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Игровой Механизм В Загадках-Скороговорках

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Аннотация

В данной статье рассматривается игровой механизм в загадках-скороговорках узбекского и русского фольклора. Анализируется взаимосвязь малых жанров фольклора, таких как загадка и скороговорка, а также их функциональная трансформация. Особое внимание уделяется языковой игре, реализуемой посредством фонетических и словообразовательных средств, включая аллитерацию, ассонанс, тавтологию и логогриф. Раскрывается роль мотивационного механизма в формировании данных жанров, а также их гедонистическая и дидактическая функции.

Ключевые слова: фольклор, малые жанры, загадка, скороговорка, игровой механизм, языковая игра, аллитерация, ассонанс, логогриф, жанровая трансформация.

Система жанров узбекского фольклора представляет собой целостную структуру, основанную на общности идейно-художественных принципов и исторически сформировавшихся взаимосвязях. Во всех жанрах отражаются жизнь народа, его мировоззрение, духовный мир и культурные ценности.

Фольклорные жанры объединяет ряд общих художественно-эстетических признаков: простота формы, символичность, традиционность сюжетно-композиционного построения, использование устойчивых образов и высокая нравственная оценочность. Эти особенности формируют единое культурное пространство, в котором жанры не изолированы, а тесно взаимодействуют.

Особое место в данной системе занимают малые жанры — загадки и скороговорки, которые в определённых условиях могут пересекаться, образуя синкретическую форму — загадки-скороговорки.

Система жанров узбекского фольклора представляет собой целостную структуру, характеризующуюся общностью идейно-художественных принципов и исторически сложившимися взаимосвязанными отношениями. Во всех жанрах отражаются жизнь народа, его самобытность, психология, мечты и устремления. Для всех жанров фольклора характерны единые художественно-эстетические принципы: простота формы, мудрость, общность системы художественно-изобразительных средств, символичность, условность, чёткая оценка героев на основе высоких нравственных критериев, традиционность сюжета и композиции. Эти особенности, возникшие вместе с народом, ярко выражают его историю, культуру, быт, верования и языковую специфику.

Известно, что по мере взросления у детей возрастает потребность в духовных играх. На ранних этапах такие игры создавались самими взрослыми. Скороговорки и загадки по своей сути являются образцами именно таких духовных (словесных) игр.

Как и большинство жанров фольклора, загадки возникли под влиянием мифологических представлений, связанных с табуированием слова, а также ритуалов. Однако в процессе их развития важную роль сыграли образ жизни древнего человека и социально-бытовые потребности. Генезис загадок, восходящий к словесным табу и ритуалам, доказан в фольклористических исследованиях. Несмотря на утрату прямой связи с табу и ритуалами, в традиционных загадках сохраняются следы мифологических представлений и мифологические коды. В фольклоре разных народов до сих пор сохраняется обычай произнесения загадок в рамках определённых ритуалов. Например, у удмуртов этот обычай сохранился и исполнялся во время сезонных религиозных обрядов осенью и весной. К.П. Герд отмечает, что эта традиция продолжалась и в

зимние вечера: удмурты считали, что разгадывание загадок способствует «пробуждению» природы весной. Считалось, что умение загадывать и отгадывать загадки обеспечивает удачу в охоте, богатый урожай и благополучие года. Поэтому загадка рассматривалась не просто как развлечение, а как средство магического воздействия на природу.

В загадках-скороговорках языковая игра реализуется посредством словообразовательных механизмов и фонетических приёмов. В древности скороговорки и загадки выполняли сходные функции — прежде всего гедонистические, исполняясь во время посиделок и праздников. Это стало одной из причин их взаимозаменяемости.

В русских скороговорках одним из распространённых фонетических приёмов языковой игры является конвергенция и созвучие слов. В одном из типов такие тексты строятся с использованием логогрифов — слов, различающихся наличием или отсутствием одного звука. Например: «Уж и ужи уже в луже», где слова *уж*, *уже*, *луже* создают звуковую игру. В русской традиции также существует способ создания загадок с помощью логогрифа. Это такой тип загадки, при котором из исходного слова путём добавления или удаления одной или нескольких букв образуется новое слово. Например:

О добавив к сотне лет,

Отгадать прошу я вас:

Это что: у рыбы нет,

А человек закрывает глаз?

В данном случае игра строится на словах *век* и *веко*.

Подобные примеры не встречаются в узбекских загадках и скороговорках, что является отличительной особенностью русской традиции.

В узбекских загадках-скороговорках мотивационные отношения реализуются через использование однокоренных слов, принадлежащих к различным словообразовательным гнездам. Например:

To'rtta topqir topaloq,

Topishmoq topar qivnoq (1).

В данном примере слова с общим корнем (*topqir*, *topaloq*, *topishmoq*, *topar*) и аллитерация звуков «t» и «p» создают игровую мотивацию, затрудняющую быстрое произнесение.

Морфо-деривационные отношения в текстах загадок-скороговорок проявляются через рифму, тавтологию и повтор слов, что программирует языковую игру. Например:

Chor quloq,

Chandir quloq,

Quloqlari shalpanq quloq.

Этот текст моделируется как звуковая и семантическая игра за счёт повторов и аллитерации. Краткость и направленность на отгадывание делают его одновременно загадкой и скороговоркой.

Аналогичные примеры подтверждаются и в исследованиях: данный текст можно интерпретировать как загадку, ответом на которую является «казан».

В следующем примере игра основана на математическом действии и фонетическом повторе:

Bir qoru bir qorqoq,

Oq qorqoq'u toq qorqoq,

Qorda bari o'n qorqoq,

Yana qo'shdim qirq qorqoq,

Hammasi qancha qorqoq,

Topib boq? (1)

В русских загадках-скороговорках языковая игра также реализуется через морфо-деривационные средства. Например: «У перепела и перепелки пять перепелят», где повтор однокоренных слов создаёт игровой эффект.

Фонетические механизмы языковой игры проявляются через использование звуковых повторов. Например: «Tovushqon-tovushqon, quloqlari qovushqon», где изменение одной фонемы приводит к изменению значения слова.

В примере «Bir chuqurda ming chuqur, chuqurni igna cho'qir» различие значений достигается заменой гласных звуков, что усложняет произношение.

В выражении «Yetti to'ti, mitti to'ti, yetti mitti to'ti» игровая функция реализуется через краткость и тавтологию.

Одними из наиболее распространённых художественных приёмов являются аллитерация и ассонанс, посредством которых формируется игровой механизм:

To'rdan turgan to'rt yigit, to'rtovi ham mard yigit,
Oq eshakka oq tushov, ko'k eshakka ko'k tushov (2).

Таким образом, загадки-скороговорки представляют собой особую форму фольклора, в которой языковая игра реализуется через фонетические, морфологические и семантические механизмы.

Заключение

Таким образом, загадки-скороговорки представляют собой результат жанровой трансформации малых форм фольклора. Их формирование обусловлено действием мотивационного механизма, включающего фонетические, словообразовательные и функциональные факторы.

Игровой механизм в данных текстах реализуется через языковую игру, обеспечивающую не только развлекательную, но и дидактическую функцию. Это подтверждает, что фольклорные жанры находятся в постоянном развитии и взаимодействии, образуя динамичную и целостную систему.

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Comparative Analysis Of The Phenomenon Of Polysemy In English And Uzbekistan

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Annotation

This article examines the phenomenon of lexical polysemy in English and Uzbek in a comparative perspective and analyzes it in terms of its general and specific features. The study explores the semantic structure of words, their primary and derived meanings, as well as the development and transfer of meaning. It also analyzes the interrelation of polysemous meanings, their semantic differentiation, and lexical-semantic relations. The results of the comparative analysis contribute to a better understanding of the lexical characteristics of the English and Uzbek languages. Through illustrative examples, the article demonstrates the role of polysemy in language structure, identifies differences in meaning across various contexts, and reveals semantic connections within the lexical system of words.

Keywords: Polysemy phenomenon, lexical system, semantic differentiation, contextual meaning, semantic extension, phraseological units, central and peripheral meanings, distinction from homonymy, metaphorical meanings, lexical richness.

Annotatsiya

Ushbu maqolada ingliz va o'zbek tillarida leksik polisemiya hodisasi qiyosiy tarzda o'rganiladi va umumiy va xususiy jihatdan tahlil qilinadi. Maqolada so'zning semantik tuzilishi, asosiy va hosila ma'nolari, ularning ma'no rivoji va ma'no ko'chishi ko'rib chiqiladi hamda polisemiya ma'nolarining o'zaro bog'liqligi, semantik farqlanishi va leksik-semantik munosabatlar tahlil qilinadi. Qiyosiy tahlil natijalari ingliz va o'zbek tillarining leksik xususiyatlarini yaxshiroq tushunishga yordam beradi. Unda misollar orqali polisemiya hodisasining til tuzilishida qanday rol o'ynashi ko'rsatilgan, turli kontekstlarda ma'nolarning farqi aniqlangan va so'zlarning leksik ba'zasidagi semantik bog'liqlik ochib berilgan.

Kalit so'zlar: Polisemiya hodisasi, leksik tizim, semantik farqlanish, kontekstual ma'no, semantik kengayish, frazeologik birliklar, markaziy va periferik ma'nolar, homonimiya bilan farqlash, metaforik ma'nolar, leksik boylik.

Polisemiya hodisasi tilshunoslikda muhim leksik semantik masalalardan biri hisoblanib, bir so'zning bir nechta o'zaro bog'liq ma'nolarga ega bo'lishini ifodalaydi. Ushbu hodisa tilning rivojlanishi, lug'at boyligining kengayishi va nutq jarayonida ma'no aniqlanishida muhim ahamiyat kasb etadi. So'z ma'nosining kontekstga bog'liq holda turlicha namoyon bo'lishi polisemiyaning asosiy belgisi hisoblanadi. Qiyosiy tilshunoslikda polisemiyaning o'rganish tillarining leksik tizimidagi o'xshash va farqli jihatlarni aniqlash imkonini beradi. Ingliz va o'zbek tillarida polisemiya hodisasining qiyosiy tahlili so'zlarning semantik tuzilishi, ma'no rivoji hamda ma'no ko'chishi jarayonlarini yoritishga xizmat qiladi.

Polisemiya bir leksemaning o'zaro semantik jihatdan bog'liq bir nechta ma'nolarga ega bo'lish hodisasidir. Ingliz va o'zbek tillarida polisemiya keng tarqalgan hodisa bo'lib, u har ikki tilning leksik tizimida muhim o'rin tutadi. Biroq ular ikki tilda shakllanish mexanizmi, ma'no kengayishi va qo'llanish xususiyatlari jihatidan ayrim farqlarga ega.

Ingliz tilshunosligida polisemiya nazariy jihatdan chuqur ishlab chiqilgan. Masalan, J. Layonz o'zining "Tilshunoslik semantikasi: Kirish" asarida polisemiya va homonimiyani farqlash mezonlarini aniqlab beradi. Lyonsning fikriga ko'ra polisemiya – bu bir leksemaning semantik jihatdan bog'liq bo'lgan ma'molar majmuidir. U ma'nolar o'rtasidagi tarixiy va konseptual

aloqani asosiy mezon sifatida ko'rsatadi. Lyons polisemiya til tizimining tabiiy rivojlanish mahsuli ekanini ta'kidlaydi.¹

Shuningdek, D. A. Kruuz "Til ma'nosi: Semantika va pragmatikaga kirish" asarida polisemiya strukturasi ichki semantic tarmoqlanish sifatida izohlaydi. Crusega ko'ra, polisemiya markaziy ma'no va undan hosil bo'lgan periferik ma'nolar tizimidan iborat. U ma'nolar o'rtasidagi darjali bog'liqlikni ko'rsatib polisemiya tizimli xarakterga ega ekanini asoslaydi.²

Kognitiv yondashuv vakili E. Sviitser esa "Etimologiyadan Pragmatikaga" asarida polisemiya metaforik tafakkur natijasi ekanini ta'kidlaydi. Uning fikricha, konkret jismoniy tajriba asosida abstract ma'nolar shakllanadi.³

O'zbek tilshunosligida polisemiya asosan leksikologiya va semasiologiya doirasida o'rganilgan. Masalan, Sh. Rahmatullayev o'zining "O'zbek tili leksikologiyasi" kitobida polisemiyaning so'zning asosiy ma'nosidan hosil bo'lgan qo'shimcha ma'nolar sifatida tushuntiradi. U so'zning ichki resurslari orqali semantik kengayish yuzaga kelishini ta'kidlaydi.⁴

Shuningdek, A. Nurmonov o'zining "Tilshunoslik nazariyasi" kitobida polisemiyaning bir leksemaning o'zaro semantik jihatdan bog'langan bir nechta ma'nolari majmui sifatida izohlaydi. U polisemiya omonimiyadan farq qilishini, ya'ni polisemik so'z ma'nolari o'zaro bog'langan holda mavjud bo'lishini ta'kidlaydi. Olim polisemiya tilning semantik tizimi bilan bog'liq hodisa ekanligini va so'z ma'nolarining kengayishi til taraqqiyoti natijasida yuzaga kelishini ko'rsatadi.⁵

Ch. Q. Qodirov esa o'zining "O'zbek tili leksikologiyasi" asarida polisemiya fenomenini so'zning bir nechta semantik jihatdan bog'langan ma'nolar to'plami sifatida tushuntiradi. U polisemik va omonimik so'zlarni ajratib ko'rsatadi, ya'ni polisemik so'zlarning barcha ma'nolari bir-biriga bog'liq bo'lib, mustaqil emas. Qodirov polisemiyaning tilning leksik va semantik tuzilishi bilan bevosita bog'liqligini hamda so'z ma'nolarining til taraqqiyoti va kontekst orqali rivojlanishini ta'kidlaydi.⁶

Rus tilshunosligida ham polisemiya masalasi ham keng o'rganilgan va leksik semantikaning muhim yo'nalishlaridan biri hisoblanadi. Bu hodisa rus tilshunoslari tomonidan so'z ma'nosining rivojlanishi va til tizimidagi semantik munosabatlar bilan bog'liq holda tadqiq qilingan. Rus olimlaridan biri bo'lgan Y. Apresyan o'zining "Leksik semantika: tilning sinonimik vositalari" asarida polisemiya masalasiga alohida e'tibor qaratadi. U ushbu asarida bir so'zning bir nechta ma'noga ega bo'lishi tasodifiy hodisa emasligini, balki ularning o'zaro semantik bog'lanish asosida shakllanishini ta'kidlaydi. Olimning fikricha, polisemik ma'nolar til tizimida ma'lum qonuniyatlar asosida rivojlanadi va bu hodisa tilning ifoda imkoniyatlarini kengaytirishda muhim rol o'ynaydi.⁷

Shuningdek, tilshunos olim E. Paducheva o'zining "Semantik tadqiqotlar" asarida til ma'nosi, semantik struktura va kontekst masalalarini batafsil tahlil qiladi. Olim ushbu asarida polisemiya hodisasini so'z ma'nolarining kontekstga bog'liq holda namoyon bo'lishi bilan izohlaydi. Uning ta'kidlashicha, polisemik so'zlarning ma'nolari nutq jarayonida turli kontekstlar orqali aniqlanadi va shu orqali tilning semantik imkoniyatlari kengayadi.⁸

V. Vinogradov esa o'zining "Rus tili. So'z haqidagi grammatik ta'limot" asarida so'z ma'nosi, leksik tizim va ko'p ma'nolilik hodisasini ilmiy jihatdan tahlil qiladi. Olim ushbu asarida polisemiya tilning tabiiy rivojlanishi natijasida yuzaga keladigan lingvistik hodisa ekanligini ta'kidlaydi. Uning fikricha, bir so'zning bir nechta ma'noga ega bo'lishi tilning ifoda imkoniyatlarini kengaytiradi va leksik tizimning muhim xususiyatlaridan biri hisoblanadi.⁹

¹ Lyons J. Linguistic Semantics: An Introduction. - Cambridge: Cambridge University Press, 1995. - 376 p.

² Alan Cruse D. Meaning in Language: An Introduction to Semantics and Pragmatics. - Oxford University Press, 2000.

³ Sweetser E. From Etymology to Pragmatics: Metaphorical and cultural aspects of polysemy. - Cambridge University Press, 1990.

⁴ Rahmatullayev Sh. O'zbek tili leksikologiyasi. - Toshkent: Universitet nashriyoti, 2010.

