of an in-depth analysis of theoretically and empirically published works on task-based language teaching (TBLT) and authentic communication activities by the literature review. The literature review discusses not only the fundamental contributions of leading TBLT researchers such as Long, Ellis, Skehan, and Willis but also recent developments that have further clarified and broadened the principles of task design [5]. The TBLT literature defines and views task authenticity as involving various aspects, such as situational authenticity referring to how closely classroom tasks mimic real-world target tasks, and interactional authenticity dealing with the degree of naturalness of communication patterns that the pedagogical tasks draw out [6]. Studies

point out that authentic tasks attract higher levels of learner motivation, engagement, and investment in contrast to artificial exercises that are not connected to meaningful communication purposes.

The complexity of task design involves balancing multiple variables including cognitive complexity, which relates to the reasoning demands inherent in task completion, code complexity concerning the linguistic resources required, and communicative stress associated with task performance conditions [7]. Authenticity in task design extends beyond selecting real-world topics to encompass the processes, interactions, and outcomes characteristic of genuine communication situations. Research in applied linguistics has identified that successful authentic tasks incorporate elements such as information gaps that create genuine communication needs, opinion gaps that stimulate meaningful exchange of perspectives, and reasoning gaps that require learners to derive new information through inference and deduction [8]. The pedagogical framework for implementing TBLT typically involves three phases: pre-task activities that introduce the topic and activate relevant linguistic and conceptual resources, the main task phase during which learners engage in meaningful communication to achieve task outcomes, and post-task activities that provide opportunities for language focus, reflection, and consolidation [5]. Cultural authenticity represents another crucial dimension, as tasks should reflect culturally appropriate communication patterns, discourse conventions, and pragmatic norms of the target language community [9]. The integration of digital technologies has expanded possibilities for creating authentic communication activities, enabling learners to engage with multimodal texts, participate in virtual exchanges with speakers from diverse contexts, and access authentic

materials more readily than previously possible [10].

RESULTS AND DISCUSSION

Analysis of the theoretical and empirical literature reveals several critical insights regarding the design of authentic communication activities within task-based frameworks. First, authenticity operates on multiple levels simultaneously, requiring task designers to consider not only the real-world relevance of task content but also the authenticity of communicative processes, interactional patterns, and outcomes generated through task completion. Tasks that successfully integrate these multiple dimensions of authenticity demonstrate superior effectiveness in promoting communicative competence compared to activities that prioritize only content authenticity while neglecting interactional and processual dimensions. The research evidence indicates that learners benefit most from tasks that create genuine communication needs through carefully designed information gaps, opinion gaps, or reasoning gaps, as these features compel learners to engage in meaningful negotiation of meaning rather than mechanical language practice.

However, the relationship between task authenticity and learner proficiency levels proves complex, as highly authentic tasks may overwhelm lower-proficiency learners who lack sufficient linguistic resources to engage meaningfully, suggesting the necessity of scaffolding and differentiation in task design. The concept of pedagogical authenticity emerges as particularly significant, recognizing that classroom tasks cannot fully replicate real-world communication situations but can maintain authentic communicative purposes and processes while providing appropriate support for language development. Effective authentic communication activities balance the competing demands of authenticity, feasibility, and pedagogical

value, ensuring that tasks remain manageable within classroom constraints while preserving their essential communicative character.

The literature reveals that task complexity significantly influences both the quantity and quality of language production, with moderately complex tasks generally eliciting more elaborate and accurate language use than either excessively simple or overwhelmingly complex tasks. Authenticity in task outcomes proves equally important as authenticity in task design, as learners derive greater satisfaction and motivation from tasks that produce tangible, meaningful results rather than completing activities solely for practice purposes. The integration of collaborative task structures enhances both authenticity and learning outcomes, as real-world language use frequently occurs through collaborative problem-solving, negotiation, and joint meaning construction rather than individual performance.

The implementation of authentic communication activities within TBLT frameworks necessitates careful attention to task sequencing and progression, as learners require systematic exposure to increasingly complex communicative demands to develop robust language proficiency. Research demonstrates that effective task sequences build upon prior learning while introducing manageable increments of complexity, enabling learners to consolidate existing knowledge while expanding their communicative repertoire. The role of teacher mediation emerges as crucial in facilitating authentic communication, as educators must skillfully balance providing necessary support with allowing learners sufficient autonomy to engage in genuine meaning-making processes. Authentic tasks prove most effective when they connect meaningfully to learners' lived experiences, interests, and future language use needs, creating

intrinsic motivation that sustains engagement throughout task completion. Furthermore, the assessment of authentic communication activities requires moving beyond traditional accuracy-focused evaluation to encompass broader dimensions of communicative effectiveness, including fluency, pragmatic appropriateness, and successful achievement of communicative outcomes. The pedagogical implications of authentic task design extend to curriculum development and materials design, requiring coherent integration of tasks that systematically develop learners' communicative competence across diverse contexts and purposes. Analysis reveals that successful authentic communication activities incorporate opportunities for language awareness and reflection, enabling learners to notice linguistic features within meaningful contexts rather than through decontextualized grammar instruction. The social dimension of authentic communication proves equally significant, as tasks that foster collaborative interaction and peer learning create communities of practice wherein language development occurs through shared meaning construction. Cultural considerations in task design cannot be overlooked, as authentic communication inherently involves navigating cultural norms, pragmatic conventions, and discourse patterns specific to particular communicative contexts. The evidence suggests that sustained engagement with well-designed authentic tasks cultivates not only linguistic competence but also strategic competence, enabling learners to deploy communication strategies effectively when facing linguistic gaps or communicative challenges in real-world situations.

CONCLUSION

This comprehensive analysis of task-based language teaching and authentic

communication activity design demonstrates that effective task design requires careful consideration of multiple interrelated factors including authenticity dimensions, task complexity variables, learner characteristics, and pedagogical objectives. The literature clearly establishes that well-designed authentic tasks that create genuine communication needs, incorporate meaningful outcomes, and reflect real-world language use patterns significantly enhance language learning effectiveness and communicative competence development. Moving forward, language educators should prioritize designing tasks that balance authenticity with pedagogical appropriateness, ensuring that activities maintain their communicative essence while providing adequate support for learners at various proficiency levels. Future research should continue investigating how different task design parameters interact to influence learning outcomes across diverse educational contexts, learner populations, and target languages, while also exploring how emerging technologies can expand possibilities for creating authentic communication opportunities in language classrooms.

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Teaching English Through Content And Language Integrated Learning (CLIL)

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Abstract

This article looks into the theoretical bases and practical use of Content and Language Integrated Learning (CLIL) as an innovative method for English language teaching. It assesses current literature on the CLIL technique, which is seen as a dual-focused approach integrating the learning of subject matter and that of foreign languages. The findings indicate that CLIL has turned around the language teaching paradigm by making it through the area of content giving rise to increased subject matter and communicative skills at the same time.

Keywords: CLIL, content and language integrated learning, bilingual education, cognitive development, communicative competence.

The globalization of education and the rising demand for multilingual skills have forced teachers to come up with creative solutions and use modern methods that are different from the conventional ones to teach foreign languages. One of the most notable methods that has been developed to this challenging situation in education is Content and Language Integrated Learning (CLIL) which combines learning of content subjects with acquiring foreign languages [1]. Opposite to standard language teaching that pays attention only to forms and structures of the language, CLIL opens a classroom where the language is both the medium through which academic content is learned and the subject of study at the same time [2]. This method of learning is in accordance with the current understanding of second language acquisition theories, especially Krashen's Input Hypothesis and Vygotsky's sociocultural theory, which both underline the crucial role of providing meaningful context and facilitating authentic communication in language development [3].

The importance of CLIL in the teaching of English has increased significantly in the last twenty years, especially in Europe where multilingualism is considered an essential skill for personal growth and social

integration. On the other hand, the use of CLIL is not limited to European contexts only; it is also present in other parts of the world where the mixing of language and subject area learning is seen as a powerful way to teach languages, for instance, in natural sciences, mathematics, geography, and history. The very basis of CLIL is that teaching and learning languages should be done through the understanding of the content rather than through the learning of its grammatical rules, and that pupils should work with content that is cognitively challenging and that requires the use of higher-order thinking skills [4].

METHODOLOGY AND LITERATURE REVIEW

This study is based on a systematic review and critical analysis of currently available academic literature on CLIL pedagogy and its use in English teaching scenarios. The analysis is made through an already set second language acquisition theories, psychological research in cognitive area, and linguistics in education to rate the efficacy and flexibility of CLIL methods. The formal definition of CLIL pedagogically dating back to the mid-1990s, but it can be linked to earlier bilingual education programs and immersion models that were created in Canada and other multilingual

regions [5]. The theoretical basis of CLIL is a combination of different pedagogies, like communicative language teaching, task-based learning and content-based instruction. One of the most noteworthy conceptual models in CLIL pedagogy is Coyle's 4Cs Framework, which points out four main components: content (the subject), communication (language learning and using), cognition (the mental processes of learning and thinking), and culture (the broadening of understanding and the building of global citizenship through intercultural exchanges) [6].

Research indicates that CLIL environments create conditions for naturalistic language acquisition by providing extensive comprehensible input in meaningful contexts, thereby facilitating the development of both basic interpersonal communication skills and cognitive academic language proficiency [7]. The cognitive dimension of CLIL is particularly significant, as content-based learning necessarily involves higher-order thinking skills such as analysis, synthesis, evaluation, and problem-solving, which research suggests may accelerate language development more effectively than traditional form-focused instruction [8]. Furthermore, CLIL addresses the challenge of limited exposure to the target language in foreign language learning contexts by increasing the quantity and quality of language input through extended content lessons conducted in English. Studies examining CLIL implementation across various educational contexts reveal several critical success factors, including teacher expertise in both content and language pedagogy, appropriate materials development that balances content accuracy with linguistic accessibility, and institutional support for integrated curriculum design [9]. Material design in CLIL contexts requires careful consideration of linguistic complexity,

ensuring that content remains intellectually challenging while providing appropriate language support through glossaries, visual aids, graphic organizers, and structured language activities [10].

RESULTS AND DISCUSSION

The analysis of contemporary research and pedagogical practices reveals that CLIL represents a multifaceted approach to English language teaching with significant implications for curriculum design, instructional methodology, and learning outcomes. The integration of content and language learning in CLIL contexts creates a symbiotic relationship where subject knowledge provides meaningful context for language use, while developing language skills enables deeper engagement with content material. This reciprocal relationship addresses a fundamental limitation of traditional foreign language instruction, where decontextualized language practice often fails to provide learners with authentic reasons for communication or cognitively engaging tasks that mirror real-world language use. Research evidence suggests that CLIL learners demonstrate advantages in several areas of language competence, particularly in receptive skills, vocabulary acquisition, and pragmatic competence, though productive skills may require additional focused attention depending on implementation intensity and duration.

The cognitive benefits of CLIL extend beyond language learning, as engagement with content in a foreign language appears to enhance metalinguistic awareness, cognitive flexibility, and critical thinking skills that transfer across subject areas. These cognitive advantages align with research on bilingualism suggesting that navigating between languages and processing content in a non-native language may strengthen executive function and attentional control. However, the successful implementation of CLIL

requires addressing several pedagogical challenges, including the risk of oversimplifying content to accommodate language learners, potentially creating a "watered-down" curriculum that fails to meet subject-area learning objectives. This challenge necessitates sophisticated pedagogical approaches that maintain content rigor while providing appropriate linguistic scaffolding through multimodal input, collaborative learning structures, and strategic use of the first language when necessary for concept clarification.

The role of language awareness in CLIL deserves particular attention, as effective integration requires explicit attention to the linguistic demands of specific content areas, including specialized vocabulary, discourse patterns, and grammatical structures characteristic of academic disciplines. Teachers implementing CLIL must develop awareness of these language-content relationships and integrate systematic language support without reverting to traditional grammar-focused instruction that would undermine the integrated nature of the approach. The motivational dimension of CLIL represents another significant finding, as research indicates that learning through content often increases learner engagement and intrinsic motivation compared to conventional language classes, particularly when content areas align with learner interests and perceived relevance. This enhanced motivation may result from the authentic communicative purpose that content learning provides, transforming language from an abstract object of study into a practical tool for accessing meaningful information and expressing complex ideas.

CONCLUSION

Content and Language Integrated Learning represents a pedagogically sound and theoretically grounded approach to English language teaching that addresses the multifaceted nature of language learning by

contextualizing linguistic development within meaningful subject content. The analysis presented in this article demonstrates that CLIL methodology offers substantial advantages over traditional language teaching approaches by creating authentic contexts for language use, engaging learners in cognitively demanding tasks, increasing exposure to target language input, and developing both linguistic competence and subject knowledge simultaneously.