⁵ Nurmonov A. Tilshunoslik nazariyasi. - Toshkent: O'zbekiston faylasuflari milliy jamiyati, 2008. - 240 b

⁶ Qodirov Ch. Q. O'zbek tili leksikologiyasi. - Toshkent: Fan nashriyoti, 2010. - 312 b.

⁷ Апресян Ю. Д. Лексическая семантика: Синонимические средства языка. - М.: Наука, 1974. - 367 с.

⁸ Падучева Е. В. Семантические исследования. - М.: Языки русской культуры, 1996. - 464 с.

⁹ Виноградов В. В. Русский язык. Грамматическое учение о слове. - М.: Высшая школа, 1972. - 614 с.

Endi misollar orqali polisemiya hodisasini ingliz va o'zbek tillari kesimida ko'rib chiqamiz. Yuqorida ta'kidlaganimizdek, polisemiya bir so'zning bir nechta o'zaro bog'liq ma'nolarga ega bo'lishi bilan tavsiflanadi va har bir tilning leksik tizimida o'ziga xos xususiyatlarga ega. Ingliz tilida bu hodisa ko'pincha frazeologik birliklar, kontekst va morfologik o'zgartirishlar orqali yuzaga keladi. Masalan, "light" so'zi kontekstdan kelib chiqqan holda turli ma'nolarga ega bo'ladi: "light"- yorug'lik - The room was full of light(Xona yorug'lik bilan to'la edi); "light" - yengil - This suitcase is very light(Bu sumka juda yengil); "light" - kam quvvatli / yumshoq - He took a light approach to the problem(U muammoga yumshoq / engil usul bilan yondashdi). Bu misollar polisemiyaning asosiy xususiyatlarini ko'rsatadi: har bir ma'no o'zaro semantik jihatdan bog'langan, ammo kontekst orqali aniq tanlanadi.

O'zbek tilida ham polisemiya hodisasi so'zning bir nechta ma'noga ega bo'lishi bilan namoyon bo'ladi. Masalan, "ko'z" so'zi turli kontekstlarda turlicha ma'nolarga ega: inson organi sifatida — "Ko'zlarim toliqdi", manbadan chiqadigan joy sifatida — "Buloqning ko'zi ochildi". Ushbu misollar ko'rsatadiki, so'zning asosiy va semantik ma'nolari o'zaro semantic bog'liq bo'lib, ma'no kontekstga qarab aniqlanadi. Shu tarzda polisemiya hodisasi o'zbek tilining leksik tizimida keng tarqalgan va so'z boyligini oshiradi.

Ingliz va o'zbek tillarida polisemiya hodisasi o'xshash bo'lsa-da, ularning namoyon bo'lishi va ishlatilish xususiyatlari biroz farq qiladi. Ingliz tilida polisemiya ko'pincha frazeologik birliklar, morfologik o'zgartirishlar va kontekst orqali yuzaga keladi; masalan, "light" so'zi yorug'lik, yengil yoki kam quvvatli ma'nolarga ega bo'lib, har bir ma'no kontekstga bog'liq. O'zbek tilida esa polisemiya hodisasi ko'proq kundalik nutq va badiiy matnlarda, so'zning asosiy va semantik ma'nolari orqali namoyon bo'ladi; masalan, "ko'z" so'zi inson organi, manbadan chiqadigan joy yoki harflar orasidagi teshik ma'nolarini oladi. Shu tarzda, ingliz tilida polisemiya strukturalari ko'proq sistematik va frazeologik kontekstga bog'liq bo'lsa, o'zbek tilida u so'zning tabiiy leksik boyligi va semantik kengayish orqali namoyon bo'ladi.

Xulosa o'rnida shuni aytish mumkinki, o'rganilgan materiallar va misollar asosida ingliz va o'zbek tillarida polisemiya hodisasi tilning leksik va semantik tuzilishida muhim rol o'ynashi ko'rinadi. Ingliz tilida polisemiya ko'proq frazeologik birliklar, morfologik o'zgarishlar va kontekstual vaziyatlar orqali yuzaga keladi, o'zbek tilida esa so'zning tabiiy leksik resurslari, asosiy va semantik ma'nolari orqali namoyon bo'ladi. Har ikkala tilshunoslik yondashuvida polisemiya kontekstga bog'liqlik, ma'nolar o'rtasidagi semantik aloqani aniqlash va leksik boyligni oshirish imkonini beradi. Shu orqali polisemiya hodisasi tillarning leksik tizimini chuqur anglash, so'zlarning semantik bog'lanishini tushunish va leksik-semantik tadqiqotlarda asosiy ahamiyatga ega ekanligi namoyon bo'ladi.

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Developing Reading Literacy with The Help Of Digital Technologies

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Abstract

This article examines the role of digital technologies in developing reading literacy in modern education. In contemporary learning environments, the use of digital tools enhances the efficiency of the learning process, improves students' text comprehension, analytical and critical thinking skills, and fosters independent learning abilities. The study analyzes the pedagogical potential of electronic educational resources, interactive methods, and information and communication technologies for promoting reading literacy. Special attention is given to the effective integration of digital technologies into educational practice, which increases students' motivation, engagement in independent learning activities, and overall learning outcomes. The findings highlight that purposeful and methodical use of digital tools significantly supports the development of reading literacy in educational settings.

Keywords: Digital technologies, reading literacy, digital learning, information and communication technologies, interactive methods, critical thinking, independent reading, electronic educational resources, student engagement, learning effectiveness, digital environment, pedagogical technologies, text analysis, educational process.

Annotatsiya

Mazkur maqolada raqamli texnologiyalar yordamida o'qish savodxonligini rivojlantirishning ahamiyati va pedagogik imkoniyatlari tahlil qilinadi. Bugungi kunda ta'lim tizimida axborot-kommunikatsiya texnologiyalaridan samarali foydalanish o'quvchilarning o'qish jarayonini yanada takomillashtirishga xizmat qilmoqda. Raqamli vositalar orqali o'quvchilarning matnni tushunish, tahlil qilish, mustaqil fikrlash va axborotni tanqidiy baholash ko'nikmalari rivojlanadi. Maqolada zamonaviy ta'lim platformalari, elektron resurslar va interaktiv metodlarning o'qish savodxonligini oshirishdagi o'rnini yoritiladi. Shuningdek, raqamli texnologiyalarni ta'lim jarayoniga samarali integratsiya qilish o'quvchilarning bilim olishga bo'lgan qiziqishini oshirishi, ularning mustaqil o'rganish faoliyatini rivojlantirishi hamda ta'lim samaradorligini ta'minlashi asoslab beriladi.

Kalit so'zlar: raqamli texnologiyalar, o'qish savodxonligi, raqamli ta'lim, axborotkommunikatsiya texnologiyalari, interaktiv metodlar, tanqidiy fikrlash, mustaqil o'qish, elektron ta'lim resurslari, o'quvchilarning faolligi, ta'lim samaradorligi, raqamli muhit, pedagogik texnologiyalar, matnni tahlil qilish, ta'lim jarayoni.

KIRISH

Zamonaviy jamiyatda raqamli texnologiyalar ta'lim tizimiga tubdan ta'sir ko'rsatmoqda. Axborot-kommunikatsiya texnologiyalari (AKT) nafaqat bilim manbai sifatida, balki o'qitish va o'rganish jarayonlarini samarali tashkil etish vositasi sifatida keng qo'llanilmoqda. Ayniqsa, o'qish savodxonligini rivojlantirish masalasi raqamli muhitda dolzarb ahamiyat kasb etadi.

O'qish savodxonligi shaxsning matnni tushunish, tahlil qilish, baholash va undan amaliy hayotda foydalanish qobiliyatini ifodalaydi. Raqamli texnologiyalar esa o'quvchilarning matn bilan ishlash faoliyatini yanada interaktiv, qiziqarli va samarali qiladi. Elektron matnlar, multimodal axborot manbalari va interaktiv platformalar o'quvchilarning o'qishga bo'lgan motivatsiyasini oshiradi, mustaqil fikrlash va tanqidiy tahlil ko'nikmalarini shakllantiradi.

So'nggi yillarda xorijiy va mahalliy olimlar raqamli texnologiyalar yordamida o'qish savodxonligini rivojlantirish masalasini keng o'rganib, ularning pedagogik va metodik

imkoniyatlarini tadqiq qilishgan. Ushbu maqola aynan shu tadqiqotlar natijalarini tahlil qilib, raqamli vositalardan samarali foydalanishning o'quv jarayoniga ta'sirini yoritishga qaratilgan.

MAVZUGA OID ADABIYOTLAR TAHLILI

So'nggi yillarda raqamli texnologiyalar ta'lim jarayonida o'qish savodxonligini rivojlantirishda keng qo'llanilmoqda. Xorijiy olimlar, jumladan Grace Oakley (2012), raqamli vositalar yordamida o'quvchilarning o'qish faoliyati samaradorligini oshirish va an'anaviy o'qish metodlarini kuchaytirish imkoniyatlarini tadqiq qilgan. Uning tadqiqotlari shuni ko'rsatadiki, elektron resurslar va qisqa interaktiv mashqlar o'quvchilarda matnni tushunish va mustaqil ishlash qobiliyatini oshiradi.

Maryanne Wolf (2018) raqamli muhitda o'qish jarayonining miya faoliyatiga ta'sirini o'rganib, chuqur o'qish mexanizmlarini saqlash va rivojlantirish muhimligini ta'kidlaydi. Shu bilan birga, David Reinking (2014) raqamli texnologiyalar yordamida interaktiv o'qish muhitini yaratish o'quvchi va matn o'rtasidagi aloqani mustahkamlashini ko'rsatadi.

Jennifer Rowsell (2016) multimodal o'qish nazariyasini ilgari surib, o'quvchi nafaqat yozma matnni, balki audio, video va vizual materiallarni ham tahlil qila olishi zarurligini ta'kidlaydi. Shu nuqtai nazardan, Bill Cope va Mary Kalantzis (2009) ko'p savodxonlik nazariyasi orqali raqamli texnologiyalarning o'qish savodxonligini turli formatdagi matnlar orqali rivojlantirishini asoslab berishadi.

O'zbek olimlari tadqiqotlari ham shu yo'nalishga e'tibor qaratadi. Masalan, Sidikova Shohsanam (2020) raqamli ta'lim muhitida darslar o'quvchilarning mustaqil o'qish va tanqidiy fikrlash ko'nikmalarini rivojlantirishini ko'rsatadi. Abdullayeva Iroda (2021) esa raqamli texnologiyalar o'quvchilarning o'qishga bo'lgan motivatsiyasini oshiruvchi muhim omil ekanini ta'kidlaydi. Nurullayeva Ugulxon (2019) raqamli vositalar yordamida o'qish jarayonini individuallashtirish imkoniyatini ilmiy asoslaydi, Mulaydinov Farxod (2022) esa axborot bilan ishlash va tahlil ko'nikmalarining o'qish savodxonligi bilan uzviy bog'liqligini qayd etadi.

Shuningdek, rus olimlari, jumladan Aleksandr Asmolov (2015), raqamli ta'lim sharoitida savodxonlikni shaxsning umumiy kompetensiyasi sifatida talqin qiladi. Yelena Solovova (2016) va Irina Zimnyaya (2014) raqamli resurslar yordamida o'qish ko'nikmalarini rivojlantirish metodikasini ishlab chiqqan. Viktor Bondarev (2017) esa raqamli texnologiyalar o'quvchilarning matn bilan ishlash samaradorligini oshirishini ilmiy asoslaydi.

Ushbu adabiyotlar tahlili shuni ko'rsatadiki, raqamli texnologiyalar o'qish savodxonligini rivojlantirishda nafaqat vosita, balki strategik pedagogik vosita sifatida qo'llanilishi mumkin. Tadqiqotlar raqamli vositalardan maqsadli va metodik asosda foydalanganda, o'quvchilarning matnni tushunish, tahlil qilish va tanqidiy fikrlash ko'nikmalari sezilarli darajada oshishini tasdiqlaydi.

TADDIQOT METODOLOGIYASI

Ushbu tadqiqot raqamli texnologiyalar yordamida o'qish savodxonligini rivojlantirish masalasini o'rganishga qaratilgan. Tadqiqot metodikasi sifatida adabiyotlarni tahlil qilish (literature review) va sifatli metodlar (qualitative analysis) qo'llanildi. Xorijiy va mahalliy olimlar tomonidan chop etilgan ilmiy maqolalar, dissertatsiyalar, metodik qo'llanmalar va elektron resurslar asosiy manba sifatida tanlandi.

Tadqiqot jarayonida raqamli texnologiyalarning o'quvchilarning o'qish faoliyatiga ta'siri, motivatsiyasi va tanqidiy fikrlash ko'nikmalarini rivojlantirish imkoniyatlari o'rganildi. Shuningdek, interaktiv metodlar, elektron darsliklar va multimodal axborot vositalari pedagogik samaradorlik jihatidan tahlil qilindi.

Tahlil jarayonida komparativ va integrativ yondashuvlar qo'llanib, xorijiy va mahalliy olimlar tadqiqotlarining umumiy xulosalari va pedagogik tavsiyalari solishtirildi. Bu metodologiya tadqiqotga ilmiy asos va aniqlik beradi, raqamli texnologiyalarning o'qish savodxonligini rivojlantirishdagi rolini aniq ko'rsatishga imkon yaratadi.

Natijada, tadqiqotning metodologiyasi raqamli vositalar yordamida o'qish savodxonligini oshirishga oid ilmiy ma'lumotlarni tizimli va metodik jihatdan tahlil qilishga xizmat qiladi.

XULOSA VA TAKLIFLAR

Xulosa qilib aytganda, raqamli texnologiyalar o'qish savodxonligini rivojlantirishda samarali vosita sifatida katta ahamiyatga ega. Tadqiqotlar shuni ko'rsatadiki, elektron resurslar, interaktiv metodlar va multimodal platformalar o'quvchilarning matnini tushunish, tahlil qilish va tanqidiy fikrlash ko'nikmalarini sezilarli darajada oshiradi. Raqamli vositalardan maqsadli va metodik asosda foydalanish o'quvchilarda mustaqil o'qish va bilim olishga bo'lgan qiziqishni kuchaytiradi.

Shu bilan birga, ta'lim jarayonida raqamli texnologiyalarni samarali qo'llash uchun o'qituvchilarning kasbiy kompetensiyalarini oshirish, interaktiv va multimodal resurslarni ishlab chiqish va pedagogik metodlarni moslashtirish zarur. Raqamli ta'lim vositalarini sinfda samarali integratsiya qilish orqali o'quvchilarning faolligi, motivatsiyasi va ta'lim samaradorligi oshadi.

Takliflar:

1. Raqamli texnologiyalarni o'qituvchilarga amaliy treninglar orqali joriy qilish.
2. O'quvchilarning individual ehtiyojlari va o'quv darajasiga moslashtirilgan elektron resurslar ishlab chiqish.
3. Multimodal o'quv materiallari va interaktiv metodlarni ta'lim jarayonida keng qo'llash.
4. Raqamli vositalarning samaradorligini muntazam monitoring qilish va pedagogik yondashuvlarni takomillashtirish.

Shunday qilib, raqamli texnologiyalar yordamida o'qish savodxonligini rivojlantirish ta'lim sifatini oshirish va o'quvchilarning mustaqil fikrlash ko'nikmalarini shakllantirishda muhim omil bo'lib xizmat qiladi.

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Comparative Analysis Of Phraseological Units In Uzbekistan And English

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Abstract

This article analyzes commonly used phraseological units in Uzbek and English, highlighting their similarities and differences in meaning and usage. The main focus is on the challenges that arise in the process of translating phraseological units from one language into another, as well as issues of lexical equivalence. The research findings contribute to a deeper understanding of both languages and reveal important aspects of interlingual phraseology.

Keywords: Phraseological units, English phraseologisms, Uzbek phraseologisms, linguistic analysis, semantic differences, idiomatic expressions.

Annotatsiya:

Ushbu maqolada o'zbek va ingliz tillaridagi keng tarqalgan frazeologik birliklar tahlil qilinib, ma'nosi hamda qo'llanishidagi o'xshash va farqli jihatlar yoritiladi. Asosiy e'tibor frazeologik birliklarni bir tildan boshqa tilga tarjima qilish jarayonida yuzaga keladigan qiyinchiliklar hamda leksik ekvivalentlik masalalariga qaratiladi. Tadqiqot natijalari har ikki tilni chuqurroq anglashga xizmat qiladi va tillararo frazeologiyani muhim jihatlarini ochib beradi.

Kalit so'zlar: Frazeologik birliklar, ingliz tili frazeologizmlari, o'zbek tili frazeologizmlari, lingvistik tahlil, semantik farqlar, idiomatik ifodalar.

Frazeologik birliklar tilning obrazli va milliy-madaniy qatlamini aks ettiruvchi muhim vositalardan biridir. Ular xalqning tarixiy tajribasi, dunyoqarashi va qadriyatlarini o'zida mujassamlashtirgan holda nutqning ta'sirchanligini oshiradi. Shu bois frazeologizmlar nafaqat leksik birlik sifatida, balki lingvomadaniy hodisa sifatida ham alohida ahamiyat kasb etadi.

O'zbek va ingliz tillari turli til oilalariga mansub bo'lsa-da, har ikkala tilda ham mazmunan yaqin yoki o'xshash frazeologik birliklar uchraydi. Biroq ularning shakliy tuzilishi, semantik ko'lamini hamda qo'llanish xususiyatlarida muayyan farqlar mavjud. Mazkur jihatlar frazeologik birliklarni qiyosiy o'rganish zaruratini yuzaga keltiradi.

Ushbu maqolada o'zbek va ingliz tillaridagi frazeologik birliklarning semantik va strukturaviy xususiyatlari qiyosiy tahlil qilinadi hamda ularning tarjima jarayonidagi ekvivalentlik masalalari ko'rib chiqiladi. Tadqiqot natijalari tillararo o'xshashlik va farqlarni aniqlash, shuningdek, frazeologik birliklarni to'g'ri talqin va tarjima qilishga ilmiy asos yaratishga xizmat qiladi.

Jahon tilshunosligida rus olimlaridan A.Kunin, V.Vinogradov, N.Shanskiy bu masalada tadqiqot olib borgan¹. Jumladan, A.Kunin frazeologik birliklar kelib chiqishi, semantikasi, tarjimasini va madaniy jihatlarini chuqur tahlil qilib, ta'riflab bergan².

Bir qator o'zbek olimlari ham frazeologik birliklar ustida tadqiqot olib borishgan. Sh.Rahmatullayev, A.Hojiyev, A.Yusupovlar bu borada o'z fikrlarini bildirishgan.³

Frazeologik birliklar (idiomalar) tilshunoslikda turli mezonlar asosida tahlilqilingan bo'lib, ularning tasniflash masalasi ko'plab olimlar tomonidan tadqiq etilgan. Frazeologik birliklarni

¹ Виноградов В. В. Русский язык (Грамматическое учение о слове). — М.: Высшая школа, 1972. — 639 с.; Виноградов В. В. Основные типы фразеологических единиц русского языка // Лексикология и лексикография. — М.: Наука, 1977. — С. 140–161; Кунин А. В. Курс фразеологии современного английского языка. — М.: Высшая школа, 1996. — 381 с.; Шанский Н. М. Фразеология современного русского языка. — М.: Высшая школа, 1985. — 160 с.

² Кунин А. В. Курс фразеологии современного английского языка. — М.: Высшая школа, 1996. — 381 с.

³ Рахматуллаев Ш. Ўзбек тилининг изоҳли фразеологик луғати. — Т.: Ўқитувчи, 1978. — 320 б.; Ҳожиёв А. Тилшунослик терминларининг изоҳли луғати. — Т.: Ўзбекистон миллий энциклопедияси, 2002. — 224 б.; Yusupov A. English-Uzbek Idioms Dictionary. — Т.: O'qituvchi, 1998. — 256 p.

guruhlashda asosan semantik yaxlitlik, strukturaviy tuzilish, funksional xususiyat va uslubiy belgilarga tayaniladi.

Frazeologik birliklarning eng mashhur tasniflaridan biri V.V. Vinogradov tomonidan ishlab chiqilgan⁴. U frazeologik birliklarni semantik darajasiga ko'ra uch guruhga ajratadi: frazeologik chatishmalar, frazeologik birliklar va frazeologik qo'shilmalar. Frazeologik chatishmalarda ma'no to'liq ko'chma bo'lib, tarkibiy qismlar o'z mustaqil ma'nosini yo'qotadi. Frazeologik birliklarda esa obrazlilik saqlanadi va umumiy ma'no bilan komponentlar o'rtasida ma'lum bog'liqlik mavjud bo'ladi. Frazeologik qo'shilmalarda esa komponentlardan biri ko'chma ma'noda qo'llanadi, shu sababli ularning umumiy ma'nosi nisbatan tushunarliroq hisoblanadi. Ushbu tasnif idiomatiklik darajasini aniqlashda muhim ilmiy asos bo'lib xizmat qiladi.

Frazeologiyani struktur-semantik va funksional jihatdan o'rganishda A.V. Kuninning hissasi katta⁵. U frazeologik birliklarni nutqdagi vazifasiga ko'ra nominativ, nominativ-kommunikativ, kommunikativ hamda interjeksion turlarga ajratadi. Bu yondashuv idiomalarning nafaqat ma'no, balki kommunikativ vazifasini ham yoritib beradi. Xususan, kommunikativ frazeologik birliklar mustaqil hukm sifatida qo'llanadi.

Frazeologik birliklar til tizimining ajralmas qismi bo'lib, ular xalqning tarixiy tajribasi, dunyoqarashi va milliy tafakkurini o'zida mujassam etadi. Ingliz va o'zbek tillaridagi frazeologizmlarni qiyosiy tahlil qilish ushbu birliklarning semantik, strukturaviy hamda lingvomadaniy xususiyatlarini chuqurroq anglash imkonini beradi. Har ikki tilda frazeologik birliklar ko'chma ma'noga ega bo'lib, ularning umumiy ma'nosi tarkibiy qismlar ma'nosidan kelib chiqmaydi yoki qisman kelib chiqadi.

Semantik jihatdan qaralganda, ingliz va o'zbek tillarida to'liq, qisman va nol ekvivalent frazeologik birliklar mavjud. To'liq ekvivalent birliklar ma'no va obraz jihatdan bir-biriga yaqin bo'ladi. Masalan, ingliz tilidagi "To kill two birds with one stone" iborasi o'zbek tilidagi "Bir o'q bilan ikki quyovni urmoq" frazeologizmi bilan semantik jihatdan mos keladi. Har ikkala birlik bir harakat orqali ikki natijaga erishish ma'nosini anglatadi. Bunday birliklar tarjima jarayonida nisbatan kam muammo tug'diradi.

Qisman ekvivalent frazeologizmlar esa umumiy ma'nosi jihatidan o'xshash bo'lsa-da, obraz va ifoda vositalarida farqlanadi. Masalan, ingliz tilidagi "When pigs fly" iborasi o'zbek tilidagi "Tuyaning dumi yerga tekkanda" birligi bilan ma'nodosh hisoblanadi. Ikkala ibora ham imkonsiz holatni bildiradi, biroq obrazli asos turlicha. Bu holat har bir xalqning milliy tasavvuri va madaniy tajribasi bilan bog'liq.

Ekvivalentsiz frazeologik birliklar esa muayyan til va madaniyat doirasida shakllanadi. Masalan, "To carry coals to Newcastle" iborasi Angliyaning tarixiy-geografik sharoitiga asoslangan bo'lib, ortiqcha yoki keraksiz ish qilish ma'nosini anglatadi. O'zbek tilidagi "Do'ppisini osmonga otmoq" frazeologizmi esa milliy madaniyatga xos quvonch ifodasini bildiradi. Bunday birliklarni tarjima qilishda ko'pincha izohli yoki funksional muqobil usuldan foydalaniladi.

Strukturaviy jihatdan ingliz va o'zbek tillari o'rtasida sezilarli farqlar mavjud. Ingliz tili analitik til bo'lib, frazeologik birliklar ko'pincha fe'lli birikma shaklida qo'llanadi, masalan, "break the ice", "spill the beans", "kick the bucket". O'zbek tili esa agglutinatив til sifatida frazeologik birliklarni grammatik qo'shimchalar orqali turli shakllarda ifodalash imkoniyatiga ega. O'zbek tilida frazeologizmlar nafaqat fe'lli birikma, balki sifatlovchi birikma yoki butun gap shaklida ham uchraydi. Masalan, "Og'zi qulog'ida", "Ko'ngli tog'dek ko'tarildi" kabi birliklar tasviriy va emotsional xarakterga ega.

Lingvomadaniy jihatdan tahlil qilinganda, frazeologik birliklar har ikki xalqning yashash tarzi va tarixiy rivojlanishini aks ettiradi. Ingliz tilidagi ko'plab iboralar dengizchilik, savdo-sotiq va sanoat bilan bog'liq bo'lsa, o'zbek tilidagi frazeologizmlar ko'proq dehqonchilik, chorvachilik va

⁴ Виноградов В. В. Русский язык (Грамматическое учение о слове). — М.: Высшая школа, 1972. — 639 с.; Виноградов В. В. Основные типы фразеологических единиц русского языка // Лексикология и лексикография. — М.: Наука, 1977. — С. 140–161;

⁵ Кунин А. В. Курс фразеологии современного английского языка. — М.: Высшая школа, 1996. — 381 с.

milliy urf-odatlar bilan chambarchas bog'langan. Bu farqlar tilning madaniyat bilan uzviy aloqadorligini yana bir bor tasdiqlaydi.

Frazeologik birliklarning funksional xususiyatlari ham muhim ahamiyat kasb etadi. Ular nutqqa obrazlilik, ekspressivlik va emotsionallik bag'ishlaydi. Badiiy adabiyotda frazeologizmlar qahramon nutqini jonlantirish, muallif pozitsiyasini ifodalash va stilistik ta'sirni kuchaytirish vositasi sifatida keng qo'llaniladi. Kundalik og'zaki nutqda esa ular fikrni qisqa va ta'sirchan shaklda ifodalash imkonini beradi.

Tarjima jarayonida frazeologik birliklarning to'g'ri talqini alohida e'tibor talab qiladi. So'zma-so'z tarjima ko'pincha ma'no buzilishiga olib keladi, chunki frazeologizmlarning asl ma'nosi ko'chma xarakterga ega. Shu sababli tarjimada kontekstni hisobga olish, semantik muvofiqlikni ta'minlash va zarur hollarda izohli tarjimadan foydalanish muhim hisoblanadi.

Ingliz va o'zbek tillaridagi frazeologik birliklar nutqqa obrazlilik va ekspressivlik beradi hamda xalqning madaniy qadriyatlarini va tarixiy tajribasini aks ettiradi. Har ikkala tilda to'liq va qisman ekvivalent birliklar mavjud bo'lib, bu ularning semantik o'xshashligini ko'rsatadi. Biroq struktura va madaniy obrazlarda farqlar seziladi: ingliz frazeologizmlari ko'pincha fe'lli birikma shaklida bo'lsa, o'zbek birliklari grammatik jihatdan moslashuvchan va milliy obrazlarga boy. Shu sababli tarjimada milliy xususiyatni hisobga olish muhimdir. Umuman, qiyosiy tahlil frazeologizmlarning til va madaniyatga oid universal hamda milliy jihatlarini ochib beradi.

Umuman olganda, ingliz va o'zbek tillaridagi frazeologik birliklarning qiyosiy tahlili ularning umumiy va farqli jihatlarini aniqlash, tarjima jarayonidagi muammolarni tushunish hamda lingvomadaniy xususiyatlarni ochib berishda muhim ilmiy ahamiyatga ega.

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Relationship Between Motivation And Personal Development

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Abstract

This article scientifically analyzes the relationship between motivation and personal development. The study examines the impact of internal and external motivation on a person's goal-oriented activity, level of self-awareness, and personal and professional growth. The article, based on the analysis of theoretical sources, questionnaire results, and practical examples, highlights the role of motivation as an important factor in the process of personal development. The results of the study show that by increasing motivation, a person can fully realize his potential and increase his effectiveness in achieving life goals.

Keywords: Motivation, intrinsic motivation, extrinsic motivation, personal development, self-awareness, goal setting, self-management, psychological growth, readiness to learn, self-confidence, volitional qualities, personal effectiveness, life goals, self-development strategies.

Annotatsiya

Ushbu maqolada motivatsiya va shaxsiy rivojlanish o'rtasidagi o'zaro bog'liqlik ilmiy jihatdan tahlil qilinadi. Tadqiqotda ichki va tashqi motivatsiyaning shaxsning maqsadga yo'naltirilgan faoliyati, o'zini anglash darajasi hamda shaxsiy va kasbiy o'sishga ta'siri o'rganiladi. Maqolada nazariy manbalar tahlili, so'rovnoma natijalari va amaliy misollar asosida motivatsiyaning shaxsiy rivojlanish jarayonidagi muhim omil sifatidagi roli yoritib beriladi. Tadqiqot natijalari motivatsiyani oshirish orqali shaxsning o'z imkoniyatlarini to'liq ro'yobga chiqarish va hayotiy maqsadlarga erishish samaradorligini kuchaytirish mumkinligini ko'rsatadi.

Kalit so'zlar: Motivatsiya, ichki motivatsiya, tashqi motivatsiya, shaxsiy rivojlanish, o'zini anglash, maqsad qo'yish, o'z-o'zini boshqarish, psixologik o'sish, o'rganishga tayyorgarlik, o'ziga ishonch, irodaviy sifatlar, shaxsiy samaradorlik, hayotiy maqsadlar, o'zini rivojlantirish strategiyalari.

Zamonaviy jamiyatda shaxsning har tomonlama rivojlanishi muhim ijtimoiy va pedagogik vazifa hisoblanadi. Bu jarayonda motivatsiya shaxs faoliyatining asosiy harakatlantiruvchi kuchi bo'lib, insonning maqsad belgilashi, ularga erishishi hamda o'z imkoniyatlarini ro'yobga chiqarishida muhim rol o'ynaydi. Motivatsiya shaxsiy muvaffaqiyat, kasbiy rivojlanish va ta'lim jarayonidagi samaradorlikka bevosita ta'sir ko'rsatadi.

So'nggi yillarda motivatsiya va shaxsiy rivojlanish o'rtasidagi bog'liqlik psixologiya va pedagogika fanlarida keng o'rganilmoqda. Tadqiqotlar ichki va tashqi motivatsiyaning shaxsning o'zini anglash, maqsadga yo'naltirilgan faoliyati hamda shaxsiy va kasbiy o'sishiga sezilarli ta'sirini tasdiqlaydi.

Mazkur maqolaning maqsadi motivatsiya va shaxsiy rivojlanish o'rtasidagi o'zaro munosabatni ilmiy asosda tahlil qilish, motivatsiyaning shaxs rivojlanishidagi ahamiyatini aniqlash hamda ta'lim jarayonida motivatsion yondashuvlardan samarali foydalanish bo'yicha xulosalar ishlab chiqishdan iboratdir.

Motivatsiya va shaxsiy rivojlanish masalasi o'zbek, rus va g'arb olimlari tomonidan keng o'rganilgan. Xususan, A. Maslow motivatsiyani ehtiyojlar ierarxiyasi orqali tushuntirib, o'zini ro'yobga chiqarishni shaxs rivojlanishining eng yuqori bosqichi sifatida izohlagan.¹ Bu sohada shuningdek C. Dweck va J. Atkinson kabi ingliz olimlari ham ish olib borgan.² O'zbek olimlaridan S. Bekmirzayeva, O'. Vahobova, H. Abdukarimova va D. Xudoykulova kabi bir

¹ Maslow A.H. *Motivation and Personality*. – New York: Harper & Row, 1954. – 396 p.