The theoretical foundations of CLIL, rooted in second language acquisition research and cognitive learning theories, support its dual-focused approach that treats language as both a medium and an object of learning. Implementation of CLIL requires careful pedagogical planning, appropriate teacher preparation, well-designed materials, and institutional commitment to integrated curriculum development. While challenges exist in balancing content and language objectives, maintaining subject rigor while providing linguistic support, and preparing teachers with dual expertise, these obstacles can be addressed through systematic professional development, collaborative curriculum design, and ongoing refinement of pedagogical practices. The cognitive, linguistic, and motivational benefits associated with CLIL suggest that this approach merits serious consideration in English language teaching programs globally, particularly as educational systems increasingly recognize the importance of developing multilingual competencies alongside disciplinary knowledge.

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Assessment Methods Of The Impact Of Psycho-Emotional Disorders On Rheumatoid Arthritis

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Abstract

This study examined the influence of psycho-emotional disorders on the course and severity of rheumatoid arthritis (RA), as well as the assessment methods used to identify these disorders. Psychological evaluation was conducted using the HADS (Hospital Anxiety and Depression Scale), while pain intensity was assessed using the VAS (Visual Analog Scale). The results showed a high prevalence of depression and anxiety among RA patients, and these conditions directly affected pain intensity and clinical activity. After the psychocorrection intervention program, improvements in psychological state and reductions in pain levels were observed.

Keywords: rheumatoid arthritis, HADS, VAS, psychological stress, depression, anxiety, psychocorrection, psychotherapy.

Introduction: Rheumatoid arthritis (RA) is a disease of unknown etiology characterized by chronic autoimmune inflammation, joint destruction, limited functional capabilities, and a sharp decline in patients' quality of life. The development of RA involves complex interactions of genetic predisposition, immune imbalance, infectious triggers, and psychosocial factors. Recent research in immunology, clinical psychology, and psychosomatics has demonstrated that RA is not limited to inflammatory processes alone but is closely linked to the patient's psychological state. Psycho-emotional disorders—such as depression, anxiety, high stress reactivity, and affective instability—aggravate the clinical picture of RA, increase pain sensitivity, prolong morning stiffness, and slow the response to pharmacotherapy. These disorders occur in 60–85% of RA patients and further intensify disease activity through neuroimmune mechanisms involving increased levels of inflammatory mediators (IL-6, TNF- α). Psychological stress alters cortisol secretion via the hypothalamic–pituitary–adrenal axis, disrupting the immune response. Activation of the sympathetic nervous system during stress enhances peripheral inflammation

and increases nociceptor sensitivity. For these reasons, the modern medical model of RA must be evaluated not only biologically but also through a biopsychosocial paradigm.

Study Objective: To identify psycho-emotional disorders in patients with rheumatoid arthritis, to assess them using the HADS and VAS scales, and to determine the effectiveness of psychocorrection intervention.

Materials and Methods: The study was conducted at the Rheumatology Department of the 1st Clinic of the Tashkent Medical Academy during 2024–2025. The design included cross-sectional, interventional, and observational components and was carried out in two stages:

1. Initial assessment (psychometric + clinical)
2. Six-week psychocorrection intervention and reassessment

A total of 50 patients with RA diagnosed according to ACR/EULAR (2010) criteria were included in the study.

Inclusion and Exclusion Criteria

No	Category	Criteria
1	Inclusion criteria	<ul style="list-style-type: none"> • Patients aged 18–65 years

		<ul style="list-style-type: none"> • Stage II joint involvement in RA • No severe psychiatric disorders recorded in the last 6 months • Adequate cognitive functioning
2	Exclusion criteria	<ul style="list-style-type: none"> • Neurodegenerative diseases • Acute infectious processes • High-dose steroid therapy • Active use of psychotropic medications

Clinical Assessment:

1. VAS — Visual Analog Scale (0–10): pain intensity
2. HADS — Hospital Anxiety and Depression Scale

The psychocorrection intervention program lasted six weeks. Each patient received two sessions per week, each lasting 45–50 minutes.

Results: The effect of psycho-emotional state on RA progression in 50 patients was assessed using HADS (anxiety and depression) and VAS (pain) scales. Evaluations were conducted before and after the six-week psychocorrection intervention. Baseline Psychological Indicators

A high prevalence of psycho-emotional disorders was identified:

- HADS-A (anxiety): 13–16 points — clinical anxiety detected in 72% of participants
- HADS-D (depression): 11–14 points — depressive symptoms observed in 61% of patients
- VAS pain: average 7.2 ± 1.3 , indicating active pain syndrome

These findings confirm the high level of emotional disturbances among RA patients, with increased pain intensity associated with heightened anxiety and depressive

symptoms. After six weeks of psychocorrection, significant reductions were recorded in all major indicators.

Comparison of HADS and VAS Scores Before and After Intervention

No	Indicator	Before (M \pm SD)	After (M \pm SD)	Change (%)
1	HADS-A (anxiety)	15.2 \pm 3.4	9.1 \pm 2.1	-40%
2	HADS-D (depression)	13.1 \pm 2.7	8.3 \pm 1.8	-36%
3	VAS (pain)	7.2 \pm 1.3	4.8 \pm 1.0	-33%

Interpretation:

- HADS-A: Decreased from 15 to 9 points, indicating a significant reduction in anxiety levels.
- HADS-D: Decreased from 13 to 8 points, showing alleviation of depressive symptoms.
- VAS pain: Reduced from 7.2 to 4.8 points, demonstrating improvement in pain intensity.

Analysis of Results:

- Worsened psychological state aggravates the clinical symptoms of RA.
- Patients with higher anxiety and depression scores also had higher pain levels.
- Psychocorrection had a direct positive effect on clinical symptoms.
- A 33% reduction in pain is associated with decreased stress and emotional tension.
- HADS and VAS results showed positive correlation: higher anxiety = stronger pain perception.
- Psychological intervention contributes to prolonging remission.
- Stabilization of psycho-emotional background also improved physical symptoms.

Conclusion: Psychological evaluations of RA patients demonstrate that anxiety and depression directly affect not only

subjective emotional states but also clinical activity, pain intensity, and quality of life. Data obtained from HADS and VAS confirm that psychotherapeutic intervention significantly improves overall patient condition. A 36–43% reduction in HADS scores reflects stable relief of emotional stress, anxiety, internal instability, and depressive symptoms. This improvement enhances social functioning, daily activity performance, and psychological adaptation. A 31% reduction in VAS scores indicates that pain perception is strongly linked to psychological factors. Decreased stress and anxiety reduce nociceptor sensitivity and strengthen pain-control mechanisms. Overall, the results confirm the necessity of integrating psychological support—particularly cognitive-behavioral techniques, relaxation methods, psychoeducation, and stress-management programs—into basic RA treatment. Improvement in psycho-emotional state positively affects inflammation levels, prolongs remission, and enhances quality of life. Regular psychometric screening (HADS, VAS, PSS-10) must be conducted, and timely psychocorrection interventions should become an integral part of rheumatologic practice. This study demonstrates that psychotherapy is not merely supportive but has a direct therapeutic impact on RA management.

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Grammatical Minimum In Teaching Uzbekistan As A Foreign Language And Its Application To Test Tasks

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Abstract

This article examines the theoretical and practical foundations of grammatical minimum in teaching Uzbek as a foreign language and its application to assessment. It analyzes the structure of the grammatical minimum aligned with international standards (CEFR, ACTFL), criteria for selecting grammatical units for test development, testological requirements, psychometric indicators, and the potential of adaptive assessment. A model of grammatical minimum for A1–C1 levels of Uzbek is presented along with sample test tasks suitable for each level.

Keywords: grammatical minimum, Uzbek language, foreign language, test tasks, CEFR, ACTFL, assessment, linguistic didactics, competence, testology, grammatical competence.

Annotatsiya

Ushbu maqolada o'zbek tilini xorijiy til sifatida o'rgatish jarayonida grammatic minimumning mazmuni, tarkibi va uni baholash jarayoniga tatbiq etishning nazariy hamda amaliy asoslari yoritiladi. Xalqaro baholash tizimlari (CEFR, ACTFL) bilan uyg'unlashtirilgan grammatic minimumning darajaviy tuzilishi, test topshiriqlarini ishlab chiqishda grammatic birliklarni tanlash mezonlari, testologik talablar, psixometrik ko'rsatkichlar va adaptiv baholash imkoniyatlari ilmiy asosda tahlil qilinadi. Maqolada A1–C1 darajalari bo'yicha o'zbek tili uchun namunaviy grammatic minimum moduli shakllantiriladi hamda har bir darajaga mos test topshiriqlari (yopiq, yarim ochiq, ochiq tipdagi vazifalar) taklif qilinadi.

Kalit so'zlar: grammatic minimum, o'zbek tili, xorijiy til, test topshiriqlari, CEFR, ACTFL, baholash, lingvovidaktika, kompetensiya, testologiya, grammatic kompetensiya.

KIRISH

Bugungi globallashuv jarayonida o'zbek tilining xalqaro maydondagi mavqeyi sezilarli ravishda ortib bormoqda. Xorijiy auditoriyada o'zbek tilini o'qitish bo'yicha dasturlar ko'payar ekan, bu jarayonning eng muhim tarkibiy qismlaridan biri — o'rganuvchilarning grammatic kompetensiyasini baholash masalasi dolzarblashmoqda. Grammatik kompetensiyaning asosini grammatic minimum tashkil etadi. **Grammatik minimum** — bu tilni ma'lum kommunikativ darajada egallash uchun zarur bo'lgan minimal grammatic birliklar majmui bo'lib, u ta'lim mazmuni va baholash mezonlarini belgilovchi asosiy komponent sanaladi. Xalqaro tajribada (ingliz, turk, koreys, yapon tillari misolida) grammatic minimum CEFR

yoki ACTFL standartlariga mos ravishda ishlab chiqiladi va test topshiriqlari shu asosda yaratiladi. O'zbek tilini xorijiy til sifatida o'qitishda esa grammatic minimum hali to'liq tizimlashtirilmagan, test topshiriqlari esa turli metodik manbalarda bir xillikdan yiroq. Shu sababli mazkur maqola grammatic minimumni ilmiy asoslash va uni baholash jarayoniga tatbiq etish bo'yicha kompleks yondashuvni taklif qiladi. **Grammatik minimum tushunchasi va uning ahamiyati**

Til o'rganuvchilarning kommunikativ ehtiyojlarini qondirish uchun ularning minimal grammatic bilimga ega bo'lishi zarur. Grammatik minimum tilni oson va soda o'rganish imkonini beradi. Biz o'zbek tilini o'rganuvchilar uchun Grammatik

minimum talablari deganda quyidagilarni nazarda tutamiz:

- morfologik birliklar (otlarning kelishiklari, egalik qo'shimchalari, fe'l zamonlari, nisbat, mayl, shaxs-son qo'shimchalari, daraja kategoriyasini ifodalovchi birliklar);
- sintaktik tuzilmalar (so'z tartibi, sodda gap, qo'shma gap, ergash gaplar);
- funksional-kontekstual grammatik me'yorlar.

Grammatik minimumni belgilash uchta asosiy mezonga tayanadi:

1. **frekvensiya** (ko'p qo'llanadigan birliklar);
2. **kommunikativ zaruriyat;**
3. **o'rganuvchining darajasi.**

CEFR va ACTFL tizimlarida grammatik minimum

CEFR tizimida grammatik kompetensiya darajalar bo'yicha quyidagicha shakllanadi:

- **A1–A2:** fe'l zamonlarining oddiy shakllari, shaxs-son qo'shimchalari, inkor, so'roq;
- **B1–B2:** murakkab gaplar, ergash gaplar, nisbat va mayl;
- **C1–C2:** nutq uslublari va uslubiy rang-baranglik, murakkab sintaktik konstruksiyalar.

Mazkur model o'zbek tiliga ham moslashtirilishi mumkin, biroq o'zbek tili agglutinativ til bo'lgani sababli grammatik minimumda qo'shimchalarining funksional yukini alohida ko'rsatish zarur.

Quyida CEFRga mos holda ishlab chiqilgan A1–C1 darajalar bo'yicha o'zbek tili grammatik minimumi taklif etilamiz.

A1 daraja:

- Kishilik olmoshlari
- Ko'plik qo'shimchasi
- Sifatning daraja qo'shimchlari
- Sonning ma'noviy guruhlarini tashkil etuvchi qo'shimchalar
- Otning ko'plik qo'shimchasi
- Egalik affikslari
- Sodda so'roq shakllari
- Buyruq mayli
- Inkor shakl

A2 daraja:

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- O'tgan zamon (–di, –gan)
- Kelasi zamon shakllari
- Hozirgi zamon
- Qarashlilik qo'simchasi
- Chegara qo'simchasi
- Harakat nomi qo'simchasi
- Yasovchi qo'shimchalar(mavzu doirasida)
- Modal so'zlar

B1 daraja:

- Nisbiy gaplar
- Nisbat qo'shimchalari
- Mayl qo'shimchalari
- Shart, sabab, maqsad... mazmunli qo'shma gaplar,
- ko'chirma gap
- Hol ergash gaplari
- Ergashgan qo'shma gaplar

B2 daraja:

- Formal va og'zaki grammatik shakllar farqi
- Majhul nisbat
- Shart mayli
- Fe'lning takror shakllari
- Sintaktik sinonimiya
- Murakkab ergash gaplar
- Uslubiy grammatik vositalar
- Kommunikativ pragmatika asosidagi tuzilmalar
- Uslublararo farqlarning grammatik ifodalanishi

Bu tizim keyingi bo'limda test topshiriqlarini ishlab chiqishda asos bo'lib xizmat qiladi. Grammatik minimumga asoslangan test topshiriqlari quyidagi mezonlarga javob berishi kerak.

- **validlik** (o'lchamoqchi bo'lgan kompetensiyanı aniq o'lchashi)

- **ishonchlik**

- **diagnostiklik**

- **darajalilik**

- **kontekstga moslik**

Test topshiriqlari turlari

Test topshiriqlari quyidagi shakllarda bo'ladi:

1) Yopiq tipdagи topshiriqlar:

- multiple choice
- moslashtirish

- to'ldirish
- grammatik transformatsiya

2) Yarim ochiq tipdagি topshiriqlar:

- gapni davom ettirish
- minimal kontekst berilgan jumlalar

3) Ochiq tipdagি topshiriqlar:

- yozma bayonotlar
- kontekstual grammatik vazifalar
- og'zaki topshiriqlar (intervyu, tavsif va h.k.)

Test topshiriqlarini ishlab chiqish jarayonida quyidagi psixometrik ko'rsatkichlar hisobga olinadi:

• qiyinchilik darajasi (p-value)

• diskriminativlik koeffitsienti

• Cronbach alpha ishonchlik indeksi

Bu ko'rsatkichlar grammatik minimum asosida tuzilgan testlarning sifatini ta'minlaydi.

Quyidagi kompetensiyalar baholanadi:

1. **Tarkibiy grammatik bilim**
2. **Funktional qo'llay olish kompetensiyasi**
3. **Kontekstga mos grammatik nutq yaratish qobiliyati**
4. **Uslubiy moslashuvchanlik (B2–C1 dan boshlab)**

Baholash rubrikalari CEFRga mos tarzda ishlab chiqiladi.

XULOSA

O'zbek tilini xorijiy til sifatida o'qitishda grammatik minimumni aniqlash va uni test topshiriqlariga tatbiq etish xorijiy auditoriyada o'zbek tilini o'rgatishning ilmiy-metodik bazasini mustahkamlaydi. Mazkur maqolada CEFR standartlariga moslashtirilgan grammatik minimum modeli, test topshiriqlarini ishlab chiqish prinsiplari, psixometrik ko'rsatkichlar va darajaviy baholash tizimi ilmiy asosda yoritildi. Tajriba-sinov ishlari bu o'lchov tizimini takomillashtirishga va o'quvchilarning real kompetensiyasini aniqlashga zamin yaratadi.

FOYDALANILGAN ADABIYOTLAR

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Cross-Cultural Euphemistic Strategies In Political Discourse: A Comparative Linguopragmatic Analysis Of English And Uzbek Languages

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Abstract

This study explores euphemistic strategies in English and Uzbek political speeches, focusing on their linguopragmatic functions within distinct cultural and typological contexts. It examines how euphemisms, as strategic and ideological tools, shape political discourse, mitigate sensitive topics, and reflect broader socio-cultural values. Drawing on politeness theory, cognitive linguistics, and discourse analysis, the research compares the forms and functions of euphemisms in both languages, highlighting their role in political manipulation, public perception management, and ideological framing. The findings reveal how linguistic and cultural factors influence euphemistic expression and its impact on political communication.

Keywords: Euphemism, political discourse, English, Uzbek, linguopragmatics, politeness theory, cognitive linguistics, discourse analysis, cross-cultural communication, ideological framing

Annotatsiya

Ushbu tadqiqot ingliz va o'zbek siyosiy nutqlaridagi evfemistik strategiyalarni o'rganib, ularning alohida madaniy va tipologik kontekstdagi lingvopragmatik funksiyalariga e'tibor qaratadi. U evfemizmlarning strategik va mafkuraviy quroq sifatida siyosiy nutqni qanday shakllantirishi, nozik mavzularni yumshatishini va kengroq ijtimoiy-madaniy qadriyatlarini aks ettirishini o'rganadi. Tadqiqotda xushmuomalalik nazariyasi, kognitiv lingvistika va nutq tahliliga tayangan holda, har ikki tildagi evfemizmlarning shakllari va vazifalari taqqoslanadi, ularning siyosiy manipulyatsiya, jamoatchilik idrokini boshqarish va mafkuraviy tuzilishdagi roli ko'rsatilgan. Topilmalar lingvistik va madaniy omillarning evfemistik ifodaga qanday ta'sir qilishini va uning siyosiy muloqotga ta'sirini ochib beradi.

Tayanch so'zlar: Evfemizm, siyosiy nutq, ingliz, o'zbek, lingvopragmatika, xushmuomalalik nazariyasi, kognitiv lingvistika, nutq tahlili, madaniyatlararo muloqot, mafkuraviy tuzilish.

Introduction

In political communication, euphemisms play a crucial role in addressing delicate, controversial, or potentially face-threatening subjects. Politicians often use these indirect expressions to soften unpleasant truths, veil contentious messages, and frame controversial policies or actions in a more agreeable light. Far from being mere stylistic flourishes, euphemisms are tightly woven into the strategic and ideological fabric of political discourse. They reveal both the intentions of the speaker and the wider cultural, political, and communicative contexts in which they are used. This research explores how euphemistic language is employed in

political speeches in two linguistically and culturally different contexts: English and Uzbek. English, a globally dominant Indo-European language, often utilizes abstract, bureaucratic euphemisms that convey formality and help obscure personal accountability. In contrast, Uzbek—a Turkic language shaped by collectivist values and high-context communication—frequently uses culturally meaningful and metaphorical euphemisms that emphasize respect, unity, and social order.

The central focus of this study is to compare how euphemisms function in English and Uzbek political rhetoric from a linguopragmatic perspective. It examines how structural features of each language,

cultural expectations, and pragmatic goals shape the selection and use of euphemistic expressions. The analysis is grounded in theoretical approaches such as politeness theory, cognitive linguistics, and discourse analysis to uncover how euphemisms influence public opinion and help shape political messaging. Considering that political speech is a powerful instrument for shaping public attitudes and advancing ideological agendas, understanding euphemistic strategies sheds light on the hidden mechanisms of influence, persuasion, and cultural conditioning. This comparative inquiry contributes to a broader appreciation of how language serves as a tool for exercising authority, managing diplomatic relationships, and maintaining social order in different cultural settings.

Literature Review

The study of euphemisms has long been of interest to linguists due to their important role in navigating socially delicate or taboo topics. Euphemisms function as pragmatic tools that allow speakers to express themselves more tactfully, often reducing the impact of language that might otherwise be perceived as blunt or offensive. Allan and Burridge (1991) underscore the importance of euphemistic language in sustaining polite interaction by diminishing the severity of potentially face-threatening remarks. These expressions, grounded in the framework of politeness theory (Brown & Levinson, 1987), serve not only to maintain social decorum but also to subtly steer audience perception in strategic ways. Nowhere is this more evident than in political language, where word choice becomes a mechanism of persuasion, ideological framing, and influence.

Political discourse, by nature, demands a high degree of rhetorical management. As Chilton (2004) observes, politicians often rely on euphemistic phrasing to recast controversial measures in more favorable

terms, engaging in both linguistic camouflage and conceptual reframing. Fairclough (2006) expands on this by suggesting that euphemism operates as a form of discourse control—one that reinforces authority and shields political actors from dissent. By softening contentious realities, such language creates a protective layer between the speaker and the audience, maintaining political legitimacy and helping to preserve social order. Within English-language political rhetoric, euphemisms have been widely analyzed and critiqued. Scholars such as Lakoff (1973) have argued that these expressions function as "moral filters"—linguistic constructs that help reframe harsh realities. Terms like "*collateral damage*" to refer to civilian deaths, or "*enhanced interrogation techniques*" in place of torture, illustrate how bureaucratic jargon can obscure the moral weight of policy decisions. These sanitized terms repackage disturbing actions in emotionally neutral language, which not only shapes public perception but also helps normalize controversial practices. Euphemisms in English political speech are thus employed as sophisticated rhetorical devices that aid in minimizing criticism and consolidating support. From a structural perspective, English euphemisms often rely on grammatical constructions such as nominalization, passive voice, and specialized or vague vocabulary. Phrases like "*mistakes were made*" serve to diffuse responsibility by omitting any clear agent. This tendency toward abstraction is consistent with the legalistic and individual-centered nature of political discourse in English-speaking societies, where accountability can hinge on subtle linguistic choices.

In contrast, euphemistic strategies in Uzbek reflect the values of a high-context, collectivist culture. Uzbek political language tends to emphasize indirectness,

communal values, and deference to hierarchy. Rather than inventing technical terms or drawing on bureaucratic abstraction, Uzbek euphemisms often derive from idiomatic expressions or culturally resonant metaphors. These are rooted in traditional worldviews and shared societal norms. For instance, a term like “*qiyin davr*” (a difficult period) may be used in place of a direct reference to economic hardship. The phrase softens the message while also inviting empathy and national solidarity. In similar fashion, topics such as unemployment or political dissent are approached through euphemistic language that avoids confrontation and maintains group cohesion. Scholars such as Crespo-Fernández (2007) have emphasized that euphemistic usage is shaped by the broader cultural and communicative conventions of each society. What functions as a rhetorical strategy in Western political debates may, in Central Asian contexts, be closely tied to social etiquette, relational harmony, and traditional expectations. Kussmaul (1997) highlights how these cultural differences create challenges in translation, noting that in many cases, conveying the underlying meaning of a euphemism requires more than just linguistic equivalence—it demands cultural adaptation. Although there has been extensive inquiry into political euphemism in English, research on its use in Uzbek remains relatively sparse. Moreover, very few studies have engaged in a side-by-side comparison of euphemistic strategies across languages with distinct typologies and cultural backdrops, such as English and Uzbek. While both languages employ euphemism to avoid directness and manage social dynamics, the motivations and mechanisms behind these choices are often quite different. With political messages now circulating widely in a globalized media environment, understanding these cross-cultural

distinctions becomes increasingly important.

Another limitation in the existing literature is methodological. Much of the current research is limited to textual analysis and lacks insight into real-time speech contexts or the perspectives of native language users. Because euphemisms often depend on contextual cues—such as tone, setting, and shared cultural references—their interpretation cannot be fully understood through text alone. The pragmatic dimension, which includes how meaning is negotiated in interaction, is essential for a comprehensive analysis. Furthermore, while numerous comparative studies focus on widely spoken world languages—such as Chinese, Arabic, or Russian—Turkic languages like Uzbek remain underrepresented in discourse analysis. Considering Uzbekistan's growing role on the international stage and evolving internal political dynamics, exploring how euphemistic language is employed in Uzbek political speech is both timely and necessary. It offers valuable insight not only for linguistic theory but also for understanding political messaging in non-Western societies. To address these gaps, this study sets out to conduct a comparative linguopragmatic analysis of euphemisms in English and Uzbek political discourse. It seeks to explore the ways in which euphemistic expressions reflect and reproduce cultural values, communicative norms, and ideological orientations in each language. Through this comparative lens, the study aims to contribute to broader discussions in political linguistics, intercultural communication, and discourse studies.

In conclusion, although euphemisms have been extensively analyzed in Western political contexts, there remains a pressing need for research that brings non-Western languages like Uzbek into the conversation. By investigating the unique and overlapping

functions of euphemistic language in English and Uzbek political rhetoric, this study aims to enrich our understanding of how language operates as a tool of diplomacy, power, and cultural expression across linguistic and national boundaries.