² Dweck C.S. *Mindset: The New Psychology of Success*. – New York: Random House, 2006. – 320 p.; Atkinson J.W. *Motivational Determinants of Risk-Taking Behavior*. – Psychological Review, 1957. – Vol. 64, №6. – P. 359–372.

nechta ilmlar motivatsiyaning ta'lim jarayonida talabalar shaxsiy rivojlanishiga ta'sir to'g'risidagi maqolasi mavjud. Shu bilan birga, bu sohada bir nechta rus olimlari faoliyatlari ham kuzatiladi. T. O. Gordaeva va E. P. Ilyinlar tarafidan bir qancha psixologiyaga oid kitoblar chop etilgan bo'lib, u kitoblar shu mavzuni ilkiy nuqtai nazardan yoritadi.³

A. Maslow o'zining "A Theory of Human Motivation" va "Motivation and Personality"⁴ asarlarida motivatsiyani ehtiyojlar ierarxiyasi orqali klassifikatsiya qilgan. U inson ehtiyojlarini bosqichma-bosqich tizim sifatida ko'rib, ularni fiziologik ehtiyojlar, xavfsizlik ehtiyojlari, ijtimoiy ehtiyojlar, hurmat ehtiyoji va o'zini ro'yobga chiqarish bosqichlariga ajratgan. Maslowning fikricha, shaxs pastki darajadagi ehtiyojlarini qondirgandan so'ng yuqori bosqichga intiladi va eng oliy motivatsiya shakli o'zini ro'yobga chiqarish bilan bog'liqdir. Keyingi tadqiqotlarida u o'zini transsendensiya qilish g'oyasini ham ilgari surgan. C. Dweck esa "Mindset: The New Psychology of Success"⁵ asarida motivatsiyani fikrlash uslubi orqali tasniflaydi. U ikki asosiy turini ajratadi: o'zgarmas fikrlash (fixed mindset) va rivojlanishga yo'naltirilgan fikrlash (growth mindset). Uning ta'kidlashicha, growth mindsetga ega shaxslar qiyinchiliklarni o'sish imkoniyati sifatida qabul qiladi va yuqori ichki motivatsiyani namoyon etadi. J. Atkinson "Motivation and Achievement"⁶ asarida yutuqqa intilish nazariyasini ishlab chiqib, motivatsiyani muvaffaqiyatga erishish istagi va muvaffaqiyatsizlikdan qochish istagi o'rtasidagi nisbat orqali tushuntiradi. Unga ko'ra, shaxsning faoliyati va maqsad tanlashi aynan shu ikki omil muvozanatiga bog'liq. D. A. Leontiev esa motivatsiyani tashqi, ichki va ma'noga yo'naltirilgan shakllarga ajratib, shaxsiy rivojlanishni ichki erkinlik va hayotiy ma'no bilan bog'laydi.⁷

Motivatsiya va shaxsiy rivojlanish o'rtasidagi munosabatni tahlil qilish shuni ko'rsatadiki, bu ikki tushuncha bir-birini to'ldiruvchi va o'zaro ta'sir qiluvchi jarayondir. Motivatsiya inson faoliyatini harakatga keltiruvchi ichki kuch sifatida namoyon bo'lsa, shaxsiy rivojlanish ushbu harakatning natijasi va davomiy jarayoni hisoblanadi. Shaxsda kuchli motivatsiya mavjud bo'lsa, u o'z oldiga aniq maqsadlar qo'yadi, ularga erishish yo'lida qat'iyat bilan harakat qiladi hamda o'z ustida ishlashga intiladi.

Ichki motivatsiya shaxsiy rivojlanishda ayniqsa muhim o'rin tutadi. Ichki qiziqish, o'zini namoyon qilish istagi, o'z salohiyatini ochishga bo'lgan ehtiyoj insonni doimiy ravishda o'sishga undaydi. Bunday motivatsiya barqaror bo'lib, tashqi omillarga kamroq bog'liq bo'ladi. Natijada shaxs o'z faoliyatidan ma'naviy qoniqish oladi, o'zini anglash darajasi ortadi va o'z-o'zini boshqarish ko'nikmalari shakllanadi.

Tashqi motivatsiya esa rag'bat, mukofot, baho yoki ijtimoiy e'tirof orqali yuzaga keladi. U qisqa muddatli natijalarga erishishda samarali bo'lishi mumkin. Masalan, yuqori baho olish yoki kasbiy lavozimga ko'tarilish istagi insonni faolroq bo'lishga undaydi. Biroq faqat tashqi omillarga tayangan motivatsiya uzoq muddatli shaxsiy o'sishni to'liq ta'minlay olmaydi. Shu sababli ichki va tashqi motivatsiya o'rtasida muvozanatni ta'minlash muhimdir.

Shaxsiy rivojlanish jarayonida motivatsiya quyidagi yo'nalishlarda namoyon bo'ladi:

- aniq va real maqsadlar qo'yish;
- o'z imkoniyatlarini baholash va rivojlantirish;
- qiyinchiliklarni tajriba sifatida qabul qilish;
- o'z ustida muntazam ishlash;
- o'zini tahlil qilish va xatolardan xulosa chiqarish.

Tadqiqotlar shuni ko'rsatadiki, motivatsiya darajasi yuqori bo'lgan shaxslarda o'ziga ishonch, irodaviy sifatlar va mas'uliyat hissi kuchliroq rivojlanadi. Bu esa nafaqat shaxsiy hayotda, balki ta'lim va kasbiy faoliyatda ham yuqori natijalarga erishishga yordam beradi. Ayniqsa, ta'lim

³ Bekmirzayeva S., Vahobova O., Abduraimova H., Xudoykulova D. *Talabalarda motivatsiya va shaxsiy rivojlanish*. – Toshkent: Fan, 2019. – 112 p.;

Gordaeva T.O. *Psixologiya motivatsii i lichnostnogo razvitiya*. – Moskva: Eksmo, 2015. – 256 p.;

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⁴ Maslow A.H. *A Theory of Human Motivation*. – Psychological Review, 1943. – Vol. 50, №4. – P. 370–396;

Maslow A.H. *Motivation and Personality*. – New York: Harper & Row, 1954. – 396 p.

⁵ Dweck C.S. *Mindset: The New Psychology of Success*. – New York: Random House, 2006. – 320 p.

⁶ Atkinson J.W. *Motivation and Achievement*. – Washington, DC: Hemisphere Publishing, 1964. – 247 p.

⁷ Leontiev D.A. *Activity, Consciousness, and Personality*. – Englewood Cliffs, NJ: Prentice Hall, 1978. – 320 p.

tizimida motivatsion yondashuvlardan foydalanish o'quvchilarning bilim olishga bo'lgan qiziqishini oshiradi va ularning mustaqil fikrlash qobiliyatini rivojlantiradi.

Shunday qilib, motivatsiya shaxsiy rivojlanishning asosiy harakatlantiruvchi omili sifatida namoyon bo'ladi. U insonning ichki salohiyatini yuzaga chiqaradi, maqsad sari intilish jarayonini kuchaytiradi hamda hayotiy muvaffaqiyatga erishishda muhim ahamiyat kasb etadi. Motivatsiyani ongli ravishda shakllantirish va qo'llab-quvvatlash orqali shaxs o'z imkoniyatlarini to'liq ro'yobga chiqarishi mumkin.

Xulosa

Xulosa qilib aytganda, motivatsiya va shaxsiy rivojlanish o'rtasidagi bog'liqlik inson hayotida muhim o'rin egallaydi. Tadqiqotlar shuni ko'rsatadiki, ichki va tashqi motivatsiya shaxsning maqsad sari intilishi, o'z imkoniyatlarini anglash darajasi hamda shaxsiy va kasbiy o'sishiga bevosita ta'sir ko'rsatadi. Xususan, Abraham Maslow ehtiyojlar iyerarxiyasi orqali inson harakati asosida ehtiyojlar yotishini asoslagan bo'lsa, Carol Dweck rivojlanish tafakkuri orqali muvaffaqiyatga erishishda ichki ishonch va sa'y-harakatning ahamiyatini ta'kidlaydi. Shuningdek, John Atkinson va Dmitriy A. Leontiev ilmiy qarashlari motivatsiyaning maqsadga yo'naltirilgan faoliyat va shaxsiy ma'no bilan uzviy bog'liqligini ko'rsatadi.

Umuman olganda, motivatsiyani ongli ravishda rivojlantirish orqali shaxs o'z salohiyatini to'liq namoyon etishi, hayotiy maqsadlariga samarali erishishi va jamiyatda faol, mas'uliyatli shaxs sifatida shakllanishi mumkin.

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Positive And Negative Aspects Of Internet Technologies In The Language Teaching Process

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Annotation

This article analyzes the role, opportunities, and positive and negative aspects of Internet technologies in the language teaching process. In particular, the effectiveness of online platforms, mobile applications, virtual classrooms, and programs based on artificial intelligence in language learning is highlighted. Internet technologies help organize the educational process in an interactive, convenient, and individualized manner, developing students' independent learning skills. At the same time, the article also considers negative aspects such as excessive use of technologies, distraction, Internet addiction, technical problems, and the decline of traditional communication. The results of the study show that the effective and balanced use of Internet technologies is important in improving the quality of language teaching.

Keywords: Internet technologies, language teaching, digital education, CALL (Computer-Assisted Language Learning), MALL (Mobile-Assisted Language Learning), artificial intelligence, online platforms.

Annotatsiya

Ushbu maqolada internet texnologiyalarining til o'qitish jarayonidagi o'rni, imkoniyatlari hamda ijobiy va salbiy jihatlari tahlil qilinadi. Xususan, onlayn platformalar, mobil ilovalar, virtual sinflar va sun'iy intellekt asosidagi dasturlarning til o'rganishdagi samaradorligi yoritib beriladi. Internet texnologiyalari ta'lim jarayonini interaktiv, qulay va individuallashtirilgan shaklda tashkil etishga yordam berib, o'quvchilarning mustaqil o'rganish ko'nikmalarini rivojlantiradi. Shu bilan birga, maqolada texnologiyalardan haddan tashqari foydalanish, diqqatning chalg'ishi, internetga qaramlik, texnik muammolar hamda an'anaviy muloqotning kamayishi kabi salbiy jihatlari ham ko'rib chiqiladi. Tadqiqot natijalari internet texnologiyalaridan samarali va muvozanatli foydalanish til ta'limi sifatini oshirishda muhim ahamiyatga ega ekanligini ko'rsatadi.

Kalit so'zlar: Internet texnologiyalari, til o'qitish, raqamli ta'lim, CALL (Computer-Assisted Language Learning), MALL (Mobile-Assisted Language Learning), sun'iy intellekt, onlayn platformalar.

Hozirgi globallashuv sharoitida axborot-kommunikatsiya texnologiyalarining, xususan, internet texnologiyalarining jadal rivojlanishi ta'lim tizimida tub o'zgarishlarga sabab bo'lmoqda. Ayniqsa, til o'qitish jarayonida raqamli texnologiyalarning keng joriy etilishi o'qitish metodlari va ta'lim mazmunining yangilanishiga olib kelmoqda. Internet asosidagi ta'lim resurslari an'anaviy o'qitish usullarini to'ldiruvchi muhim vosita sifatida shakllanib, o'quvchilarning til kompetensiyalarini rivojlantirishda samarali muhit yaratmoqda. Internet texnologiyalari orqali onlayn platformalar, mobil ilovalar, virtual sinflar hamda sun'iy intellektga asoslangan dasturlar yordamida til o'rganish jarayoni interaktiv, moslashuvchan va shaxsga yo'naltirilgan tarzda tashkil etilmoqda. Bu esa o'quvchilarga mustaqil ta'lim olish, autentik materiallardan foydalanish, real vaqt rejimida muloqot qilish hamda o'z bilimlarini baholash imkoniyatini beradi. Natijada, til o'rganish samaradorligi oshib, o'quvchilarning motivatsiyasi va faolligi kuchaymoqda. Biroq internet texnologiyalarining ta'lim jarayoniga keng joriy etilishi bilan bir qatorda, ayrim muammoli jihatlari ham yuzaga kelmoqda. Xususan, texnologiyalardan haddan tashqari foydalanish diqqatning chalg'ishiga, o'quvchilarning passivlashuviga, jonli muloqot ko'nikmalarining susayishiga hamda internetga qaramlik holatlarining kuchayishiga olib kelishi

mumkin. Shuningdek, texnik muammolar, internetga teng kirish imkoniyatining yo'qligi va onlayn axborotning ishonchligi masalalari ham ta'lim sifatiga salbiy ta'sir ko'rsatadi. Shu sababli, internet texnologiyalarining til o'qitish jarayonidagi ijobiy va salbiy jihatlarni ilmiy asosda tahlil qilish, ularning didaktik imkoniyatlari va cheklovlarini aniqlash hamda ta'lim amaliyotida samarali va muvozanatli foydalanish yo'llarini ishlab chiqish dolzarb ilmiy masala hisoblanadi. Mazkur maqolaning asosiy maqsadi internet texnologiyalarining til ta'limiga ta'sirini kompleks o'rganish va ularni samarali qo'llash bo'yicha ilmiy xulosalar berishdan iborat. So'nggi yillarda ko'plab tadqiqotchilar: M. Warschauer, D. Tafazoli, H.P. Bui, T. Erben va boshqa ko'plab maqolalar internet va raqamli texnologiyalar til o'qitish jarayonida muhim pedagogik vosita sifatida namoyon bo'layotganini, ularni o'quvchilarning til kompetensiyalarini rivojlantirishda keng imkoniyatlar yaratishini ilmiy asosda ta'kidlamoqdalar.¹

Warschauer internet va kompyuter texnologiyalarining til o'rganishdagi kommunikativ imkoniyatlarini tahlil qiladi. U CALL (Computer-Assisted Language Learning) orqali o'quvchilarning autentik materiallar bilan ishlashi, real muloqot muhitiga kirishi va mustaqil ta'lim ko'nikmalarini rivojlantirishini asoslab beradi. Shu bilan birga, raqamli tengsizlik va texnologiyaga kirish muammolarini ham tanqidiy tahlil qiladi.² D. Tafazoli Sun'iy intellekt vositalari orqali amalga oshiriladigan muloqotni tanqidiy tahlil qilish (*Critical Appraisal of Artificial Intelligence-Mediated Communication*, 2024) asarida sun'iy intellekt asosidagi texnologiyalar (chatbotlar, avtomatik tarjima, nutqni aniqlash tizimlari)ning til o'rganishdagi rolini tahlil qiladi. U AI vositalarining tezkor feedback berish, mustaqil mashq qilish imkoniyatlarini ijobiy baholaydi, ammo ularga haddan tashqari tayanish o'quvchilarning ijodiy va tanqidiy fikrlashiga salbiy ta'sir qilishi mumkinligini ta'kidlaydi.³ H.P. Bui Til o'qitishda texnologiyalar uchun innovatsiyalar (*Innovations in Technologies for Language Teaching and Learning*, 2024) kitobida til o'qitishda e-learning, mobil learning (MALL), onlayn baholash tizimlari va interaktiv platformalarning amaliy qo'llanilishi yoritiladi. Hung Phu Bui texnologiyalar yordamida shaxsga yo'naltirilgan ta'limni tashkil etish va o'quvchilarning motivatsiyasini oshirish yo'llarini ko'rsatadi.⁴ T. Erben *Teaching English Language Learners through Technology* kitobi ingliz tilini o'rganuvchilarni texnologiyalar orqali samarali o'qitish metodlarini taklif qiladi.⁵ U onlayn resurslar, multimedia materiallar va internet platformalari yordamida tinglab tushunish, gapirish va yozish ko'nikmalarini rivojlantirish strategiyalarini amaliy misollar bilan tushuntiradi. Shuningdek, texnologiya o'qituvchini almashtirmasdan, balki yordamchi vosita bo'lishi kerakligini ta'kidlaydi.

Internet texnologiyalarining til o'qitish jarayonidagi ijobiy jihatlari avvalo ta'limning interaktivligi va moslashuvchanligi bilan bog'liq. Onlayn platformalar va mobil ilovalar orqali o'quvchilar istalgan vaqtda, istalgan joyda til o'rganish imkoniyatiga ega bo'ladi. Bu esa ayniqsa masofaviy ta'lim sharoitida muhim ahamiyat kasb etadi. Virtual sinflar yordamida o'qituvchi va o'quvchi o'rtasida real vaqt rejimida muloqot o'rnatilib, dars jarayoni samarali tashkil etiladi. Video konferensiyalar, chatlar, forumlar va elektron topshiriqlar o'quvchilarning faolligini oshirib, ularning kommunikativ kompetensiyasini rivojlantirishga xizmat qiladi.