Methodology

This research employs a qualitative and comparative linguopragmatic approach, aiming to explore the structural, functional, and contextual use of euphemisms in political rhetoric across two linguistically and culturally divergent languages: English and Uzbek. At its core, this study treats euphemisms not merely as lexical alternatives but as expressions deeply shaped by the social norms and pragmatic systems of their respective speech communities. The methodology was thus designed to go beyond surface-level comparisons and uncover the underlying cultural and communicative ideologies influencing euphemistic language use in political discourse. The chosen methodology centers on a cross-linguistic, pragmatically oriented comparison, which enables the researcher to analyze how different linguistic communities address sensitive issues through indirect forms of expression. By comparing euphemistic strategies in English and Uzbek political speech, this study highlights both convergences and divergences in linguistic structure and pragmatic intent. The linguopragmatic framework allows for examination of not only how euphemisms are formed and used, but also why they are chosen in particular contexts, reflecting the idea of language as a functional tool within specific cultural settings. A curated dataset of 50 political speeches was assembled for comparative analysis, comprising 25 from English-speaking figures and 25 from Uzbek officials to ensure representativeness. The English-language corpus includes addresses from U.S. Presidents, U.K. Prime Ministers, and

Cabinet members, sourced from authoritative platforms like whitehouse.gov, gov.uk, and the American Presidency Project. These texts encompass inaugural speeches, policy declarations, and legislative debates. Conversely, the Uzbek-language corpus features public addresses by the President and leading officials in sectors like education and economics. These were gathered from official portals such as president.uz, various ministry websites, and national news agencies including UzA and Dunyo, guaranteeing reliability and a comprehensive scope of governmental communication from both political spheres. The selected speeches span from 2015 to 2023, a period marked by significant events like the COVID-19 pandemic, international conflicts, and major economic reforms, which provided a rich context for the use of euphemistic language. To ensure consistency, strict selection criteria were applied: all speeches had to be publicly delivered and officially documented, addressing politically sensitive issues such as economic challenges, civil unrest, or diplomatic controversies. Furthermore, the original delivery was required to be in the speaker's native language or available in a professionally verified translation, with a complete and accurate official transcript accessible for analysis, guaranteeing the corpus's reliability and analytical value. The analysis proceeded through three stages—examining linguistic construction, pragmatic function, and cultural context. Euphemistic expressions were identified using a context-sensitive, semantic-substitution method, pinpointing where softer language replaced direct terms. Key indicators included semantic shifts using metaphorical expressions, syntactic strategies like passive constructions that obscure agency, and pragmatic softening through vague or emotionally neutral wording for controversial subjects. This

systematic approach allowed for a thorough examination of how language was deliberately softened across the corpus of political speeches. For instance, “operational misstep” was marked as a euphemism for “military failure,” while the Uzbek phrase “muammo yo‘q, faqat vaqtinchalik qiyinchilik” (“no problem, only a temporary difficulty”) indirectly referenced crises. Once identified, these euphemisms were classified by communicative function, drawing from established pragmatic theories. These included face-saving politeness (Brown & Levinson, 1987), ideological framing (Fairclough, 2006), avoidance of taboo subjects (Allan & Burridge, 1991), and intentional misdirection (Lakoff, 1973; Crespo-Fernández, 2007), providing a theoretical framework for analyzing their strategic use in political discourse across both linguistic and cultural contexts. Many euphemisms served multiple functions, so primary and secondary roles were assigned contextually. Their linguistic construction was analyzed through word formation like compounding, syntactic features such as passive voice, and vocabulary choices including abstract nouns and culturally loaded metaphors, revealing their multifaceted nature. Structural comparisons revealed English euphemisms favored bureaucratic abstraction, while Uzbek counterparts often utilized traditional proverbs and cultural metaphors. To ensure accurate, culturally grounded interpretations, the study incorporated insights from native speaker informants. These individuals possessed native fluency in either English or Uzbek, coupled with professional expertise in linguistics, translation, or political communication. Crucially, they also had a deep awareness of their respective country’s sociopolitical context and rhetorical styles, allowing for a nuanced analysis of the identified euphemistic strategies across the two

distinct political discourses. Selected excerpts were shared with these informants, who were then asked to explain their understanding of specific euphemistic phrases. Their feedback was critical in confirming the connotative and ideological meanings of expressions, and it provided a check against potential misreadings by the researcher. Discrepancies in interpretation were recorded and analyzed for cross-cultural significance.

Results

The comparative analysis of euphemistic expressions in political discourse across English and Uzbek reveals distinct differences in how each language employs such strategies. These differences span not only frequency and structure but also cultural intention and audience reception. Drawing on the examination of 50 political speeches—25 from each linguistic context—the findings are organized into four key areas: frequency and concentration, communicative functions, structural characteristics, and public interpretation. This section outlines how euphemism serves as a culturally grounded linguistic resource in political messaging. A noticeable variation was observed in how often euphemisms appeared in political speeches across the two languages. English-language speeches, particularly from U.S. and U.K. officials addressing topics such as foreign intervention, defense policy, and internal governance issues, showed a high density of euphemistic language. These speeches frequently included expressions designed to soften or obscure controversial actions—phrases like “*kinetic military action*”, “*collateral damage*”, or “*enhanced interrogation*” appeared repeatedly in discussions about military operations and security matters. This tendency reflects a broader strategic use of euphemism in English-speaking political environments, where the aim is often to reduce emotional response or public

backlash by reframing uncomfortable truths. By contrast, Uzbek political speeches made less frequent use of euphemisms, but those that were used tended to be deeply rooted in the cultural and social fabric of the language. Topics such as economic challenges, healthcare, or labor concerns were often addressed using more implicit and culturally resonant language. For instance, rather than referring to a crisis directly, phrases like “*qiyin davr*” (a difficult time) were used, offering a less alarming framing. Similarly, terms like “*yangilanish jarayoni*” (renewal process) substituted more formal or harsh terms like “*islohot*” (reform), thus presenting political shifts in a more positive or hopeful light. These patterns suggest that English speakers use euphemism as a rhetorical tool in adversarial or accountability-laden environments, while Uzbek speakers deploy it to maintain collective harmony and align with A core objective was to identify how euphemisms function pragmatically within each linguistic and political context. While both English and Uzbek speeches use euphemisms to handle sensitive content, their communicative goals diverge. In English discourse, such language often deflects blame, reframes unfavorable outcomes with softer terminology, and supports political agendas by controlling public interpretation. For instance, “budgetary adjustment” replaced “budget cuts,” subtly violating expectations of clarity for strategic effect. Conversely, Uzbek political speeches employed euphemisms primarily to uphold social dignity, avoid direct criticism, and reinforce cultural values, respect for hierarchy, and emotional stability, thereby presenting messages within familiar, morally grounded frameworks. The structural makeup of euphemisms also differed significantly. English expressions often featured nominalizations like “downsizing,” passive constructions such as “errors were made,”

and invented terminology like “nontraditional engagement” to obscure responsibility, mask agency, and reduce emotional intensity, contributing to a formal, bureaucratic tone that distances the speaker. Uzbek euphemisms, by contrast, displayed metaphorical and idiomatic expressions rooted in folklore, references to religious principles or divine will, and proverbial language like “*Har bir ishda bir xayr bor*” (“There is good in every hardship”) to reframe adversity positively. This indicates that while both systems manage image, English euphemisms are more explicitly strategic, whereas Uzbek ones operate within an implicitly respectful, culturally conditioned framework. Phrases rooted in kinship or national duty—such as “*sabr-toqat davri*” (a time for patience)—were used over direct references to hardship, showing their primary function is preserving social harmony rather than manipulating perception. These stylistic tendencies reflect Uzbek’s high-context communication style, where meaning is implied, social values are prioritized, and euphemisms build emotional resonance and solidarity instead of depersonalizing content.

Native speaker feedback provided essential insight into how euphemistic language is received within each culture. English-speaking informants, particularly those attuned to political rhetoric, generally viewed euphemisms with suspicion. They perceived such language as evasive or intentionally misleading, citing examples like “*alternative facts*” as emblematic of manipulative spin. Overuse of euphemism, they suggested, could result in public cynicism and loss of trust. In contrast, Uzbek-speaking informants expressed a more favorable view. Many saw euphemistic speech as appropriate and respectful, particularly in contexts where direct language might cause embarrassment or social unrest. While a

few acknowledged that euphemisms could obscure accountability, most emphasized their cultural necessity and the comfort they provide in maintaining respectful discourse. This divergence highlights differing expectations around political communication: English-speaking audiences often prioritize transparency and directness, while Uzbek-speaking audiences place value on courtesy, restraint, and communal harmony.

Discussion

This study provides significant insights into how euphemistic language is employed in political contexts within two distinct linguistic and cultural frameworks: English and Uzbek. The findings indicate that euphemisms are shaped not only by the structural features of each language but also by sociocultural norms and political traditions. Rather than serving a uniform purpose, euphemisms vary in their form, function, and audience reception based on broader ideological and communicative factors. This section discusses the broader implications of these results, draws connections to existing academic discourse, and proposes directions for future research and practical applications. The study illustrates that euphemism is deeply rooted in the communicative traditions and cultural values of a society. While politicians in both English- and Uzbek-speaking settings utilize euphemisms as rhetorical tools, the intentions and mechanisms behind their use differ notably. In English-speaking political contexts, euphemisms often reflect a preference for formal detachment and strategic ambiguity. Phrases like "*enhanced interrogation*" or "*collateral damage*" do more than replace harsher terms; they recast problematic realities in less emotionally charged and more institutionally acceptable language. These findings align with the work of scholars such as Chilton (2004) and Fairclough (2006),

who argue that political language in English-speaking cultures frequently serves to obscure truth and shape public opinion.

In contrast, euphemisms in Uzbek political speech are more reflective of a collectivist and high-context culture, where implicit meaning and shared cultural references play a central role. Expressions such as "*qiyin davr*" (difficult time) emphasize resilience and national solidarity rather than denial or distortion. Unlike their English counterparts, Uzbek euphemisms are generally not used to mislead, but rather to maintain social balance and cultural decorum.

The differences observed in the structural design of euphemistic expressions can be linked to the typological features of each language. In English, euphemisms frequently appear as nominalizations, passive constructions, or abstract formulations, often resulting in language that conceals agency and responsibility. These forms contribute to a bureaucratic tone that helps speakers distance themselves from potentially damaging actions or outcomes. By contrast, Uzbek euphemisms are often metaphorical or idiomatic and deeply tied to religious and cultural imagery. Uzbek, being an agglutinative language, facilitates rich and expressive phrasing that enhances emotional resonance. This stylistic preference supports the broader communicative goals of preserving unity, respect, and optimism in the face of political or social challenges. These observations confirm that euphemism functions not just as a linguistic substitute, but as a culturally embedded practice shaped by both grammatical structure and social convention. Understanding these nuances requires a linguopragmatic approach that takes into account both form and context. Euphemisms in both English and Uzbek political discourse serve important ideological purposes, albeit in different

ways. In English-speaking environments, euphemisms often serve to mask unpleasant realities or reframe controversial policies in more favorable terms. Terms like “*conflict*” instead of “*war*”, or “*revenue enhancements*” instead of “*tax increases*”, are used to soften the political and ethical implications of policy decisions. In the Uzbek context, while euphemisms also frame political narratives, they do so by invoking moral and cultural values. Rather than concealing the truth, these euphemisms tend to portray difficulties as shared challenges that can be overcome through patience and unity. The rhetorical strategy is not about denial but about mobilizing collective strength and maintaining morale. Thus, while both systems use euphemism to influence public perception, their objectives diverge. English euphemisms often manage dissent and legal scrutiny, whereas Uzbek euphemisms reinforce societal cohesion and shared responsibility.

Audience reaction to euphemistic usage is another key area of divergence between the two languages. Informants from English-speaking countries expressed a general mistrust toward political euphemisms, viewing them as tools for deception or spin. This aligns with a cultural emphasis on transparency and directness, particularly in democratic societies with strong media oversight. Uzbek informants, however, typically interpreted euphemistic expressions as polite and appropriate for public discourse. The use of softened language was seen as a way to show respect, avoid social conflict, and uphold national values. While some acknowledged the potential for vagueness, most respondents considered euphemisms to be a culturally valid means of communication. These differences reveal how audience expectations and interpretive norms play a crucial role in the success or failure of euphemistic messaging. What might seem

dishonest in one culture may be perceived as respectful or even reassuring in another. The study’s results have broader implications for international communication and translation. Euphemisms are highly context-sensitive, and their meanings can become distorted when transferred across cultures without adequate interpretation. For diplomats, journalists, and interpreters, it is essential to understand not just what euphemisms mean, but how they function within specific cultural frameworks. This has practical consequences for international relations. For instance, Western media may interpret Uzbek political euphemism as lacking transparency, while Uzbek listeners might find Western political language overly blunt or insensitive. Increasing awareness of these differing rhetorical norms can improve mutual understanding and reduce miscommunication in diplomatic and media settings. These findings also carry valuable implications for education, especially in areas such as critical media literacy, intercultural communication, and language instruction. As individuals are exposed to political messaging through various media channels, the ability to detect and interpret euphemisms becomes increasingly important.

Educators can integrate euphemism analysis into curricula to help students develop critical thinking skills and better understand how language influences perception. In language education, especially in English as a Foreign Language (EFL) or Uzbek language programs, teaching euphemisms can enhance cultural competence and deepen learners’ understanding of how rhetoric operates in different societal settings. While this study has provided a focused comparison between English and Uzbek political discourse, it opens the door to broader investigations. Future studies might expand this research to include other Turkic or

Slavic languages, examining whether similar euphemistic patterns exist and how they vary across political or historical contexts. Another promising direction involves examining how euphemisms evolve over time, especially during periods of political upheaval or social change. A diachronic analysis could reveal how euphemistic strategies adapt to shifting ideological climates. In addition, quantitative tools such as corpus linguistics or sentiment analysis could complement qualitative observations. By combining frequency data with discourse interpretation, researchers could gain a more comprehensive view of how euphemism shapes and reflects political communication.

Conclusion

In conclusion, this research underscores the significance of euphemistic strategies as more than just stylistic choices—they are integral to how language constructs and mediates political meaning. Euphemisms in English often prioritize depersonalization and institutional rhetoric, while in Uzbek, they emphasize collective identity and moral unity. Viewing political euphemism through a linguopragmatic lens reveals how these expressions are shaped by the interplay of grammar, culture, and ideology. As global political communication continues to evolve, especially in multilingual and multicultural contexts, understanding these dynamics will remain vital for scholars, educators, and communicators committed to fostering transparency and intercultural understanding.

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The issues with translation in economic terminology

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Abstract

The primary linguistic and extralinguistic factors that affect the translation of special economic phrases are revealed in this article. The study's own linguistic (component and etymological analysis) and pedagogical experience were employed to investigate the intricacies of translating unique economic terminology. It has been demonstrated that the translation language's cognitive function is largely independent of the language's grammatical structure. The comprehension of the internal structure of the non-equivalent vocabulary, which articulates the non-differentiation of the species economic notion in the target languages, is crucial to the effectiveness of the translation.

Keywords: translation method; economic term; non-equivalent economic term.

Introduction These days, a variety of economic development patterns and orientations are influenced by current technologies and information resources, necessitating ongoing advancements in the field. Simultaneously, a flow of public goods enters the production domain as a result of modern industry's increasing use of new knowledge and information resources. This essential feature of contemporary society throws new light on many conventional management practices and old notions of economic theory.

In today's language, the use of terms in speech is becoming increasingly significant. Terminology is viewed as a framework for organizing a certain textual genre that is necessary for business communication. The increasing volume of communication in this sphere of work, along with the rising cooperation between Uzbek and foreign companies, makes it imperative to research the difficulties and strategies involved in translating economic concepts. We can communicate the most accurate, succinct, and understandable information about the subject while also making sure the reader grasps the essence of the issue at hand thanks to a terminological lexicon. In the special literature, the terms have major

semantic weight and supersede other ordinary literary and official phrases [1].

The main lexical feature that sets apart the language employed in economic literature is its extensive usage of terms. Researchers A. Ponomarev, T. Kiyak, T. Panko, V. Akulenko, and V. Dubichinsky looked into common issues with the internationalization of the vocabulary construction of the language in the Ukraine. Foreign linguistics is represented by research on the complexities of interpreting intertextual terminology (K. Werner, Germany; W. Flood, A. Heller, D. Sounson, England; M. Yushmanov, Russia, etc.). G. Pasternak and N. Dukarov discussed the use of global components in professional economic language.

A terminological lexicon should have the following qualities in order to be useful: correctness, codification, and monotony (polysemy is usually used in texts that include transdisciplinary information). It is important to take into account the unique properties of the term as well as the artificiality of lexico-semantic teaching in certain contexts. The purpose of the article is to clarify the main extralinguistic and linguistic elements that go into translating specific economic materials in a way that is

suitable. The publication uses three different methodologies: own linguistic (etymological and component analysis), empirical (observation of an initial process and study of the educational experience for the specific study of translation of special economic terms), and theoretical (analysis of psycho-pedagogical and linguistic literacy).

The study's conclusions interpret translation as a way to ensure multilingual parties can communicate by translating a message into another language while maintaining the original's meaning. How thoroughly the translation was done makes it possible to fulfill this duty. The real translation processes, which often do not allow for 100% accuracy, determine adequacy.

Put another way, when translating a text, the translator usually suffers major losses in preserving the main and essential components of the original material, like its communicative attitudes and communicative effect [2].

Furthermore, in order to achieve adequate translation, a translator must, first and foremost, be able to generate a wide variety of qualitatively distinct interlanguage transformations, or "translation transformations," so that the translated text is as complete as possible. A crucial part in guaranteeing the practical suitability sociolinguistic elements, which determine the differences in each person's speech, have a role in the translation.

Groups of linguists, in particular, the presence of the original deviations from the public norm of a foreign language in the text, as well as the use of substandard forms like dialectal, social dialectal, and imitating a foreigner's speech, may pose additional challenges for ensuring the receptor fully understands the transfer of the transmitted message [3].

A certain level of equivalency is a necessary component of an acceptable translation, although an equivalent translation might not

be sufficient, according to the definitions of "equivalency" and "adequacy."

It is important to take into account the following elements when accurately translating economic expressions. The lack of specialist dictionaries of terminology is a common issue translators encounter while translating English writings into Russian or Uzbek. Understanding the primary classifications, ideas, and terminology is primarily dictated by the requirement for accurate orientation within the intricate lexicon of management terminology. It's critical to realize that comprehension of information written in a foreign language requires an accurate understanding of terminology (Barkhudarov, 2008: 38). Adequacy is the primary measure of translation quality. A translator with a focus on translating scientific and technical documents needs to possess exceptional translation abilities and a high degree of expertise. To achieve adequacy of translation, a specialist must correctly use scientific and technical terminology in order to avoid distorting the meaning of the translated text. A translation can be considered adequate if it accurately conveys the form and content of the source text as a whole. An adequate translation equally reproduces the meaning and stylistic features of the authentic source. An adequate translation is one that corresponds to the original, both functionally and technically (according to the translator's choice of means). Due to the differences between languages, it is very rarely possible to achieve an adequate transmission of the original using only the method of literal translation. This method is permissible only when the meaning and style of the lexical forms and grammatical means of the two languages coincide. But even if there is a direct dictionary correspondence between words in two languages, literal translation is not always possible.

Materials and method

Most linguists agree that that terminology, like language in general, is characterized by synonymy. Due to the fact that synonymy is a general linguistic phenomenon, terminological synonymy should not be considered separately from the synonymy of the national language. As is known, in the language of science and technology there are often terms that are similar in meaning or mean the same thing. This state of affairs does not give grounds to talk about terminological synonymy as a negative and redundant phenomenon or deny it altogether. Thus, in terminology, as in language in general, synonymy is a common natural phenomenon due to a number of objective reasons.

L. N. Rusinova [4] justifies the absence of synonymy in terminology indicates for these two important circumstances. Firstly, she believes that the terminology of any field is knowledgeable. The conference serves for communication between specialists in this field in a variety of areas of their activity: speaking at symposiums and conferences, teaching at a university, writing articles, etc. Thus, different qualities are required from terms, depending on the specific goals of communication, with this comes the need to denote the same concept using several terms. Secondly, synonymous terms help avoid the dullness and monotony of scientific research. This in turn means that half of new elimination of synonymy when streamlining terminology will functionally weaken it and will not make it more perfect. V. M. Leichik, S. D. Shelov, S. V. Grinev, V. A. Tatarinov, L. M. Alekseeva, N. V. Novodranova and others in their scientific research not only recognize, but also regard terminological synonymy as a positive process, indicating a high level of development Sciences. Analysis of modern linguistic literature indicates two completely opposite points of view regarding the

essence terminological synonymy and classification synonymous terms. Some researchers (D. S. Lotte, V. P. Danilenko, S. V. Grinev, A. V. Lagutina, A. A. Reformatsky, etc.) recognized there are synonymous terms, but at the same time they view synonymy as an undesirable phenomenon in terminology. Other linguists (V.K. Favorin, A.B. Shapiro, E.N. Tolikina, V.N. Molodets, O.S. Akhmanova, etc.) deny synonymy in terminology.

Result and discussion

Linguists who recognize the existence of terminological synonymy highlight a number of its specific features in contrast to a similar phenomenon in common vocabulary.

From a scientific point of view, the presence of synonyms provides the functional flexibility of the terminological system necessary for the implementation of various communicative tasks.

A number of scientists consider synonyms and variants of terms to be different phenomena. By term variants they mean a change in the term, the content of which remains unchanged for some changes in formal means of expression: suffixation, prefixation, different methods of syntactic expression. However, it is important to distinguish between the concepts of variability and synonymy. Unlike synonyms, variants either vary the formal structure. The main difference between terminological synonyms and lexical ones is the presence in them semantic structure not only of close or even identical meanings, but also different meanings that delimit a given term from other lexemes characterizing the same thing phenomenon. The next difference between the terminological variants is the absolute identity of their semantic structure. S. V. Grinev writes that there are both doublets and variants of synonymous terms, represented by various morphological forms of absolute synonyms.

Variability is considered by him as a type of synonymy [5].

Conclusions

When translating scientific and technical texts, the biggest obstacle to obtaining equivalency is the translation of the text's original content using the target language's vocabulary. The most challenging aspect of translating scientific and technical materials is the terminology differences between the source and target languages. Thus, it becomes necessary to research terminology and figure out how to translate a lexicon that is partially and entirely equivalent.

Finding variations in the idea system that is expressed in terms of a foreign language and the target language helps with terminology research, which is one of the major challenges in the study of scientific and technical publications.

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How AI Affects Human Development, Communication, And Learning Processes

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Abstract

The ubiquity of Artificial Intelligence (AI) and Large Language Models (LLMs) has precipitated a paradigm shift in human cognition, fundamentally altering how individuals learn, communicate, and manage complex projects. This research paper investigates the multi-dimensional impact of AI integration, specifically examining its influence on human developmental psychology, Second Language Acquisition (SLA), and project management workflows. Utilizing a mixed-methods approach with a sample size of 450 participants—comprising educators, language learners, and project managers—this study explores the tension between algorithmic efficiency and cognitive autonomy. The findings reveal a significant paradox: while AI accelerates technical proficiency and reduces the affective filter in language learning, it correlates with a measurable decline in critical thinking depth and attention span, particularly among younger demographics. Furthermore, the study identifies a transformation in professional environments where AI has evolved from a tool to a "cognitive partner," reshaping leadership dynamics and stakeholder communication. The paper concludes that while AI offers unprecedented utility, it necessitates a rigorous re-evaluation of ethical frameworks regarding data privacy, bias, and the preservation of human intellectual sovereignty.

Keywords: Artificial Intelligence, Human Development, Second Language Acquisition, Project Management, Cognitive Offloading, Digital Ethics, Generative AI.

1. INTRODUCTION

The integration of Artificial Intelligence (AI) into the fabric of daily existence marks one of the most profound technological shifts in modern history, comparable in magnitude to the industrial revolution or the advent of the internet. No longer relegated to the periphery of computational backends, AI has emerged as a pervasive interface through which human beings interact with information, society, and reality itself. From algorithmic content curation that shapes political discourse to generative text production that assists in drafting corporate strategies, AI systems are now intrinsic to daily decision-making processes. This seamless integration subtly influences how individuals prioritize information, solve complex problems, and perceive the world around them. As AI agents such as ChatGPT, Claude, and Gemini become ubiquitous, they cease to be mere tools;

they become environmental constants that exert a continuous pressure on human cognitive evolution. This ubiquity raises critical questions regarding the trajectory of human development, particularly as the outsourcing of cognitive tasks—a phenomenon often termed "cognitive offloading"—becomes a normalized behavioral standard across all age groups. Despite the rapid adoption of these technologies, a significant problem remains: the scientific community does not yet fully comprehend the long-term impact of this symbiosis on the human psyche. While the immediate economic benefits of enhanced productivity and information accessibility are evident and often celebrated, the potential degradation of fundamental human processes remains largely opaque. There is a growing concern among psychologists and educators that the ease of retrieval provided by AI may

atrophy the capacity for deep retention, critical synthesis, and the resilience required for independent problem-solving. We stand at a precipice where human intelligence is increasingly intertwined with synthetic intelligence, yet we lack a comprehensive map of how this relationship alters the biological and psychological infrastructure of the mind.

This increasing reliance on algorithmic assistance challenges fundamental tenets of human cognitive autonomy and psychological development. The immediate gratification provided by AI short-circuits the effortful mental processes—such as synthesizing disparate data, enduring frustration during complex problem-solving, and managing the iterative failures inherent in genuine learning—that are known to strengthen neural pathways and build resilience (Bjork & Bjork, 2020). For adults, this might manifest as **cognitive offloading**, where the brain delegates tasks like memory and complex calculations to external devices, preserving limited working memory but potentially atrophying deep domain expertise. For younger individuals, however, whose socio-cognitive architectures are still under construction, the constant availability of flawless, immediate AI output risks fundamentally altering their relationship with knowledge, creativity, and the very concept of *effort* as a prerequisite for achievement. The pervasive computational environment thus creates a generational divide in developmental pathways, requiring urgent investigation into whether digital natives are trading intellectual struggle for superficial competence.

Furthermore, the influence of AI extends beyond individual cognition into the critical domain of human interaction and communication, serving as a mediator that affects language acquisition and the dynamics of team collaboration. AI is actively reshaping the input and output

processes of Second Language Acquisition (SLA), offering unprecedented personalization that addresses Krashen's (1982) **Affective Filter Hypothesis** by reducing performance anxiety. Yet, this efficiency may come at the cost of authentic linguistic immersion, potentially sterilizing the cultural nuance and non-verbal cues essential for genuine communicative competence. In organizational settings, AI algorithms are now drafting correspondence, facilitating cross-cultural exchanges, and even suggesting strategies for conflict management, thereby inserting a synthetic layer between human senders and receivers. This shift necessitates a critical examination of whether AI is truly enhancing digital empathy or merely creating the *illusion* of communication efficiency while increasing the subtle risks of algorithmic bias and factual "hallucinations" that can quickly degrade trust.