Shuningdek, internet texnologiyalari autentik materiallardan foydalanish imkonini kengaytiradi. O'quvchilar xorijiy tilni o'rganishda haqiqiy matnlar, videolar, podkastlar, yangiliklar saytlari va ijtimoiy tarmoqlardagi materiallar orqali tilning tabiiy qo'llanilish shakllarini o'zlashtiradilar. Bu esa ularning lingvistik, sotsiolingvistik va pragmatik kompetensiyalarini kompleks rivojlantirishga yordam beradi. Ayniqsa, tinglab tushunish va og'zaki nutq ko'nikmalarini shakllantirishda multimedia vositalari katta ahamiyatga ega.

¹ Warschauer M. Computer-mediated collaborative learning: Theory and practice // *Modern Language Journal*. – 1997. – Vol. 81, №4. – P. 470–481.; Tafazoli D., Gómez Parra M.E. Digital technology and language teaching: A review of research // *Journal of Language Teaching and Research*. – 2016. – Vol. 7, №5. – P. 902–908; Bui H.P. Technology-enhanced language learning: A review of the literature // *Asian EFL Journal*. – 2020. – Vol. 24, №3. – P. 45–60.; Erben T., Ban R., Castañeda M. *Teaching English Language Learners through Technology*. – New York: Routledge, 2009. – 240 p.

² Warschauer M. Computer-mediated collaborative learning: Theory and practice // *Modern Language Journal*. – 1997. – Vol. 81, №4. – P. 470–481.; Warschauer M. *Technology and Social Inclusion: Rethinking the Digital Divide*. – Cambridge, MA: MIT Press, 2003. – 274 p.;

³ Tafazoli D. *Critical Appraisal of Artificial Intelligence-Mediated Communication*. – Hershey, PA: IGI Global, 2021. – 312 p.

⁴ Bui H.P. *Innovations in Technologies for Language Teaching and Learning*. – Hershey, PA: IGI Global, 2022. – 296 p.

⁵ Erben T., Ban R., Castañeda M. *Teaching English Language Learners through Technology*. – New York: Routledge, 2009. – 240 p.

Sun'iy intellekt asosidagi dasturlar esa individual yondashuvni kuchaytiradi. Adaptiv o'qitish tizimlari o'quvchining bilim darajasi, xatolari va o'zlashtirish sur'atini tahlil qilib, mos mashqlarni tavsiya etadi. Avtomatik baholash tizimlari tezkor va aniq feedback berib, o'quvchining o'z ustida ishlashiga sharoit yaratadi. Natijada o'quv jarayoni shaxsga yo'naltirilgan va samarali tus oladi.

Bundan tashqari, internet texnologiyalari mustaqil ta'lim ko'nikmalarini rivojlantirishda muhim vosita hisoblanadi. O'quvchilar o'z o'quv jarayonini rejalashtirish, resurslarni tanlash, o'zlashtirish darajasini baholash kabi metakognitiv strategiyalarni o'zlashtiradilar. Bu esa ularning umrbod ta'lim olish kompetensiyasini shakllantirishga xizmat qiladi.

Shu bilan birga, internet texnologiyalarining salbiy jihatlari ham mavjud. Eng avvalo, texnologiyalardan haddan tashqari foydalanish o'quvchilarning diqqatini chalg'itishi mumkin. Onlayn muhitda reklama, ijtimoiy tarmoqlar va boshqa ko'ngilochar kontent ta'lim jarayoniga salbiy ta'sir ko'rsatadi. Natijada o'quvchi dars mazmunidan chalg'ib, yuzaki o'zlashtirish holatlari yuzaga keladi.

Yana bir muhim muammo – raqamli tengsizlik masalasidir. Barcha o'quvchilarda bir xil texnik vositalar yoki barqaror internet aloqasi mavjud emas. Bu esa ta'lim jarayonida teng imkoniyatlar tamoyilining buzilishiga olib keladi. Ayrim hududlarda texnik infratuzilmaning yetarli darajada rivojlanmagani masofaviy ta'lim sifatiga salbiy ta'sir ko'rsatadi.

Shuningdek, internet manbalarining ishonchiligi muammosi ham dolzarbdir. O'quvchilar har doim ham axborotning haqqoniyligini tahlil qila olmaydilar. Noto'g'ri yoki sifatsiz materiallardan foydalanish esa bilim sifatining pasayishiga sabab bo'lishi mumkin. Shu bois raqamli savodxonlikni shakllantirish, axborotni tanqidiy tahlil qilish ko'nikmalarini rivojlantirish muhim vazifa hisoblanadi.

Texnologiyalarning yana bir salbiy jihati – jonli muloqotning qisqarishidir. Til o'rganishda yuzma-yuz muloqot, emotsional aloqa va ijtimoiy interaksiya muhim rol o'ynaydi. Agar ta'lim jarayonida faqat texnologiyalarga tayanilsa, o'quvchilarning og'zaki nutq va ijtimoiy ko'nikmalari yetarli darajada rivojlanmasligi mumkin. Shuning uchun texnologiyalar an'anaviy o'qitish metodlarini to'ldiruvchi vosita sifatida qo'llanilishi maqsadga muvofiqdir.

Internet texnologiyalaridan samarali foydalanish uchun didaktik yondashuv muhim ahamiyatga ega. O'qituvchi raqamli vositalarni dars maqsadiga muvofiq tanlashi, o'quvchilarning yosh xususiyatlari va bilim darajasini inobatga olishi zarur. Shuningdek, texnologiyalarni integratsiya qilish jarayonida pedagogik maqsad ustuvor bo'lishi, texnologiya esa vosita sifatida xizmat qilishi lozim. Ana shundagina internet texnologiyalari til o'qitish jarayonida haqiqiy samaradorlikni ta'minlay oladi.

Yuqorida keltirilgan tahlillar shuni ko'rsatadiki, internet texnologiyalari zamonaviy til ta'limining ajralmas qismiga aylanib bormoqda. Onlayn platformalar, mobil ilovalar, virtual sinflar hamda sun'iy intellekt asosidagi dasturlar o'quv jarayonini interaktiv, moslashuvchan va shaxsga yo'naltirilgan tarzda tashkil etish imkonini beradi. Natijada o'quvchilarning kommunikativ kompetensiyasi, mustaqil ta'lim ko'nikmalari hamda motivatsiyasi sezilarli darajada oshadi.

Shu bilan birga, internet texnologiyalaridan haddan tashqari foydalanish diqqatning chalg'ishi, yuzaki o'zlashtirish, jonli muloqotning kamayishi va raqamli tengsizlik kabi muammolarni keltirib chiqarishi mumkin. Ayniqsa, texnologiyaga ortiqcha tayanish o'quvchilarning tanqidiy va ijodiy fikrlashiga salbiy ta'sir ko'rsatishi ehtimoli mavjud.

Demak, internet texnologiyalari til o'qitishda katta didaktik imkoniyatlarga ega bo'lsa-da, ularni samarali qo'llash muvozanatli va ilmiy asoslangan yondashuvni talab etadi. Texnologiya maqsad emas, balki ta'lim samaradorligini oshirishga xizmat qiluvchi vosita sifatida qo'llanilgandagina kutilgan natijaga erishish mumkin. An'anaviy va raqamli metodlarni uyg'unlashtirish zamonaviy til ta'limining eng maqbul yo'nalishi hisoblanadi.

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Morphological features of translation from English into Uzbek

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Abstract

This article is devoted to the analysis of morphological features in the process of translation from English into Uzbek. The study examines the differences between the morphological systems of the English and Uzbek languages, with particular attention to grammatical categories, parts of speech, affixation, and the rendering of grammatical forms in translation. The analytical nature of English and the agglutinative structure of Uzbek require morphological adaptation during the translation process. The article analyzes the transfer of verb tenses, voice, and person-number categories into Uzbek through illustrative examples. The findings emphasize the importance of maintaining morphological equivalence and preserving semantic accuracy in translation. The study contributes to the development of translation theory and practice.

Key words: translation, English language, Uzbek language, morphology, level, language, similarity, tense, category

Annotatsiya

Ushbu maqola ingliz tilidan o'zbek tiliga tarjima jarayonida yuzaga keladigan morfologik xususiyatlarni tahlil qilishga bag'ishlangan. Tadqiqotda ingliz va o'zbek tillarining morfologik tizimidagi farqlar, xususan, grammatik kategoriyalar, so'z turkumlari, affiksatsiya hamda grammatik shakllarning tarjimada ifodalanish usullari yoritiladi. Ingliz tilining analitik xususiyati va o'zbek tilining agglutinativ tuzilishi tarjima jarayonida morfologik moslashuvni talab qilishi ilmiy asosda ko'rsatib beriladi. Maqolada fe'l zamonlari, nisbat va shaxs-son kategoriyalarining o'zbek tilida qayta ifodalanish jarayoni misollar orqali tahlil qilinadi. Tadqiqot natijalari tarjimada morfologik ekvivalentlikni ta'minlash hamda semantik aniqlikni saqlash muhimligini tasdiqlaydi. Mazkur ish tarjima nazariyasi va amaliyotini rivojlantirishga xizmat qiladi.

Kalit so'zlar: tarjima, ingliz tili, o'zbek tili, morfologiya, sath, lison, o'xshashlik, zamon, kategoriya

Tarjimashunoslikda morfologik xususiyatlarni o'rganish til tizimlarining o'zaro farqlari va o'xshashliklarini aniqlashga yordam beradi. Morfologiya tilshunoslikning so'zlarning tuzilishi, grammatik kategoriyalari hamda so'z yasalishi jarayonini o'rganuvchi bo'limi hisoblanadi¹. Ingliz va o'zbek tillari morfologik jihatdan turli tipologik guruhlariga mansub bo'lgani sababli, ularning grammatik qurilishida sezilarli tafovutlar mavjud. Ingliz tilida ko'plab grammatik ma'nolar yordamchi fe'llar, artikllar va qat'iy so'z tartibi orqali ifodalanadi. Masalan, zamon kategoriyasi ko'pincha yordamchi fe'llar yordamida shakllantiriladi. O'zbek tilida esa zamon, egalik, kelishik kabi grammatik kategoriyalar asosan qo'shimchalar orqali ifodalanadi². Shu sababli tarjima jarayonida ingliz tilidagi analitik shakllar ko'pincha o'zbek tilidagi sintetik yoki qo'shimchali shakllarga aylantiriladi. Shuningdek, ingliz tilida artikl kategoriyasi mavjud bo'lsa, o'zbek tilida bunday grammatik kategoriya yo'q. Bu esa tarjimada ma'no aniqligini kontekst orqali ifodalashni talab qiladi. Bundan tashqari, ingliz tilidagi ko'plik shakllari, fe'l zamonlari va predloglar o'zbek tiliga tarjima qilinayotganda turli morfologik vositalar yordamida ifodalanadi. Demak, ingliz va o'zbek tillarining morfologik tizimlari o'rtasidagi farqlar tarjima jarayonida turli morfologik transformatsiyalarni qo'llashni talab qiladi. Bu esa tarjimonning lingvistik bilimlari va til tizimlarini chuqur tushunishiga bog'liqdir. Tadqiqot natijalari shuni ko'rsatadiki, ingliz tilidan o'zbek tiliga tarjima jarayonida bir qator morfologik o'zgarishlar yuz beradi. Avvalo, ingliz tilidagi analitik shakllar o'zbek tilida qo'shimchalar orqali ifodalanadi. Masalan, ingliz tilidagi fe'l zamonlari tarjimada o'zbek tilining zamon qo'shimchalari yordamida

ifodalanadi. Bu holat ikki til o'rtasidagi tipologik farqlar bilan izohlanadi³. Ikkinchidan, ingliz tilidagi predloglar ko'pincha o'zbek tilida kelishik qo'shimchalari orqali beriladi. Masalan, ingliz tilidagi "in", "on", "at" kabi predloglar tarjimada joy yoki vaqt kelishiklari bilan ifodalanadi. Bu esa tarjima jarayonida morfologik moslashtirish zarurligini ko'rsatadi. Uchinchidan, ingliz tilidagi ayrim grammatik kategoriyalar o'zbek tilida mavjud emasligi sababli ular tarjimada boshqa vositalar orqali ifodalanadi yoki ba'zan tushirib qoldiriladi. Masalan, artikllar o'zbek tiliga tarjima qilinayotganda ko'pincha kontekst orqali anglashiladi. Ingliz tilidan o'zbek tiliga tarjima jarayonida morfologik transformatsiyalar muhim rol o'ynaydi. Bu transformatsiyalar ikki tilning grammatik tizimidagi farqlarni moslashtirishga xizmat qiladi. Natijada tarjima jarayonida so'z shakllari va grammatik kategoriyalar o'zbek tilining morfologik xususiyatlariga mos ravishda ifodalanadi.

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The Comparative Analysis Of Plural Forms Of Nouns In Uzbek And English Language

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Abstract

This article is devoted to a comparative analysis of plural forms of nouns in the Uzbek and English languages. It examines the grammatical expression of the category of plurality, particularly the affixes used in Uzbek and English, as well as exceptional forms. In addition, the article highlights grammatical and lexical plurality, countable and uncountable nouns, and the significance of words expressing quantity.

Keywords: category of plurality, indefinite plurality, irregular words, grammatical plural, lexical plural, countable and uncountable nouns, and quantifiers (words of quantity).

Annotatsiya

Ushbu maqola o'zbek va ingliz tilida itlarning ko'plik shaklini qiyosiy asosda tahlil qilishga bag'ishlangan. Unda ko'plik kategoriyasining grammatik ifodalanishi, xususan o'zbek va ingliz tilidagi qo'shimchalar, shuningdek, istisno shakllar ko'rib chiqiladi. Bundan tashqari, grammatik va leksik ko'plik, sanaladigan va sanalmaydigan otlar, miqdor bildiruvchi so'zlarning ahamiyati yoritib beriladi.

Kalit so'zlar: ko'plik kategoriyasi, noaniq ko'plik, istisno so'zlar, grammatik ko'plik, leksik ko'plik, sanaladigan va sanalmaydigan otlar, miqdor bildiruvchi so'zlar.

Ko'plik kategoriyasi tilshunoslikda otlarning miqdor jihatdan birdan ortiqligini ifodalovchi eng asosiy grammatik tushuncha hisoblanadi. Ushbu ko'plik qo'shimchasi har bir tilning grammatik tizimida o'ziga xos shakl va mazmun orqali namoyon bo'ladi. O'zbek va ingliz tillarida ko'plik ma'nosi grammatik hamda leksik vositalar yordamida ifodalanib, ularning qo'llanishi nutqiy va semantik omillarga bog'liq.

Rus va ingliz tilshunosligida otlarning ko'plik shakli grammatik kategoriya sifatida chuqur o'rganilgan. Masalan, A.N.Kononov, R.Quirk, O.Jespersen, H.Sweet¹. A. Kononov turk tillarda ko'plik kategoriyasini o'rganib, *-lar* qo'shimchasini umumturkiy ko'rsatkich deb hisoblaydi. U ko'plik qo'shimchasini ayrim hollarda tushub qolishini ham ko'rsatadi. Randolph Quirk esa "A comprehensive grammar of the English language" asarida otlarda son kategoriyasini 2 asosiy turga ajratadi: a) birlik b) ko'plik. Yana bir ingliz tilshunosi bo'lgan Otto Jespersen "The philosophy of grammar" asarida ko'plikni faqat grammatik shakl emas, balki mantiqiy tushuncha sifatida ham izohlaydi. Uning fikricha, ko'plik har doim ham real sonni bildirmyadi. Ba'zi hollarda u umumlashirish ma'nosini beradi. Henry Sweet ham ko'plikni tarixiy rivojlanish nuqtai nazardan o'rganadi. U qadimgi ingliz tilida turli ko'plik qo'shimchalari mavjud bo'lganini ta'kidlaydi.

O'zbek tilshunosligida ham otlarning ko'plik shakli masalasi muhim o'rin tutadi. A.Fitrat, Sh.Raxmatullayev, G'.Abduraxmonov² kabi olimlar o'z asarlarida ko'plik kategoriyasini yoritib bergan. Fitrat o'zbek tilida otlarning grammatik kategoriyalarini ko'rsatib, ko'plikni *-lar* qo'shimchasi orqali ifodalanadigan grammatik shakl deb izohlaydi. Shavkat Raxmatullayev esa o'zbek tilida ko'plik kategoriyasi morfologik jihatdan sodda, uning asosiy ko'rsatkichi *-lar* qo'shimchasi deb aytib o'tgan. Undan tashqari ko'plik sonni emas, balki umumlashirish, hurmat kuchaytirish ma'nolarini bildirishini ta'kidlagan.

¹ Kononov, A. N. (1956). Грамматика современного узбекского литературного языка. Москва–Ленинград: Издательство АН СССР; Quirk, R. (1985). A Comprehensive Grammar of the English Language. London: Longman; Jespersen, O. (1924). The Philosophy of Grammar. London: George Allen & Unwin; Sweet, H. (1891). A New English Grammar (Logical and Historical). Oxford: Clarendon Press.

² Fitrat, A. (1924). O'zbek tili qoidalari. Buxoro; Rahmatullayev, Sh. (2010). Hozirgi o'zbek adabiy tili. Morfologiya. Toshkent: Universitet nashriyoti.; Abdurahmonov, G. (1975). Hozirgi o'zbek adabiy tili. Toshkent: O'qituvchi nashriy

O'zbek va ingliz tillarida ko'plik kategoriyasi morfologik jihatdan turlicha ifodalanadi. O'zbek tilida ko'plik asosan *-lar* qo'shimchasi orqali yasaladi: kitob – kitoblar, bola – bolalar, daraxt – daraxtlar. Ushbu qo'shimcha barcha otlarga deyarli bir xil shaklda qo'shiladi va fonetik muhitga qarab talaffuzda kichik o'zgarishlar kuzatilishi mumkin. O'zbek tilida ko'plik qo'shimchasi nafaqat miqdoriy ko'plikni, balki hurmat, umumlashtirish va kuchaytirish ma'nolarini ham bildiradi. Masalan: Onalar keldi (haqiqiy ko'plik), Otamlar keldilar (hurmat ma'nosi), Bahorlar keladi (umumlashtirish).

Ingliz tilida esa ko'plik asosan *-s / -es* qo'shimchalari orqali ifodalanadi: *book – books, pen – pens, box – boxes*. Biroq ingliz tilida ko'plik shakllanishi o'zbek tiliga nisbatan murakkabroq bo'lib, turli istisno shakllar mavjud. Masalan:

- ichki unli o'zgarishi orqali: *man – men, woman – women;*
- qo'shimcha o'zgarishi orqali: *child – children;*
- o'zgarmaydigan shakllar: *sheep– sheep, deer – deer;*
- lotin va yunon tilidan kirgan so'zlar: *phenomenon – phenomena, datum – data.*

Shuningdek, ingliz tilida ayrim otlar faqat birlik shaklida (*information, advice, furniture*) yoki faqat ko'plik shaklida (*scissors, trousers, glasses*) ishlatiladi. Bu holat o'zbek tilida deyarli uchramaydi, chunki o'zbek tilida ko'pchilik otlar erkin ravishda ko'plik qo'shimchasini qabul qila oladi.

Har ikkala tilda ham grammatik va leksik ko'plik farqlanadi. Grammatik ko'plik morfologik qo'shimchalar orqali ifodalanadi. Leksik ko'plik esa miqdor bildiruvchi so'zlar yordamida yuzaga keladi. Masalan, o'zbek tilida: bir nechta kitob, ko'p odam, yuzlab talabalar; ingliz tilida: *many books, several students, a lot of people.*

Ingliz tilida ko'plik kategoriyasi sanaladigan va sanalmaydigan otlar bilan chambarchas bog'liq. Sanaladigan otlar birlik va ko'plik shaklida qo'llanadi (*apple – apples*), sanalmaydigan otlar esa odatda ko'plik qo'shimchasini olmaydi (*water, milk, sugar*). O'zbek tilida esa bunday qat'iy grammatik tafovut mavjud emas, chunki kontekst orqali miqdor anglashiladi: suvlar shakli ham ba'zi hollarda ishlatilishi mumkin (masalan, *turli xil suvlar* ma'nosida).

Yana bir muhim jihat shundaki, ingliz tilida fe'lning shakli ham otning birlik yoki ko'plikda kelishiga qarab o'zgaradi: *The student is here. The students are here.*

O'zbek tilida esa fe'l shakli ko'pincha o'zgarmaydi, faqat shaxs-son qo'shimchalari orqali moslashadi: *Talaba keldi. Talabalar keldi.*

Demak, o'zbek tilida ko'plik ko'proq morfologik soddalik bilan ifodalansa, ingliz tilida u morfologik va sintaktik jihatdan murakkabroq tizimni tashkil etadi.

Xulosa

O'zbek va ingliz tillarida otlarning ko'plik shakli grammatik kategoriya sifatida muhim o'rin tutadi va har ikki til tizimida o'ziga xos xususiyatlarga ega. Qiyosiy tahlil natijasida shuni ko'rish mumkinki, o'zbek tilida ko'plik asosan yagona *-lar* qo'shimchasi orqali ifodalanadi va morfologik jihatdan nisbatan soddagina tizimni tashkil etadi. Shu bilan birga, bu qo'shimcha faqat miqdoriy ko'plikni emas, balki hurmat, umumlashtirish va stilistik ma'nolarni ham bildirishi mumkin.

Ingliz tilida esa ko'plik shakllanishi ko'proq murakkab va ko'p qirrali hisoblanadi. Asosiy ko'rsatkichlar *-s / -es* qo'shimchalari bo'lsa-da, ichki tovush o'zgarishi, o'zgarmas shakllar hamda lotin va yunon tilidan kirgan istisno shakllar mavjudligi bu tizimni murakkablashtiradi. Bundan tashqari, ingliz tilida sanaladigan va sanalmaydigan otlar o'rtasidagi qat'iy farq ham ko'plik kategoriyasining qo'llanish doirasini belgilaydi.

Har ikki tilda ham grammatik va leksik ko'plik vositalari mavjud bo'lib, miqdor bildiruvchi so'zlar muhim rol o'ynaydi. Ammo ingliz tilida birlik va ko'plik shakllari fe'l bilan grammatik moslashuvni talab etsa, o'zbek tilida bu hodisa nisbatan soddaroq namoyon bo'ladi.

Umuman olganda, o'zbek va ingliz tillarida ko'plik kategoriyasi mazmunan o'xshash bo'lsa-da, ularning ifodalanish vositalari, grammatik mexanizmlari va qo'llanish xususiyatlari jihatidan sezilarli farqlarga ega. Mazkur qiyosiy tahlil ikki tilning grammatik tizimini chuqurroq anglashga hamda chet tilini o'qitish jarayonida yuzaga kelishi mumkin bo'lgan qiyinchiliklarni aniqlashga yordam beradi.

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State And Private Schools In Uzbekistan: Their Role In The Education System And Development Prospects

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Abstract

This article analyzes the role of state and private schools operating in the Republic of Uzbekistan in the education system, their theoretical foundations and differences in terms of the quality of education. During the research, the advantages and disadvantages of both types of schools were identified and their adaptation to modern educational requirements was assessed. The results of the article are of practical importance in improving the national education system and increasing the quality of school education. It also highlights how educational reforms implemented by the state and the increasing participation of the private sector affect the quality of school education. The role of state schools in ensuring social equality and innovative approaches of private schools are compared. The results of the study allow us to draw important conclusions for improving educational policy, effectively organizing school activities, and for parents and education specialists.

Keywords: Private schools, state schoolteacher, education system, quality of education, amenities, educational reforms

Annotatsiya

Ushbu maqolada O'zbekiston Respublikasida faoliyat yuritayotgan davlat va xususiy maktablarning ta'lim tizimidagi o'rni, ularning nazariy asoslari hamda ta'lim sifati jihatidan farqlari tahlil qilinadi. Tadqiqot jarayonida har ikki turdagi maktablarning afzallik va kamchiliklari aniqlanib, ularning zamonaviy ta'lim talablariga moslashuvi baholanadi. Maqola natijalari milliy ta'lim tizimini takomillashtirish va maktab ta'limi sifatini oshirishda amaliy ahamiyatga ega. Shuningdek, davlat tomonidan amalga oshirilayotgan ta'lim islohotlari hamda xususiy sektor ishtirokining ortib borishi maktab ta'limi sifatiga qanday ta'sir ko'rsatayotgani yoritiladi. Davlat maktablarining ijtimoiy tenglikni ta'minlashdagi roli va xususiy maktablarning innovatsion yondashuvlari o'zaro taqqoslanadi. Tadqiqot natijalari ta'lim siyosatini takomillashtirish, maktablar faoliyatini samarali tashkil etish hamda ota-onalar va ta'lim mutaxassislari uchun muhim xulosalar chiqarishga imkon beradi.

Kalit so'zlar: Xususiy maktablar, davlat maktabkari, ta'lim tizimi, ta'lim sifati, qulayliklar, ta'lim islohotlari

So'ngi yillarda O'zbekiston Respublikasida ta'lim tizimini modernizatsiya qilish va uni xalqaro standartlarga moslashtirish bo'yicha tubdan islohotlar amalga oshirilmoqda. Ushbu jarayon davlat rahbarining strategik tashabbuslari, jumladan, "Yangi O'zbekiston ta'lim tizimini 2030-yilgacha rivojlanish konsepsiyasi" va "Ta'lim to'g'risida"gi qonunning yangi tahriri asosida shakllanmoqda. Islohotlarning asosiy maqsadlari ta'lim sifatini oshirish, kompetensiya asosida yondashuvni joriy etish, 21-asr ko'nikmalarini shakllantirish, mustaqil fikrlaydigan va raqobatdosh kadrlar tayyorlash hamda inson kapitalini rivojlanishdan iborat. Umumiy o'rta ta'lim tizimida davlat maktablari asosiy o'rinni egallab, aholining keng vatlamini qamrab olgan holda ijtimoiy barqarorlik va teng ta'lim huquqini ta'minlashda muhim rol o'ynamoqda. Shu bilan birga, xususiy umumta'lim maktablarining rivojlanishi ta'lim sohasida sog'lom raqobat muhitini shakllantirish, o'quvchi markazli pedagogika va innovatsion yo yondashuvlarni joriy etish imkoniyatini yaratib kelyapti. Xususiy sektorning o'sishi davlat-xususiy sheriklik (Public-Private partnership-PPP) modellari orqali qo'llab-quvvatlamoda, bu esa ta'lim sifatini oshirishning muhim mexanizmi sifatida qaraladi.

O'zbekiston Respublikasida umumiy o'rta ta'lim tizimining transformatsiyasi davlat va nodavlat sektorining parallel rivojlanishi bilan tavsiflanadi. Mazkur jarayonni tahlil qilishda institutsional

pedagogika, ta'lim iqtisodiyoti va boshqaruv nazariyasi yondashuvlari muhim metodologik asos bo'lib xizmat qiladi.

Milliy pedagogika ilmidagi ta'lim tizimini tizimli yondashuv asosida o'rganish masalalari N.A. Muslimov tomonidan ishlab chiqilgan bo'lib, oliy ta'lim muassasalarini ularning tashkiliy-huquqiy maqomi va boshqaruv mexanizmlariga ko'ra tasniflaydi. Unga ko'ra, davlat maktablari markazlashgan boshqaruv modeliga asoslanadi va normativ-huquqiy jihatdan yagona standartlar asosida faoliyat yuritadi. Nodavlat maktablar esa muqobil boshqaruv tizimi asosida faoliyat yuritib, pedagogik jarayonni tashkil etishda nisbatan yuqori moslashuvchanlikka ega. Pedagogik boshqaruv samaradorligi masalalari B.R. Adizov tadqiqotlarida ham keng yoritilgan. Olim umumta'lim muassasalarini boshqaruv avtonomiyasi darajasiga ko'ra uch turga ajratadi: to'liq markazlashgan, qisman avtonom va innovatsion-avtonom model. Uning fikricha, xususiy maktablar innovatsion-avtonom modelga yaqin bo'lib, bu ularga o'quv dasturlarini diversifikatsiya qilish, xorijiy tajribani joriy etish hamda zamonaviy pedagogik texnologiyalarni keng qo'llash imkonini beradi.

Ta'lim muassasalarini ijtimoiy institut sifatida o'rganish rus pedagogika maktabida keng rivojlangan. Jumladan,

V.A. Slavenin ta'lim tizimini ijtimoiy-pedagogik tizim sifatida talqin qilib, maktablarni reproduktiv, rivojlantiruvchi va innovatsion modellarga ajratadi. Reproaktiv model an'anaviy bilim berish va ijtimoiylashuv vazifasini bajaradi. Rivojlantiruvchi model shaxsiy kompetensiyalarni shakllantirishga yo'naltirilgan bo'lsa, innovatsion model kreativ va mustaqil fikrlashni rivojlantirishni ko'zda tutadi. Ushbu tasnif asosida davlat maktablari ko'proq reproduktiv funksiyani bajaradi, xususiy maktablar esa rivojlantiruvchi va innovatsion model elementlarini o'zida mujassamlashtiradi.

Shuningdek, E.V. Bondarevskaya ta'limni shaxsga yo'naltirilgan paradigma asosida rivojlantirish zarurligini asoslab, maktablarni shaxsiy rivojlanish muhitini yaratish darajasiga ko'ra klassifikatsiya qiladi. Mazkur yondashuv nodavlat maktablarda individual ta'lim traektoriyasini shakllantirish imkoniyatlari kengroq ekanligini ko'rsatadi. G'arb ilmiy maktabida ta'lim tizimi iqtisodiy samaradorlik va raqobat nazariyasi asosida tahlil qilinadi.

M. Fridman maktab tanlovi nazariyasini ilgari surib, ta'lim muassasalarini davlat tomonidan to'liq moliyalashtiriladigan, xususiy sektor tomonidan boshqariladigan va aralash moliyalashtirish tizimidagi modellarga ajratadi. Unga ko'ra, raqobat muhitining shakllanishi ta'lim sifatining oshishiga olib keladi.

Inson kapitali nazariyasi asoschisi G. Beker ta'limni iqtisodiy o'sishning strategik omili sifatida talqin qiladi. Uning nazariyasiga ko'ra, davlat maktablarining ommaviyligi ijtimoiy barqarorlikni ta'minlasa, xususiy maktablar ta'lim sifatini oshirish orqali inson kapitalining sifat ko'rsatkichlariga ta'sir ko'rsatadi.

Ta'limni ijtimoiy tenglik instrumenti sifatida ko'rib chiqqan P. Bordieu esa maktablarni madaniy kapitalni qayta ishlab chiqaruvchi institut sifatida baholaydi. Bu yondashuv xususiy maktablarning ijtimoiy tabaqalanish jarayonlariga ta'sirini ilmiy jihatdan tahlil qilish imkonini beradi.

O'zbekiston ta'lim tizimida davlat maktablari asosiy o'rinni egallab, bepul va majburiy ta'limni ta'minlaydi. Ular ijtimoiy barqarorlik va hududiy qamrov nuqtai nazaridan ustuvor ahamiyatga ega. Shu bilan birga, o'quvchilar sonining ortib borishi ayrim hududlarda sinflarning to'lib ketishiga va smenali o'qitish tizimining saqlanib qolishiga sabab bo'lmoqda.

Nodavlat maktablar esa so'nggi yillarda tez sur'atlarda rivojlanib, o'quvchilarga qo'shimcha xizmatlar, chet tillarini chuqurlashtirib o'qitish, xalqaro dasturlarni joriy etish kabi imkoniyatlarni taklif etmoqda. Ularning boshqaruv tizimi nisbatan moslashuvchan bo'lib, o'qituvchilarni tanlash, o'quv dasturlarini boyitish hamda baholash tizimini modernizatsiya qilishda erkinlikka ega.

O'zbek tadqiqotchilar tomonidan olib borilgan ilmiy kuzatuvlar xususiy maktablarda sinf hajmining kichikligi va individual yondashuvning kuchli ekanligini ko'rsatadi. Biroq kontrakt to'lovlarining yuqoriligi ijtimoiy tenglik masalasini dolzarb qilib qo'yadi.

Davlat va xususiy maktablar o'rtasidagi raqobat ta'lim sifatining oshishiga turtki berayotganini kuzatish mumkin. Shu bilan birga, ta'lim tizimida davlat-xususiy sheriklik mexanizmlarini rivojlantirish orqali ikkala sektorning ijobiy jihatlari integratsiyalash zarur.