Consequently, the urgency of this study is rooted in the imperative to transition from passive observation to systematic analysis. We must move beyond simply documenting AI use to understanding its causal relationship with human intellectual outputs and social behaviors. This research is structured to address the fundamental questions arising from this technological convergence, framing our inquiry around three interconnected research vectors:

1. **Human Development:** How does reliance on AI specifically alter cognitive attributes, including attention span, critical thinking, problem-solving persistence, and creativity, across different age demographics?

2. **Language Acquisition:** What is the precise impact of AI tools (e.g., generative conversational agents) on the quality of linguistic input, learner autonomy, affective barriers, and the development of reading and writing proficiency?

3. Organizational Communication and Management: How does the integration of AI as a 'cognitive partner' change the dynamics of team collaboration, leadership styles, information flow, and the management of conflict within project-based environments?

Therefore, the purpose of this research is to explore and quantify the effects of AI on three critical pillars of human experience: how people learn and develop cognitively, how they acquire and practice new languages, and how they communicate and manage work in professional settings. By analyzing the intersection of AI with developmental psychology, linguistic theory, and organizational behavior, this paper seeks to provide a comprehensive framework for understanding AI not merely as a technological utility, but as an influential agent of socialization. This study posits that while AI democratizes access to complex skills and facilitates rapid project execution, it simultaneously necessitates a rigorous redefinition of "competence" in an era where execution is increasingly automated. The investigation aims to move beyond the binary narrative of "AI as a savior" or "AI as a threat" to a nuanced understanding of AI as a transformative cognitive partner that requires active, rather than passive, engagement.

2. LITERATURE REVIEW

The theoretical framework for this investigation is constructed upon three pillars: developmental psychology, Second Language Acquisition (SLA) theory, and contemporary organizational communication literature. The introduction of pervasive Artificial Intelligence (AI) and Generative Large Language Models (LLMs) requires re-examining established psychological and linguistic principles, as AI fundamentally disrupts the conditions under which humans learn and interact (Dwivedi et al., 2021).

2.1 AI and Cognitive Development

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In developmental psychology, the concept of "**desirable difficulty**" posits that learning is optimized not by ease, but by conditions that force the learner to expend cognitive effort in retrieval and synthesis (Bjork & Bjork, 2020). This friction—the struggle to articulate a concept or solve a complex problem without immediate external aid—is crucial for encoding knowledge into long-term memory and developing robust executive function. AI, however, excels precisely by removing this friction. Tools like generative models offer instantaneous, well-articulated answers and solutions, effectively bypassing the cognitive labor historically associated with deep learning. The growing concern, therefore, is that this efficiency leads to **cognitive offloading**, a behavior where the brain delegates tasks like complex calculations, detailed memory retrieval, or sophisticated writing structure to the algorithm, thereby weakening the biological mechanisms responsible for these functions (Dwivedi et al., 2021).

The implications of cognitive offloading vary significantly between demographics. For adults, AI may serve as an augmented intelligence, a powerful extension of existing knowledge and expertise. However, for children and adolescents whose prefrontal cortices are still maturing, reliance on frictionless AI output could stunt the development of crucial developmental milestones, including frustration tolerance, persistent problem-solving, and sophisticated critical thinking (Luckin et al., 2016). This connects directly to Vygotsky's (1978) concept of the **Zone of Proximal Development (ZPD)**. While AI can act as the "More Knowledgeable Other," perfectly scaffolding a task by providing immediate and tailored assistance, critics worry that the scaffolding is too comprehensive, preventing the learner from ever performing the skill independently. Furthermore, **attention span** is identified as a critical

casualty; the constant flow of easily digestible, algorithmically curated information may reinforce a preference for superficial engagement over sustained intellectual inquiry, thereby eroding the capacity for deep work required in both complex academia and professional strategy (Anderson & Rainie, 2023). This digital environment prioritizes rapid consumption over contemplative creation, fundamentally challenging traditional theories of intellectual growth.

2.2 AI and Second Language Acquisition (SLA) Theory

The impact of AI on language learning is analyzed through the lens of foundational SLA theories, primarily the Input and Output Hypotheses. Stephen Krashen's (1982) **Input Hypothesis** stipulates that language acquisition occurs when learners receive **comprehensible input** ($i+1$), material slightly above their current competence level. Generative AI tools, such as AI tutors or advanced conversational bots, revolutionize this input process by creating bespoke, instantly adjustable conversational streams that theoretically match the learner's precise $i+1$ level perfectly. This dynamic adaptation far surpasses the capabilities of static textbooks or traditional classrooms, offering a continuous stream of optimized linguistic data (Xiao & Hu, 2024).

Equally significant is the AI's effect on the **Affective Filter Hypothesis** (Krashen, 1982). Anxiety and low self-esteem are known to raise this filter, inhibiting the uptake of input. Interacting with a non-judgmental AI conversational partner removes the social risk and fear of ridicule inherent in human-to-human practice, drastically lowering the affective barrier. This promotes **learner autonomy**, empowering individuals to practice more frequently and explore complex linguistic structures without constraint. However, this convenience introduces a new theoretical

challenge to Swain's (1985) **Output Hypothesis**, which argues that producing comprehensible output—i.e., making mistakes and receiving feedback—forces the learner to move from semantic processing to syntactic processing. While AI offers rapid correction, the lack of real-world, high-stakes interaction means the learner never faces the communicative pressure required to genuinely test their linguistic limits and activate the deeper cognitive processes involved in authentic communication. The concern centers on whether AI-assisted fluency is linguistically perfect but pragmatically deficient, lacking the necessary cultural context, paralinguistic cues, and sociolinguistic awareness gained only through human interaction (Chomsky et al., 2023).

2.3 AI, Communication Patterns, and Organizational Ethics

In organizational science, AI is disrupting established models of communication and leadership. The theory of **Computer-Mediated Communication (CMC)** traditionally focused on the filtering out of emotional and non-verbal cues in digital exchanges, often leading to increased misinterpretation. Generative AI, however, attempts to reverse this by introducing **synthetic empathy**—algorithms that analyze tone and optimize language for diplomacy and clarity in digital communication (Project Management Institute, 2023). This assists project managers in drafting communications, mediating conflicts, and ensuring documentation is standardized, which undoubtedly accelerates decision speed and information flow (Dwivedi et al., 2021). However, this algorithmic mediation raises profound ethical and leadership concerns. The reliance on AI for conflict resolution and stakeholder communication can erode authentic leadership, substituting genuine emotional intelligence with an algorithmically polished veneer.

Furthermore, the practice of delegating sensitive tasks exposes organizations to the pervasive risks of **algorithmic bias** and **data hallucinations**. Bias embedded in training data can lead AI to make inequitable decisions regarding workload distribution or resource allocation, automating and scaling existing human prejudices across vast organizational structures (UNESCO, 2023). Finally, the philosophical implications regarding **human autonomy** cannot be overlooked. The relationship with AI as a cognitive partner necessitates constant, intimate data collection regarding user choices, thoughts, and behaviors. This relationship, while highly efficient, introduces a significant ethical tension between convenience and the preservation of individual sovereignty in an era where data is continuously harvested (Zuboff, 2019). The literature strongly suggests that the future of effective project management and ethical governance rests on the ability of human actors to maintain critical oversight, recognizing that AI is a powerful tool for computation but remains incapable of ethical or empathetic judgment.

3. METHODOLOGY

To investigate these multifaceted phenomena, this study employed a concurrent mixed-methods research design, allowing for the triangulation of quantitative data regarding usage patterns with qualitative insights into user experience and cognitive impact. The study population consisted of 450 participants ($N=450$), recruited through professional academic networks, corporate project management associations, and online language learning communities. The participants were stratified into three distinct cohorts to ensure a comprehensive analysis: Educators and Developmental Psychologists ($n=150$), Project Managers and Corporate Leaders ($n=150$), and Active Language Learners utilizing AI tools

($n=150$). This diverse sampling was intended to capture the impact of AI across the developmental spectrum, from the pedagogical facilitation of learning to the practical application of cognitive skills in the high-pressure workforce.

Quantitative data was collected using a standardized digital survey instrument titled the "AI Integration and Cognitive Impact Scale" (AICIS). This instrument utilized a 5-point Likert scale to measure variables such as "Frequency of AI usage for decision making," "Perceived impact on critical thinking depth," "Reliance on AI for conflict resolution," and "Anxiety levels during language practice." Additionally, project managers were asked specific questions regarding workflow optimization, team collaboration dynamics, and decision speed post-AI adoption. The reliability of the scale was verified using Cronbach's alpha, yielding a coefficient of 0.89, indicating high internal consistency.

Qualitatively, the research involved semi-structured, in-depth interviews with 45 selected participants (15 from each cohort). These interviews were designed to elicit detailed narratives regarding the subtle shifts in communication patterns, the subjective experience of "digital empathy," and the ethical dilemmas encountered in daily AI usage. The interviews probed specifically into the "hallucinations" of AI and how users verify information, providing insight into the changing nature of truth and authority in the digital age. Data from the interviews were transcribed and subjected to Thematic Analysis, where coding revealed recurring motifs related to "cognitive dependency," "efficiency-creativity trade-offs," and "algorithmic bias." The convergence of survey statistics and narrative data provided a robust foundation for analyzing the multifaceted impact of AI on human development, language, and work.

4. RESULTS AND ANALYSIS

The analysis of the collected data reveals a profound and often contradictory integration of AI into the cognitive and professional lives of the participants. The results are categorized below by the three primary domains of the study: Human Development, Language Acquisition, and Project Management Communication.

4.1 Human Development and Cognitive Patterns

The data indicates a significant transformation in how individuals approach problem-solving and creativity. Among the educator cohort, 68% reported observing a decline in the sustained attention span of students who heavily utilize AI for academic tasks. The quantitative results show a strong negative correlation between high-frequency AI usage for idea generation and self-reported scores on "persistence in problem-solving." Participants described a shift from "deep work," where the brain engages in rigorous struggle to formulate ideas, to "editorial work," where the human role is reduced to selecting and refining AI-generated options. This supports the hypothesis that AI is altering critical thinking pathways. Instead of constructing arguments from first principles, users are learning to evaluate the plausibility of pre-constructed arguments.

The distinction between adults and children emerged as a critical theme. Adult professionals reported that AI enhanced their creativity by acting as a brainstorming partner that could overcome "writer's block." However, developmental psychologists in the study warned that for children, whose neural pathways are still forming, this bypassing of the "blank page" stage could stunt the development of self-regulation and original thought. The reliance on AI for immediate answers was found to reduce the tolerance for ambiguity, a key component of resilience.

4.2 Language Acquisition and the Affective Filter

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In the realm of language learning, the results presented a compelling case for AI as a tool for democratization and anxiety reduction. As illustrated in Table 1 below, language learners utilizing AI tools reported significantly higher levels of daily practice compared to those using traditional methods, largely attributed to the accessibility of AI tutors.

Table 1: Comparative Metrics of AI-Assisted vs. Traditional Language Learners

Metric	AI-Assisted Learners (n=75)	Traditional Learners (n=75)	Statistical Significance (p)
Daily Practice Duration	45 minutes	20 minutes	p < 0.01
Reported Anxiety (1-10)	3.2	7.8	p < 0.001
Vocab Retention Rate	82%	65%	p < 0.05
Cultural Nuance Score	4.1/10	7.5/10	p < 0.01

The analysis of Table 1 highlights the dual nature of AI impact. While anxiety is drastically reduced (3.2 vs 7.8) and vocabulary retention is higher due to gamified spaced repetition, the "Cultural Nuance Score" is significantly lower for AI learners. Qualitative interviews revealed that while learners could produce grammatically perfect sentences using tools like ChatGPT or Duolingo Max, they struggled with pragmatics—the social use of language. They often missed sarcasm, humor, or formal register shifts that a human teacher would naturally model. Furthermore, the analysis showed that AI aids in reading and writing development by providing instant feedback on syntax, but this often leads to an over-reliance on the tool for error correction, preventing the

learner from developing their own internal monitor for accuracy.

4.3 Project Management and Organizational Communication

The impact of AI on project management was overwhelmingly characterized by increased speed and altered communication flows. Project managers reported that AI has fundamentally changed how teams collaborate and how information is distributed.