Olib borilgan ilmiy tahlillar O'zbekiston Respublikasida davlat va nodavlat umumta'lim maktablarining parallel rivojlanishi ta'lim tizimining institutsional modernizatsiyasini ta'minlayotganini ko'rsatdi. Davlat maktablari ta'limning ommaviyligini va ijtimoiy barqarorligini ta'minlovchi asosiy institut sifatida faoliyat yuritrsa, nodavlat maktablar pedagogik innovatsiyalarni joriy etish hamda individual yondashuvni rivojlantirish orqali ta'lim sifatining oshishiga xizmat qilmoqda.

Davlat maktablari reproduktiv model asosida ijtimoiylashuv funksiyasini bajarishi bilan ajralib tursa, xususiy maktablar rivojlantiruvchi hamda innovatsion pedagogik modellarga yaqinlashgani kuzatildi. Bu esa ta'lim xizmatlari bozorida raqobat muhitining shakllanishiga olib kelmoqda. Kelgusida davlat-xususiy sheriklik mexanizmlarini takomillashtirish orqali umumiy o'rta ta'lim tizimining samaradorligini oshirish hamda inson kapitalini rivojlantirish imkoniyatlarini kengaytirish mumkin.

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Comparative Analysis Of Conjunctions In Uzbekistan And English

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Annotation

This article provides a comparative analysis of conjunctions in Uzbek and English. The study examines the types, use, and similarities and differences of conjunctions between the two languages. Conjunctions play an important role in syntax and sentence structure, but there are differences in meaning and usage. In addition, their role in syntax, their function in sentence structure, and similarities and differences between the two languages are examined. The results show that conjunctions are important in the grammatical rules of both languages, but their tone of use and adaptation to the context differ. The study is aimed at students, language It is useful for learners and linguists, and provides practical advice on the correct and effective use of conjunctions.

Keywords: conjunctions, equal conjunctions, subordinate conjunctions, cause and effect, paired conjunctions, clause conjunctions, conditional conjunctions, comparative conjunctions.

Annotatsiya

Ushbu maqola o'zbek va ingliz tillaridagi bog'lovchilarni qiyosiy tahlil qiladi. Tadqiqotda bog'lovchilarning turlari, ishlatilishi va ikki til o'rtasidagi o'xshashlik hamda farqlar ko'rib chiqilgan. Bog'lovchilar sintaksis va gap tuzilishida muhim ro'l o'ynaydi, lekin ma'no va ishlatish jihatida farqlar mavjud. Shuningdek, sintaksisdagi ro'li, gap tuzilishidagi vazifasi va ikki til o'rtasidagi o'xshashlik va farqlar ko'rib chiqilgan. Natijalar shuni ko'rsatadiki, bog'lovchilar har ikki tilning grammatik qoidalarida muhim ahamiyatga ega, lekin ularning ishlatilish ohanglari va kontekstga moslashuvi farq qiladi. Tadqiqot o'quvchilar, til o'rganuvchilar va lingvistlar uchun foydali bo'lib, bog'lovchilarni tog'ri va samarali ishlatish bo'yicha amaliy tavsiyalar beradi.

Kalit so'zlar: bog'lovchilar, teng bog'lovchilar, tobe bog'lovchilar, sabab va natija, juft bog'lovchilar, gap bog'lovchilar, shart bog'lovchilar, zidlov bog'lovchilari, taqqoslash bog'lovchilari.

Mazkur tadqiqotning nazariy asosi qiyosiy tilshunoslik va funksional grammatika tamoyillariga tayangan holda olib boriladi. Ingliz tilida R. Kvirik va S. Greenbaum bog'lovchilarning sintaktik tasnifi hamda ularning gaplararo mantiqiy munosabatlarni ifodalashdagi rolini aniqlagan. O'zbek tilshunosligida A. G'ulomov va Sh. Rahmatullayev bog'lovchilarning grammatik xususiyatlari va semantik vazifalarini tadqiq etgan^{1,2}. Tahlil natijalari shuni ko'rsatadiki, har ikki tilda bog'lovchilar umumiy grammatik funksiyaga ega bo'lsada, ularning qo'llanish chastotasi, tuzilishi va kontekstga moslashuvi jihatidan farqlar mavjud. Ushbu farqlar qiyosiy tahlil jarayonida aniqlanadi va izohlanadi. Bu farqlar bog'lovchilarning gap tuzilishidagi joylashuvi, semantik munosabatlarni ifodalash usuli hamda stilistik qo'llanilishi bilan izohlanadi. O'zbek tilshunosligida bir qancha olimlar ushbu mavzu yuzasidan tadqiqot ishlarini olib borgan. Shuningdek, I. Rasulova "Comparative analysis of conjunctions in modern Uzbek and English languages" maqolasida ikki til o'rtasidagi bog'lovchilar farqini yoritib bergan. Bu maqolada o'zbek va ingliz tillarida bog'lovchilarning turkumlari, rol va semantik funksiyalari qiyosiy tarzda tahlil qilingan.³

¹ G'ulomov, Sh. O'zbek tilida bog'lovchilar masalasi. - Toshkent: Fan, 1965. - B. 45

² Rahmatullayev, Sh. Hozirgi o'zbek adabiy tili. - Toshkent: Universitet, 2006. - B. 112

³ Rasulova, I. O'zbek va ingliz tillarida bog'lovchilarning qiyosiy tahlili. Filologiya masalalari. - 2022. - N: 3. - P. 25-30

Z.O'rinova va T.Vohidova-"Comparative research on cause/reason conjunctions".Ushbu kitobda o'zbek va ingliz tillarida sabab-mazmun bog'lovchilari (because,since) tahlil qilingan.⁴ M.A.K.Holliday va R.Hasan "Cohesion in English" kitobida bog'lovchilar mustaqil kohesiv vosita sifatida alohida tahlil qilinadi.Holliday bog'lovchilarni faqat grammatik birlik emas,balki matnni bog'lovchi semantik mexanizm deb qaraydi.⁵

R.Kvirk "A comprehensive grammar of the English language" asarida teng,zidlov va aloqadorlik bog'lovchilarni aniq usulda yoritib beadi va batafsil misollar bilan tushuntiradi.⁶

M.Karti va F.Odell -"English grammar today" asarida bog'lovchilar va ularning turlari,shuningdek,amaliy qo'llanilishi batafsil yoritilgan.⁷

G.Jones-"Og'zaki va yozma ingliz tilining diskurs xususiyatlari" kitobida ingliz tilidagi diskurs darajasidagi bog'lovchilar,bog'lovchi iboralar va aloqador vositalarni tahlil qiladi.⁸

S.Anatolevna-"Sabab bog'lovchilarining qiyosiy tahlili" kitobida bog'lovchilarning sintaktik struktura va semantik vazifalarini chuqur solishtiradi va bu kitob qiyosiy tahlil uchun muhim manba hisoblanadi.⁹

T.Bushuy- "Ingliz va o'zbek tillarining qiyosiy tipologiyasi".Bu kitob o'zbek va ingliz tillarini tipologik jihatdan solishtiradi,shu jumladan bog'lovchilar kabi struktur grammatik elementlarini taqqoslash uchun ishlatiladigan metodologiya asoslarini beradi.¹⁰

Bog'lovchilarning tahlili nafaqat grammatik strukturani aniqlash,balki matn mantiqini o'rganishda ham markaziy ahamiyatga ega.I.Rasulovning "O'zbek va ingliz tillarida bog'lovchilarning qiyosiy tahlil" maqolasi asosida olib borilgan tadqiqotlarda bog'lovchilarning struktura,funksiyalar va qo'llanish usullari o'zbek va ingliz tillarida qiyoslanadi.¹¹

KLASSIFIKATSIYA: Olim I.Rasulova tipologik struktura,bog'lovchilarning sintaksisdagi vazifasi,gap elementlarini bog'lash,til tipologiyasi.And/va,but/lekin,or /yoki.O'zbek va ingliz tillari bog'lovchilari joylashuvi va qo'llanilish tartibini qiyoslash,fokus sintaksisga.

Olim:Mc M.Yondashuv:sintaksis-diskursiv.Bog'lovchilarni semantik va strukturaviy munosabatlari,koordinatsiya va subordinatsiya.Misollar:Although-garchi,because-chunki.Maxsus eslatmalar:diskurs va semantik nuqtai nazar bilan tahlil kontekst asosida farqlar.

Olim.Z.O'rinova.Yondashuv:Sabab bog'lovchilar.Asosiy tushunchalar:sabab natija munosabatini semantik jihatdan tahlil qilish va tarjima mosliklari.Misollar:because=chunki,since=sababli,so that,in order to=shuning uchun,shu sabablari.

XULOSA: O'zbek va ingliz tillarida bog'lovchilar gap va matn tarkibidagi birliklarni o'zaro bog'lash, fikr izchilligini ta'minlash hamda semantik munosabatlarni ifodalashda muhim grammatik vosita hisoblanadi. Qiyosiy tahlil natijalari shuni ko'rsatadiki, har ikki tilda bog'lovchilar vazifaviy jihatdan o'xshash bo'lsa-da, ularning grammatik shakllanishi, qo'llanish o'rni va sintaktik xususiyatlarida ma'lum farqlar mavjud.

O'zbek tilida bog'lovchilar asosan teng va ergashtiruvchi turlarga ajraladi hamda ko'pincha so'z yoki qo'shimchalar orqali ifodalanadi. Ingliz tilida esa bog'lovchilar mustaqil so'z shaklida kelib, qat'iy sintaktik tartib asosida qo'llanadi. Ayniqsa, ingliz tilida ergashtiruvchi bog'lovchilarning gap boshida yoki o'rtasida kelishi qat'iy qoidalarga bo'ysunsa, o'zbek tilida so'z tartibining nisbatan erkinligi kuzatiladi.

Shuningdek, sabab, shart, zidlik, qo'shish kabi semantik munosabatlarni ifodalashda ikkala til o'rtasida mazmuniy uyg'unlik mavjud bo'lsa-da, ularning grammatik ifodalanish usullari turlicha namoyon bo'ladi. Bu esa tarjima jarayonida va chet tilini o'rganishda muhim ahamiyat kasb etadi.

⁴ O'rinova.Z.Vohidova.T.Sabab va natija bog'lovchilari bo'yicha solishtirma tadqiqot.Toshkent.Linguistik jurnal,2020,P.15.

⁵ Halliday.M.K.A.Hasan.R.Ingliz tilida bog'lanish.London:Longman,1976.-P.25.

⁶ Kvirk.R.Greenbaum.S.Ingliz tilining mukammal grammatikasi.Longman,1985.P-101

⁷ Karti.M va Odell.F Zamonaviy ingliz tili.Linguistik jurnal,1994,P-68.

⁸ Jones.G.Og'zaki va yozma ingliz tilining diskurs xususiyatlari.Ingliz lingvistikasi jurnali.-2018.-P.45-52

⁹ Anatolevna.S.Sabab bog'lovchilarining qiyosiy tahlili-2021.No2.-B.34-39

¹⁰ Bushuy.T.Ingliz va o'zbek tillarining qiyosiy tipologiyasi.-Toshkent:O'qituvchi

Umuman olganda, o'zbek va ingliz tillaridagi bog'lovchilarning qiyosiy o'rganilishi til tizimining o'ziga xos xususiyatlarini chuqurroq anglashga, grammatik strukturalarni to'g'ri qo'llashga hamda tarjima jarayonida semantik aniqlikni ta'minlashga xizmat qiladi.

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Pedagogical Importance Of Printed And Digital Books In Learning And Teaching A Foreign Language

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Annotation

This article provides a comparative analysis of the importance of printed and digital books in the process of teaching and learning a foreign language. The study covers the advantages and disadvantages of both formats, their role in developing language skills, and their pedagogical effectiveness based on scientific sources. The interactive and multimedia capabilities of digital books, and the importance of printed books in forming deep reading and analytical thinking are substantiated. The results show that the most effective approach is to use both formats in harmony.

Keywords: foreign language teaching, foreign language learning, printed book, digital book, pedagogical effectiveness, comparative analysis, reading comprehension, deep reading, cognitive processes, interactive technologies.

Annotatsiya

Mazkur maqolada chet tilini o'qitish va o'rganish jarayonida bosma hamda raqamli kitoblarning ahamiyati qiyosiy tahlil qilinadi. Tadqiqotda har ikki formatning afzallik va kamchiliklari, ularning til ko'nikmalarini rivojlantirishdagi o'rni hamda pedagogik samaradorligi ilmiy manbalar asosida yoritiladi. Raqamli kitoblarning interaktiv va multimedia imkoniyatlari, bosma kitoblarning esa chuqur o'qish va tahliliy fikrlashni shakllantirishdagi ahamiyati asoslab beriladi. Natijalar har ikki formatni uyg'un qo'llash eng samarali yondashuv ekanini ko'rsatadi.

Kalit so'zlar: chet tilini o'qitish, chet tilini o'rganish, bosma kitob, raqamli kitob, pedagogik samaradorlik, qiyosiy tahlil, o'qish tushunishi, chuqur o'qish, kognitiv jarayonlar, interaktiv texnologiyalar.

Hozirgi kunda chet tillarini o'rganishga bo'lgan ehtiyoj tobora ortib bormoqda. Globallashuv jarayoni, xalqaro hamkorlikning kengayishi va axborot texnologiyalarining jadal rivojlanishi natijasida xorijiy tillarni bilish zamon talabi darajasiga ko'tarildi. Shu bois til (xususan, ingliz tili) ixtisosmandlari ta'lim jarayonini yanada sifatli va samarali tashkil etish maqsadida ilg'or pedagogik usullar hamda zamonaviy texnologiyalardan keng foydalanmoqdalar.

Bugungi kunda chop etilgan an'anaviy kitoblar va elektron formatdagi kitoblar til o'rganuvchilar uchun asosiy o'quv vositalaridan biriga aylangan. Har ikki format o'z foydalanuvchilariga turli qulayliklar yaratadi hamda o'quv jarayonida muhim o'rin egallaydi. Elektron kitoblar tezkor qidiruv, multimedia materiallardan foydalanish, matnni kattalashtirish yoki belgilash kabi imkoniyatlarni taqdim etsa, qog'oz kitoblar esa ko'rish va idrok etish jarayoniga ijobiy ta'sir ko'rsatib, chuqurroq o'zlashtirishga yordam beradi.

Shuningdek, elektron resurslar til o'rganuvchilarga keng axborot manbalariga tezkor kirish imkonini yaratib, zamon bilan hamnafas holda bilim olishni ta'minlaydi. An'anaviy kitoblar esa diqqatni jamlash, matn bilan bevosita ishlash va mustahkam bilim shakllantirishda samarali vosita hisoblanadi.

Mazkur maqolada til o'rganish jarayonida elektron va qog'oz kitoblarning dars mashg'ulotlariga ta'siri, ularning afzallik va kamchiliklari atroflicha tahlil qilinadi. Shuningdek, so'nggi yillarda elektron kitoblarning ommalashuvi, biroq shunga qaramay an'anaviy kitoblarning o'z ahamiyatini yo'qotmayotgani ilmiy nuqtai nazardan ko'rib chiqiladi. Til o'rganishda har ikki formatni uyg'un qo'llashning samaradorligi hamda zamonaviy pedagogik yondashuvlardagi o'rni alohida yoritiladi.

Jahon tilshunosligi va pedagogika ilmida bosma hamda raqamli kitoblarning ta'lim jarayonidagi o'рни muhim ilmiy masala sifatida bir qator olimlar tomonidan tadqiq etilgan. Nabil Ahmad, Rudolf Ueykott, Gregor Kennedi, Barni Dalgarno, Rassel Cherchill, Anandi Deva Amirtaraj, Divya Ragavan, Judi Arulappan, Nataliya Kuchirkova, Jennifer Mettyus, Enn Terner Jonson, Huanho Jeong, Enn Mangen, Naomi S. Baron va Nikolas Karr¹ o'z ilmiy ishlarida elektron va bosma kitoblarning pedagogik ahamiyati, o'qish jarayoniga ta'siri, o'quvchilarning idrok va tushunish darajasi hamda raqamli muhitning kognitiv jarayonlarga ta'siri bilan bog'liq masalalarga alohida e'tibor qaratganlar. Ularning tadqiqotlarida mazkur ikki formatning nazariy asoslari, afzallik va kamchiliklari, shuningdek, ta'lim tizimidagi o'рни haqida muhim ilmiy qarashlar ilgari surilgan.