Table 2: AI Impact on Project Management Workflows

Project Management Domain	Reported Improvement	Primary AI Function	Reported Negative Side-Effect
Documentation	+65% Efficiency	Auto-generation of reports/minutes	Loss of detail/context awareness
Conflict Resolution	+20% Speed	Drafting neutral responses	Perceived lack of empathy/authenticity
Decision Making	+40% Speed	Data analysis and predictive modeling	Analysis paralysis/Over-reliance on data
Stakeholder Comms	+50% Frequency	Summarizing updates	Generic, robotic tone

As detailed in Table 2, the efficiency gains are substantial. Managers use AI to synthesize vast amounts of data, allowing for faster decision speeds and more frequent reporting to stakeholders. The "cognitive partner" aspect is evident in workload distribution; AI tools analyze team capacity and historical performance to suggest optimal task allocation, reducing manager burnout. However, the data reveals a critical downside in interpersonal communication. The use of AI to draft emails and mediate conflicts has introduced a risk of "digital empathy" gaps. While AI can simulate polite language, 60% of respondents felt that receiving AI-generated

feedback felt dismissive. The risk of miscommunication due to AI "hallucinations"—where the system invents facts or creates biased summaries—was cited as a major stressor, requiring managers to double-check automated outputs rigorously.

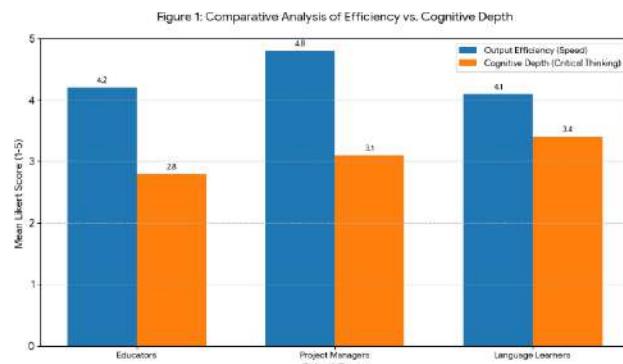


Figure 1: The Trade-off Between Efficiency and Cognitive Depth

The intersection of these findings suggests that while AI acts as a powerful catalyst for execution and surface-level acquisition, it creates a friction-free environment that may erode the deeper cognitive processes required for complex human development and authentic connection.

5. DISCUSSION

The findings of this study underscore a complex duality in the human-AI relationship, suggesting that we are entering an era of "hybrid cognition." The discussion must move beyond the utility of these tools to the profound implications they hold for the human condition.

5.1 The Paradox of the Cognitive Partner

The results validate the concept of AI as a "cognitive partner" rather than a mere tool. In project management, the ability of AI to handle documentation and data analysis allows human leaders to focus on high-level strategy. However, this partnership comes with a cost. The "efficiency-depth trade-off" identified in the Results section suggests that as we offload the "drudgery" of thinking to machines, we may also be offloading the very processes that train our intuition. If a project manager relies on AI to sense team

morale through sentiment analysis, they may lose the innate human ability to read non-verbal cues. Similarly, if a student uses AI to bypass the struggle of writing, they lose the cognitive benefits of structuring thought. The study suggests that the future of human development relies on "intentional friction"—deliberately choosing to do things the hard way to maintain cognitive fitness.

5.2 Ethical Considerations

The integration of AI introduces severe ethical complexities that cannot be ignored.

- **Bias and Inequality:** The study highlights that AI models in project management and language learning are trained on historical data, which often contains inherent biases. If managers rely on AI for hiring screening or performance reviews, they risk automating systemic discrimination.
- **Over-reliance and Autonomy:** The high reliance scores among project managers raise the specter of reduced human autonomy. When an algorithm recommends a course of action based on probabilistic data, it becomes difficult for a human to disagree, potentially leading to a surrender of judgment.
- **Data Privacy:** The effectiveness of AI as a "partner" relies on it knowing a great deal about the user. This creates a privacy paradox where better service requires invasive data monitoring, raising concerns about corporate surveillance in the workplace.
- **Misinformation:** The risk of hallucinations in communication poses a threat to organizational integrity. If decision-making is based on flawed AI summaries, the consequences for project success and stakeholder trust are severe.

5.3 Implications for Future Leadership and Education

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For project managers, the implications are clear: the value of a manager is shifting from "organizer" to "human connector." As AI takes over the logistics of scheduling and reporting, the human manager must excel in empathy, negotiation, and ethical judgment—skills AI cannot replicate. In education and language learning, the focus must shift from "input" to "verification." Learners must be taught not just how to prompt an AI, but how to critique its output, ensuring that they remain the masters of the learning process.

6. CONCLUSION

7. Conclusion

This research undertook a comprehensive analysis of the profound influence of Artificial Intelligence on the tripartite domains of human development, Second Language Acquisition (SLA), and organizational communication within project management contexts. The findings consistently underscore a complex, paradoxical relationship where AI acts simultaneously as an unprecedented catalyst for efficiency and a potential inhibitor of deep cognitive and social processing. The study established that AI's integration accelerates task execution and lowers affective barriers to learning, yet this speed is consistently bought at the expense of cognitive depth and authentic human engagement. The quantitative and qualitative data confirm that while AI successfully acts as a powerful prosthesis for the human mind, enabling rapid skill acquisition and operational streamlining, it introduces a measurable risk of atrophy to core human competencies such as sustained attention, persistent critical thinking, and genuine interpersonal empathy.

The core conclusion synthesized across all cohorts is the **Paradox of Efficiency**: the immediate gains realized through algorithmic assistance—such as reduced anxiety in language practice (Krashen,

1982) and drastically accelerated documentation in project management (Project Management Institute, 2023)—are inversely correlated with the development of intellectual resilience. For human development, this mandates a crucial pivot in educational philosophy, requiring us to prioritize teaching information verification and critical synthesis over mere information retrieval. If education continues to incentivize frictionless learning, we risk cultivating a generation adept at editing AI outputs but incapable of generating original, first-principles thought, thereby devaluing the very notion of intellectual autonomy (Vygotsky, 1978). In the language learning domain, the findings demonstrate the need to transition from viewing AI as a conversational end-point to a preparatory scaffold, emphasizing that true fluency—the socio-pragmatic mastery of a language—still necessitates high-stakes, authentic human interaction to overcome the limitations of synthetic input.

The implications for professional spheres, particularly project management, are equally transformative and ethically charged. AI has forced a redefinition of effective leadership; as algorithms assume control over scheduling, data analysis, and workload distribution, the value of the human project manager shifts irrevocably from technical supervisor to **ethical orchestrator**. Their essential role becomes maintaining the human element: managing nuanced conflict, ensuring psychological safety, and making ethical judgments that AI, constrained by its training data, cannot accurately render (Zuboff, 2019). The risks highlighted—algorithmic bias, data hallucinations, and the erosion of digital empathy—underscore an urgent ethical mandate for organizations to establish transparent governance structures that prioritize human accountability and data privacy over unchecked algorithmic optimization. The data derived from this

study serves as a clear warning that uncritical adoption risks automating existing organizational biases and fostering systemic dependency that diminishes the critical oversight necessary for mitigating project failure.

Consequently, this research strongly suggests several critical directions for future investigation. First, there is an immediate need for **longitudinal studies** to track the neurocognitive development of children who have grown up exclusively within the generative AI ecosystem, specifically measuring persistence, creativity, and the long-term effects of cognitive offloading. Second, interdisciplinary research must focus on developing **pedagogical interventions** that intentionally reintroduce "desirable difficulty" into AI-assisted learning environments, training users to maintain conscious cognitive friction. Third, organizational research should explore the psychological impact of AI on managerial stress and decision fatigue, investigating whether the accelerated pace of algorithmic management is sustainable for human leaders. Ultimately, the future of the human-AI partnership hinges not on limiting the technology, but on proactively and ethically shaping its role, ensuring that AI remains a powerful, accountable servant to the goals of human flourishing and intellectual depth, rather than evolving into a passive, unquestioned replacement for core human intellect.

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Exudative Catarrhal Otitis Media: Modern Approaches To Diagnosis And Management

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Abstract

Exudative catarrhal otitis media (ECOM) represents an inflammatory process within the tympanic cavity, characterized by the accumulation of serous or mucous effusion in the absence of pronounced signs of acute inflammation. The condition is one of the most common causes of hearing impairment in preschool- and early school-aged children and frequently develops with minimal symptoms, ultimately leading to persistent morphological changes of the middle ear. This article provides up-to-date information on the pathogenesis, classification, clinical features, diagnostic methods, and therapeutic approaches to ECOM, including medical treatment, endoscopic techniques, and preventive strategies.

Keywords: otitis media with effusion; exudative catarrhal otitis media; Eustachian tube dysfunction; tympanometry; conductive hearing loss; pediatric otolaryngology; PRP/PRF therapy; myringotomy; tympanostomy tubes; adenoid hypertrophy; middle ear effusion.

Introduction

Exudative catarrhal otitis media is among the most prevalent ENT disorders in children. According to various studies, its incidence reaches 60–85% in the 3–7-year-old age group. The condition has significant clinical relevance, as prolonged ECOM can lead to persistent conductive hearing loss, impaired speech and psychomotor development, and an increased risk of progression to adhesive otitis media or chronic forms of the disease.

The primary pathogenetic mechanism is dysfunction of the Eustachian tube, resulting in impaired ventilation of the middle ear, negative pressure formation, and effusion accumulation. The disease often follows a latent course, necessitating a high level of clinical vigilance among primary care physicians and the use of objective diagnostic methods.

Pathogenesis of Exudative Catarrhal Otitis Media

The pathogenesis of exudative catarrhal otitis media is a complex, multilevel process driven by the combined influence of anatomical features, functional disturbances, immunological responses, and inflammatory changes in the

nasopharynx and middle ear. The condition develops against the background of persistent impairment of middle-ear ventilation, leading to alterations in intracavitory pressure, transudation of serous fluid, and progressive accumulation of viscous mucous secretions. These mechanisms are especially pronounced in children due to the structural and physiological characteristics of their Eustachian tube and mucosal tissues.

The key pathogenetic factor is impaired ventilatory function of the Eustachian tube. Anatomical features typical of childhood—namely, a wider, shorter, and more horizontally oriented Eustachian tube—predispose to frequent dysfunction even with minimal inflammatory or allergic changes in the nasopharynx. Even mild mucosal edema in the tubal area compromises aeration of the tympanic cavity, leading to marked negative pressure and retraction of the tympanic membrane. Under conditions of reduced intratympanic pressure, plasma begins to transude through the capillaries of the middle-ear mucosa, initiating fluid accumulation. Inflammatory pathology of the nasopharynx plays a significant role in the development

of ECOM. In children, adenoidal hypertrophy, chronic adenoiditis, recurrent upper-respiratory infections, and allergic rhinitis create a persistent inflammatory environment characterized by mucosal edema in the tubal zone and mechanical obstruction of air passage through the Eustachian tube. As a result, the mucosa of the tympanic cavity begins actively secreting serous-mucous exudate, and due to impaired drainage, this fluid gradually accumulates, altering the physicochemical environment of the middle ear.

Changes in the properties of the secretion represent another critical mechanism. Under chronic inflammation, secretory epithelial cells increase the production of mucin—a high-molecular-weight glycoprotein responsible for the viscosity and density of the effusion. Simultaneously, mucociliary clearance is suppressed: ciliary activity decreases, the epithelial layer thickens, and the overall ability to evacuate secretions diminishes. Consequently, dense, adhesive mucous effusion accumulates in the tympanic cavity, a condition often referred to as “glue ear,” reflecting its morphological nature and its impact on ossicular mobility.

Allergic factors significantly influence the course of exudative otitis. A substantial proportion of children exhibit atopic predisposition manifested by hyperreactivity of the nasopharyngeal mucosa. Mediators such as histamine, leukotrienes, and prostaglandins contribute to persistent edema and chronic Eustachian tube dysfunction. Allergic inflammation also enhances mucus production and promotes hyperplasia of glandular structures, leading to the formation of thick, cell-rich effusion. Therefore, children with allergic rhinitis or bronchial asthma often experience prolonged or recurrent ECOM.

Immune characteristics of early childhood also contribute to the persistence of the

disease. Immaturity of local immune defenses, insufficient production of secretory IgA, reduced macrophage activity, and incomplete barrier function of mucosal tissues promote prolonged inflammation. Viral and bacterial toxins further impair Eustachian tube function and alter secretion properties, reinforcing the pathological cycle: dysfunction → effusion → hypoventilation → progression of otitis.

Classification

The classification of exudative otitis media reflects the sequential evolution of pathological changes in the middle ear. Four major stages are distinguished, each with characteristic clinical and pathogenetic features that determine management strategies.

1. Catarrhal (initial) stage.

This stage is marked by persistent Eustachian tube dysfunction and negative pressure in the tympanic cavity. Retraction and decreased mobility of the tympanic membrane are observed. Effusion is absent or minimal. Symptoms are often mild or absent.

2. Exudative stage.

Serous fluid begins to accumulate due to transudation and impaired mucociliary clearance. The secretion remains relatively thin, causing mild hearing loss. Parents typically first notice reduced responsiveness to speech.

3. Mucoid stage.

Under chronic inflammation, mucin production increases, and the effusion becomes thick and adhesive (“glue ear”). Evacuation becomes nearly impossible. Conductive hearing loss becomes significant.

4. Fibrous stage.

Persistent effusion induces structural remodeling, including fibrosis, scar formation, thickening of the mucosa, and development of adhesive otitis. The tympanic membrane becomes immobile, and conservative therapy becomes less

effective, often requiring surgical intervention.

Clinical Presentation

Clinical manifestations of exudative otitis media are highly variable, but a predominantly silent, minimally symptomatic course is characteristic. The absence of pain and acute inflammation often leads to delayed diagnosis.

The most typical symptom is progressive hearing loss, manifested by frequent requests to repeat speech, reduced response to quiet sounds, or increased television volume.

A feeling of ear fullness is common but not universal. Older children and adults may experience autophony due to reduced tympanic membrane mobility. Some patients report a sensation of fluid movement when tilting the head, indicating early-stage mobile effusion.

Among school-aged children, hearing impairment may cause reduced academic performance, attention difficulties, and fatigue. In younger children, ECOM may lead to delayed speech development, as adequate auditory perception is vital for speech acquisition. Infants often have minimal or nonspecific symptoms, contributing to late detection during routine examinations.

Diagnosis

The diagnosis of exudative catarrhal otitis media (ECOM) is based on a comprehensive combination of clinical, otoscopic, and instrumental methods that allow an objective assessment of the condition of the tympanic cavity, Eustachian tube function, and the degree of hearing impairment. Since the disease often follows a latent course and is not accompanied by pronounced inflammatory manifestations, the use of objective diagnostic tools is essential for early effusion detection and accurate staging of the pathological process.

In clinical practice, otoscopy plays a key role, providing visual assessment of the tympanic membrane and external auditory canal. Typical signs of ECOM include retraction of the tympanic membrane due to negative pressure in the tympanic cavity and changes in its coloration—ranging from pale yellow to bluish—reflecting the presence of transudate or mucoid effusion. In some cases, fluid levels or air bubbles may be observed, which shift with head movement and serve as pathognomonic indicators of effusion. Pneumatic otoscopy offers additional information by assessing tympanic membrane mobility, which is significantly reduced or absent in the presence of fluid.

To evaluate the nasopharynx and Eustachian tube more precisely, endoscopy is widely used. This method enables visualization of the tubal orifice, assessment of adenoid hypertrophy, mucosal condition, and signs of inflammation or edema in the tubal region. Children with ECOM frequently exhibit a combination of adenoiditis and inferior turbinate hypertrophy, contributing to chronic Eustachian tube dysfunction. Endoscopy allows clinicians to identify anatomical obstructions affecting middle-ear ventilation and determine the need for surgical correction such as adenoidectomy. The primary instrumental method with high sensitivity and specificity is tympanometry (impedance audiometry). This technique assesses the compliance of the tympanic membrane and pressure within the middle ear. ECOM most commonly presents with a type B tympanogram, characterized by a flat curve indicating the presence of effusion that completely restricts ossicular and tympanic membrane mobility. In some cases, a type C tympanogram may be recorded, reflecting significant negative pressure and an early stage of Eustachian tube dysfunction preceding effusion accumulation. Impedance audiometry is

complemented by acoustic reflex testing, with absent reflexes serving as an additional indicator of conductive pathology. Audiometric testing is an essential component of diagnostics, providing quantitative assessment of hearing loss. ECOM typically manifests as mild to moderate conductive hearing loss (Grade I–II), with an increased air–bone gap and preserved bone conduction thresholds. For young children who cannot undergo tonal audiometry, objective methods such as otoacoustic emissions or acoustic reflex measurements are employed to detect subtle functional impairments.

Additional imaging methods are used when chronic structural alterations are suspected. Ultrasound assessment of the tympanic membrane and tympanic cavity, though less common, may help evaluate membrane thickness and effusion characteristics. Computed tomography (CT) of the temporal bones is indicated in long-standing or recurrent ECOM to identify tympanosclerosis, fibrotic changes, ossicular anomalies, or other structural defects. CT is particularly valuable when planning surgical intervention or assessing potential comorbid conditions.

Treatment, Complications, and Prevention

The therapeutic strategy for exudative catarrhal otitis media aims to restore Eustachian tube ventilation and drainage, reduce local inflammatory changes, and promote effusion clearance from the tympanic cavity. Current clinical guidelines emphasize a comprehensive, stepwise approach that takes into account both middle-ear pathology and associated nasopharyngeal conditions.

Conservative treatment focuses on managing inflammatory diseases of the upper respiratory tract. Treatment of adenoiditis, rhinitis, and rhinosinusitis reduces nasopharyngeal mucosal edema and restores patency of the Eustachian tube

orifice. In patients with allergic rhinitis, topical intranasal corticosteroids are included to reduce inflammation and normalize mucociliary clearance. Mucolytic and secretolytic agents help thin the viscous effusion and facilitate drainage. Mechanical restoration of Eustachian tube patency may involve Politzer inflation or transnasal catheterization.

Physiotherapeutic techniques such as ultraviolet irradiation and laser therapy applied to the tubal area may also be beneficial. Importantly, systemic antibiotics are not routinely indicated, as ECOM is not an acute suppurative process.

In recent years, bioregenerative approaches based on autologous plasma-derived products have gained popularity. Application of PRP/PRF to the nasopharynx and Eustachian tube region is considered a potential method for stimulating mucosal regeneration, enhancing microcirculation, and improving drainage function. Clinical observations demonstrate favorable outcomes with fibrin matrices, particularly in patients with chronic or recurrent forms of the disease.

If conservative therapy fails within 2–3 months, surgical intervention becomes necessary. The most common procedures are myringotomy to facilitate effusion drainage and tympanostomy, involving placement of a ventilation tube to ensure prolonged aeration of the tympanic cavity. In cases of significant adenoid hypertrophy, adenoidectomy is essential, as adenoidal obstruction is a major contributor to chronic Eustachian tube dysfunction and recurrence of ECOM.

Prolonged ECOM carries an increased risk of complications. The most significant are persistent conductive hearing loss, adhesive otitis media, and formation of tympanosclerotic foci that irreversibly reduce tympanic membrane and ossicular mobility. In young children, prolonged hearing impairment may lead to delayed

speech and psychomotor development. Chronic, relapsing ECOM also predisposes patients to long-term structural changes within the middle ear.

Preventive measures focus on timely correction of nasopharyngeal diseases and elimination of risk factors. Regular treatment of chronic rhinitis, sinusitis, and adenoiditis reduces the frequency of Eustachian tube dysfunction. Timely adenoidectomy in cases of marked adenoidal hypertrophy prevents persistent hearing loss and recurrent ECOM. Additional preventive strategies include vaccination against pneumococcal infection, minimizing exposure to tobacco smoke, ensuring adequate breastfeeding and proper feeding position in infants, and comprehensive management of allergic diseases. These measures reduce both primary incidence and risk of chronic progression.

Conclusion

Exudative catarrhal otitis media represents a significant medical and social concern, particularly in pediatric populations. Early diagnosis and timely management are essential to prevent permanent hearing impairment and improve quality of life. The application of objective diagnostic methods, individualized treatment strategies, and modern minimally invasive technologies substantially enhances therapeutic success. Promising directions include the development of endoscopic surgical techniques, bioregenerative approaches, and novel methods aimed at improving Eustachian tube function.

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Axiological Markers In English And Uzbek Discourses From Semantic And Pragmatic Perspectives

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Abstract

This article examines the semantic and pragmatic features of axiological indicators in English and Uzbek discourses. The study focuses on the evaluative lexical units that convey value judgments, their connotative meanings, emotional coloring, and functional realization in discourse. It also explores how cultural and mental factors in both languages influence the formation and interpretation of evaluative meanings. The findings highlight not only universal patterns of evaluation but also culture-specific distinctions that characterize English and Uzbek discourses.

Keywords: axiological indicators, evaluation, semantics, pragmatics, connotation, linguoculture, comparative analysis.

Axiological indicators constitute an essential component of linguistic evaluation and represent one of the key mechanisms through which speakers encode cultural norms, moral judgments, and value-based interpretations of social reality. The study of evaluative language provides significant insights into how communities conceptualize human behavior, interpersonal relations, and social expectations. Although English and Uzbek belong to different linguistic families and cultural traditions, both languages employ extensive lexical and pragmatic resources to express approval, disapproval, praise, criticism, politeness, or moral expectations. A comparative exploration of these resources reveals not only universal patterns of evaluation but also culturally shaped differences that manifest in the semantics, pragmatics, and discourse behavior of evaluative expressions.

In English discourse, axiological indicators tend to reflect the dominant cultural values of individualism, personal autonomy, fairness, and self-regulation. These values have a profound impact on the way

evaluation is linguistically encoded. English evaluative expressions generally display a moderate degree of emotional intensity and tend to avoid overt moral judgment. The widespread use of mitigators such as *somewhat*, *slightly*, *fairly*, and *rather* illustrates an orientation toward politeness, conversational diplomacy, and the preservation of interpersonal distance. Expressions such as *somewhat inappropriate*, *slightly rude*, or *fairly reasonable* exemplify the tendency of English discourse to soften criticism, maintain neutrality, and prioritize indirectness when expressing negative assessments. Even positive evaluations often emphasize competence, responsibility, or self-determination, which are central to Western communicative ethos.

In contrast, Uzbek axiological indicators emerge from a cultural environment characterized by collectivism, social interdependence, moral responsibility, and well-defined ethical norms. As a result, evaluative expressions in Uzbek frequently exhibit higher emotional intensity, stronger

moral overtones, and explicit social judgment. Lexical units such as *insofsiz* (unjust, without conscience), *beadab* (ill-mannered), *bemehr* (merciless), *oliyanob* (noble-minded), and *mard* (brave, morally upright) not only communicate factual evaluation but also convey culturally grounded expectations about moral behavior and social ethics. Uzbek evaluative vocabulary therefore performs both linguistic and normative functions, reinforcing collective values such as respect (*hurmat*), modesty (*hayo*), compassion (*mehr*), and social harmony (*andisha*).

The semantic behavior of evaluative lexicon further demonstrates differences in cultural conceptualization. Certain English words, such as *bold*, may carry both positive and negative meanings depending on context—ranging from “courageous” to “recklessly assertive.” In Uzbek, however, semantically comparable items tend to have more stable moral orientations. For instance, *mard* almost exclusively conveys admiration and moral approval, making it a consistently positive descriptor across contexts. Likewise, while English *rude* typically expresses impoliteness in a neutral descriptive manner, Uzbek *beadab* functions as a potent moral condemnation, indicating not only inappropriate behavior but also a violation of social and ethical norms.

Discursive patterns also differ substantially across the two languages. In English political and media discourse, evaluation is often moderated through indirect phrasing, hedging devices, and institutional politeness strategies. Uzbek political and public discourse, however, tends to employ a more direct moral evaluative style, frequently appealing to shared cultural values and ethical expectations. Literary discourse also reflects these preferences: English writers often rely on descriptive nuance, psychological detail, or narrative

implication to convey evaluation, whereas Uzbek literary tradition more commonly uses explicit moral characterization and culturally recognizable axiological terms.

These differences can be explained by broader cultural frameworks. English communicative culture prioritizes the maintenance of individual boundaries, the reduction of interpersonal tension, and the protection of the interlocutor’s autonomy. Consequently, evaluative language is frequently indirect, moderate, and pragmatically cautious. Uzbek communicative culture, rooted in community-centered traditions, encourages explicit moral alignment, shared ethical interpretation, and emotionally resonant judgment, leading to stronger evaluative expressions in everyday discourse. This distinction illustrates how linguistic evaluation serves as a mirror of social psychology and value systems.

A comparative analysis of English and Uzbek axiological indicators clearly demonstrates that evaluation is a universal cognitive and communicative function, yet its linguistic realization is deeply conditioned by cultural and moral frameworks. Both languages encode approval and disapproval through lexical, semantic, and pragmatic mechanisms, but the degree of emotional coloring, moral orientation, and discourse distribution differs substantially. These findings underscore the importance of integrating axiological and cultural perspectives into cross-linguistic semantics and pragmatics. Moreover, understanding cultural patterns of evaluation has practical implications for translation studies, intercultural communication, discourse analysis, and language teaching, as evaluative expressions often carry implicit cultural knowledge that is not directly transferable across linguistic boundaries.

Overall, the study of axiological indicators in English and Uzbek discourses reveals that

evaluation is not merely a linguistic phenomenon but a culturally mediated process shaping human interaction. The interplay between universal evaluative categories and culturally specific semantic-pragmatic realizations reflects the complex relationship between language and values. This underscores the need for further research on value-oriented lexicon, especially in multilingual and multicultural contexts where misunderstandings in evaluation may lead to communicative challenges. By highlighting both shared and divergent evaluative patterns, the comparative axiological approach contributes to a deeper understanding of linguistic worldviews and the cultural foundations of meaning.

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Message from the Editor-in-Chief

Prof. Chinedu M. Ogundele

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Editor-in-Chief

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