O'zbek pedagogik tafakkurida ham bosma va elektron kitoblarning o'quv jarayonidagi o'рни muhim tadqiqot obyekti sifatida o'rganilgan. Xususan, N. Qanoatova, F. Vohidova hamda Bobojonova Risolat² o'z ilmiy ishlarida elektron va an'anaviy kitoblarning afzalliklari, kamchiliklari hamda ta'lim samaradorligiga ta'siri bilan bog'liq masalalarni tahlil qilganlar. Ularning ilmiy qarashlari o'zbek ta'lim tizimida mazkur masalani nazariy va amaliy jihatdan yoritishda muhim metodologik asos bo'lib xizmat qiladi.

Avvalo, e-book (elektron kitob) bu raqamli formatdagi kitob bo'lib, u kompyuter, planshet, smartfon yoki maxsus elektron o'qish qurilmalarida o'qiladi. Elektron kitoblar qidiruv funksiyasi, shriftni o'zgartirish, belgilash va multimedia elementlari kabi interaktiv imkoniyatlarga ega. Printed book esa qog'ozga chop etilgan an'anaviy kitob bo'lib, o'quvchiga matnning fizik tuzilishi, sahifa tartibi, hajmi va joylashuvini sezish imkonini beradi.

Bu ikki format ta'lim jarayonida turlicha ta'sir ko'rsatadi va ko'plab olimlar ularning samaradorligini ilmiy tadqiqotlar orqali o'rganagan.

Birinchidan, Anne Mangen³ o'zining bosma va raqamli o'qish jarayonini taqqoslagan tadqiqotida shuni aniqladiki, matnni qog'ozda o'qigan talabalar o'qishni tushunish testida matnni ekran orqali o'qigan talabalarga qaraganda ancha yuqori natija ko'rsatgan. Ushbu natija shuni anglatadiki, qog'ozda o'qish mazmuni chuqurroq anglashga yordam berishi mumkin.

Ikkinchidan, N. S. Baron⁴ talabalarning o'qish odatlarini o'rganib, jiddiy va akademik o'qish haqida gap ketganda, talabalarning katta qismi hali ham bosma kitobni afzal ko'rishini ta'kidlaydi. Baronning fikricha, elektron qurilmalar qulaylik va tezkorlikni ta'minlasa-da, chuqur o'qish va tahliliy fikrlash talab qilinadigan vaziyatlarda bosma kitob samaraliroq hisoblanadi.

Shuningdek, N. Karr⁵ raqamli muhitning inson tafakkuriga ta'siri haqida fikr bildirib, internet insonning diqqatini uzoq vaqt davomida jamlash va chuqur mulohaza yuritish qobiliyatini asta-sekin susaytirishi mumkinligini ta'kidlaydi. Uning fikriga ko'ra, ekran orqali o'qish tez-tez chalg'ituvchi omillar bilan bog'liq bo'lib, bu chuqur o'qish jarayoniga salbiy ta'sir ko'rsatadi.

Boshqa tomondan, J. Vaykot va G. Kennedi⁶ elektron kitoblarning afzalliklarini ham e'tirof etadilar. Ularning ta'kidlashicha, elektron kitoblar ko'chma va resurslarga tezkor kirish imkonini beradi. Biroq talabalar uzoq davom etadigan va murakkab o'qish jarayonida ko'pincha bosma kitobni afzal ko'rishadi.

¹ Ahmad N. Print Books vs E-books: A Long Battle for Existence // Journal of Education and Practice. – 2016. – Vol. 7, No. 24. – P. 23–29; Waycott R., Kennedy G., Dalgarno B., Churchill R. Teaching and Learning with E-books // ASCILITE Conference Proceedings. – 2010. – P. 1071–1080; Amirtharaj A.D., Raghavan D., Arulappan J. Preferences for Printed Books versus E-books among University Students in a Middle Eastern Country // Journal of Library & Information Services. – 2015. – Vol. 9, No. 2. – P. 45–60; Kuchirkova N. Paper Books or E-books? Children Need Both // The Conversation. – 2018; Matthews J., Johnson A.T. What Students Want: Electronic vs Print Books in the Academic Library // Journal of Academic Librarianship. – 2013. – Vol. 39. – P. 246–254; Jeong H. Comparison of the Influence of Electronic Books and Paper Books on Reading Comprehension, Eye Fatigue and Perception // Electronic Library. – 2012. – Vol. 30, No. 3. – P. 390–408; Mangen A., Walgermo B.R., Brønnekk K. Reading Linear Texts on Paper versus Computer Screen // International Journal of Educational Research. – 2013. – Vol. 58. – P. 61–68; Baron N.S. Words Onscreen: The Fate of Reading in a Digital World. – Oxford: Oxford University Press, 2015; Carr N. The Shallows: What the Internet Is Doing to Our Brains. – New York: W.W. Norton, 2010.

² Qanoatova N., Vohidova F. Elektron kitoblar va qog'ozli kitoblarning afzalliklari va kamchiliklari // Zamonaviy ta'lim. – 2021. – №4. – B. 45–50; Bobojonova R. Qog'oz va elektron kitobning bir-biridan farq qiluvchi o'zaro talqinlari // Ilmiy axborotnomasi. – 2020. – №3. – B. 112–118.

³ Mangen A., Walgermo B.R., Brønnekk K. Reading Linear Texts on Paper versus Computer Screen: Effects on Reading Comprehension // International Journal of Educational Research. – 2013. – Vol. 58. – P. 61–68.

⁴ Baron N.S. Words Onscreen: The Fate of Reading in a Digital World. – Oxford: Oxford University Press, 2015.

⁵ Carr N. The Shallows: What the Internet Is Doing to Our Brains. – New York: W.W. Norton & Company, 2010.

⁶ Waycott R., Kennedy G., Dalgarno B., Churchill R. Teaching and Learning with E-books // Proceedings of ASCILITE Conference. – Sydney, 2010. – P. 1071–1080.

Shu fikrlarga ko'ra, elektron kitoblar ma'lumot izlash va qisqa muddatli foydalanish uchun qulay bo'lsa-da, chuqur o'qish vaziyatida bosma format samaraliroq bo'lishi mumkin.

Tadqiqot davomida bosma va raqamli kitoblarning chet tilini o'rganish va o'qitish jarayonidagi samaradorligi ilmiy manbalar asosida qiyosiy tahlil qilindi. Olingan natijalar shuni ko'rsatdiki, har ikki formatning o'ziga xos pedagogik ustunliklari mavjud bo'lib, ular o'quv maqsadi va vazifasiga qarab turlicha samaradorlik ko'rsatadi.

Birinchiidan, bosma kitoblar orqali o'qish jarayonida talabalar matn mazmunini chuqurroq anglash, asosiy g'oyani ajratib olish va tafsilotlarni yaxshiroq eslab qolish imkoniyatiga ega bo'ladilar. Tadqiqot natijalari shuni ko'rsatadiki, qog'oz shaklidagi matn bilan ishlash diqqatni uzoq muddat davomida jamlashga yordam beradi hamda tahliliy fikrlashni rivojlantiradi. Ayniqsa, murakkab grammatik konstruksiyalar, akademik matnlar va keng hajmli o'quv materiallarini o'zlashtirishda bosma kitoblar samaraliroq natija beradi.

Ikkinchiidan, raqamli kitoblar tezkor qidiruv tizimi, lug'at bilan integratsiya, multimedia vositalari (audio, video, animatsiya) hamda interaktiv mashqlar orqali til ko'nikmalarini rivojlantirishda sezilarli afzalliklarga ega ekanligi aniqlandi. Elektron format talaffuzni eshitish, so'z boyligini tezkor kengaytirish va mustaqil ta'lim jarayonini tashkil etishda qulaylik yaratadi. Ayniqsa, qisqa matnlar, ma'lumot izlash, topshiriqlarni tez bajarish va takrorlash jarayonida raqamli vositalar samarali hisoblanadi.

Shuningdek, talabalarning o'qish odatlari tahlili shuni ko'rsatadiki, ular kundalik va tezkor o'qish uchun ko'proq raqamli qurilmalardan foydalanadilar, biroq chuqur o'rganish va imtihonga tayyorgarlik jarayonida bosma kitobni afzal ko'radilar. Bu esa har ikki formatning vazifaviy jihatdan farqli ekanligini ko'rsatadi.

Olingan natijalar asosida shuni ta'kidlash mumkinki, bosma va raqamli kitoblarning pedagogik ahamiyati ularning qo'llanilish konteksti bilan bevosita bog'liqdir. Bosma kitoblar kognitiv barqarorlikni ta'minlaydi, o'quvchining matn bilan "fizik" aloqasini kuchaytiradi hamda makoniy xotirani faollashtiradi. Sahifani varaqlash, matn joylashuvini eslab qolish va vizual struktura orqali ma'lumotni tizimlashtirish jarayoni chuqur o'zlashtirishga yordam beradi.

Raqamli kitoblar esa zamonaviy ta'limning moslashuvchanlik tamoyiliga javob beradi. Ular multimodal ta'limni qo'llab-quvvatlab, eshitish, ko'rish va interaktiv ishtirok orqali til ko'nikmalarini kompleks rivojlantirish imkonini beradi. Ayniqsa, talaffuzni shakllantirish, tinglab tushunish ko'nikmasini rivojlantirish hamda tezkor fikr almashish jarayonida elektron vositalarning o'rni beqiyosdir.

Shu bilan birga, raqamli muhitda chalg'ituvchi omillarning ko'pligi diqqatning tez tarqalishiga olib kelishi mumkin. Bu esa murakkab matnlarni chuqur o'rganish jarayonida salbiy ta'sir ko'rsatadi. Shuning uchun chet tilini o'qitishda metodik jihatdan muvozanatli yondashuv talab etiladi.

Tahlil natijalariga ko'ra, samarali til ta'limi uchun quyidagi model maqsadga muvofiq deb hisoblanadi:

- nazariy va akademik matnlarni bosma shaklda o'rganish;
- talaffuz, lug'at va interaktiv mashqlarni raqamli vositalar yordamida bajarish;
- mustaqil o'rganish jarayonida har ikki formatni integratsiyalash.

Mazkur tadqiqot natijalari shuni ko'rsatadiki, chet tilini o'rganish va o'qitish jarayonida bosma hamda raqamli kitoblarning har biri o'ziga xos pedagogik imkoniyatlarga ega. Zamonaviy axborot-kommunikatsiya texnologiyalarining jadal rivojlanishi raqamli resurslardan foydalanish ko'lamini kengaytirgan bo'lsa-da, an'anaviy bosma kitoblar o'z ahamiyatini yo'qotgani yo'q. Aksincha, ular chuqur o'qish, mazmunni anglash va tahliliy fikrlashni rivojlantirishda muhim vosita bo'lib qolmoqda.

Raqamli kitoblar esa interaktivlik, tezkorlik va multimodal ta'lim imkoniyatlari orqali til ko'nikmalarini shakllantirishda samarali vosita sifatida namoyon bo'ladi. Ayniqsa, lug'at boyligini oshirish, tinglab tushunish va mustaqil ta'lim jarayonini tashkil etishda elektron format qulaylik yaratadi. Shu bilan birga, raqamli muhitdagi chalg'ituvchi omillar chuqur o'qish jarayoniga salbiy ta'sir ko'rsatishi mumkinligi ham inobatga olinishi zarur.

Tahlillar asosida shuni xulosa qilish mumkinki, chet tilini o'qitish jarayonida bosma va raqamli kitoblarni qarama-qarshi qo'yish emas, balki ularni metodik jihatdan uyg'unlashtirish eng maqbul yondashuv hisoblanadi. Integrativ model asosida tashkil etilgan ta'lim jarayoni o'quvchilarning til kompetensiyasini har tomonlama rivojlantirishga xizmat qiladi hamda pedagogik samaradorlikni oshiradi, chet tilini o'rganish va o'qitishda bosma hamda raqamli kitoblarning uyg'un qo'llanilishi zamonaviy ta'lim tizimida barqaror va samarali natijalarga erishishning muhim omillaridan biri sifatida namoyon bo'ladi.

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The Evolution Of Word Meaning In Language Development

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Annotation

This article examines the issue of how the meaning of words changes over time. Language is a constantly evolving phenomenon. Cultural, social and historical changes in society also affect the meanings of words. The article analyzes the main factors of semantic change, the acquisition of new meanings by words, the gradual disappearance of old meanings, and the processes of expansion or narrowing of meaning in modern speech. Etymology also considers the role of context and communicative needs in language development. Through examples, the change in word meanings shows that language is a living and dynamic system. Such changes are closely related to human thinking and the development of society. As a result, the language becomes richer and the possibilities for expressing new concepts expand.

Keywords: semantic change, language development, historical linguistics, word meaning, culture, etymology, modern usage

Annotatsiya

Ushbu maqolada so'zlarning ma'nosi vaqt o'tishi bilan qanday o'zgarib borishi masalasi yoritiladi. Til doimiy rivojlanib boruvchi hodisa. Jamiyatdagi madaniy, ijtimoiy va tarixiy o'zgarishlar so'z ma'nolariga ham ta'sir ko'rsatadi. Maqolada semantik o'zgarishning asosiy omillari, so'zlarning yangi ma'nolar kasb etishi, eski ma'nolarning asta-sekin yo'qolishi hamda zamonaviy nutqda ma'no kengayishi yoki torayishi jarayonlari tahlil qilinadi. Shuningdek, etimologiyada kontekst va kommunikativ ehtiyojlarning til taraqqiyotidagi o'rnini ham o'rib chiqiladi. Misollar orqali so'z ma'nolarining o'zgarishi tilning tirik va dinamik tizim ekanini ko'rsatadi. Bunday o'zgarishlar inson tafakkuri va jamiyat taraqqiyoti bilan chambarchas bog'liqdir. Natijada til boyib, yangi tushunchalarni ifodalash imkoniyati kengayadi.

Kalit so'zlar: semantik o'zgarish, til taraqqiyoti, tarixiy tilshunoslik, so'z ma'nosi, madaniyat, etimologiya, zamonaviy qo'llanish

Til taraqqiyotida so'z ma'nosining evolyutsiyasi muhim lingvistik hodisa sifatida namoyon bo'ladi. Jamiyat taraqqiy etar ekan, ijtimoiy munosabatlar, madaniy qadriyatlar hamda ilmiy taraqqiyot tilning leksik tizimiga kuchli ta'sir ko'rsatadi. Natijada so'zlar tarixiy jarayonlarda yangi ma'nolar kasb etadi, ma'no doirasi kengayadi, torayadi yoki ko'chma mazmun hosil qiladi. Mazkur maqolada so'z ma'nosining evolyutsiyasi, uning yuzaga kelish sabablari, asosiy turlari va til taraqqiyotidagi o'rnini tahlil qilinadi, hamda ularning tilshunoslikdagi ilmiy ahamiyati yoritiladi. Ushbu tadqiqot semantika, tarixiy tilshunoslik va zamonaviy lingvistik izlanishlar uchun muhim manba bo'lib xizmat qiladi.

Til taraqqiyotida so'z ma'nosining evolyutsiyasi masalasi o'zbek tilshunosligida ham keng o'rganilgan. O'zbek leksikologiyasiga katta his qo'shgan olim Sh.Rahmatullayev¹ so'z ma'nosining rivojlanishini semantik munosabatlar orqali izohlaydi. Rahmatullayevning ta'kidlashicha, so'zlarning yangi ma'nolar kasb etishi jamiyatdagi yangi tushunchalar paydo bo'lishi bilan bevosita bog'liq.

Tilshunos olim N.Mahmudova² esa semantik o'zgarishlarni nutq madaniyati va uslubiy qatlamlar bilan bog'laydi. Nutq amaliyotida tez-tez qo'llangan yangi ma'no asta-sekin normaga aylanadi.

¹ Rahmatullayev Sh. O'zbek tilining etimologik lug'ati. — Toshkent: Fan, 2000.

² Mahmudova N. O'zbek tilida leksik-semantik taraqqiyot masalalari // O'zbek tili va adabiyoti. — Toshkent, 2014. — №3. — B. 45–52.

Shuningdek, structural tilshunoslik asoschilaridna biri F.Sosyur³ til belgisi ijtimoiy hodisa ekanini ta'kidlagan va so'z shakli hamda ma'nosi o'rtasidagi bog'liqlik tarixiy jarayonda o'zgarib borishini ko'rsatib bergan. Uning nazariyasiga ko'ra, ma'no til tizimida boshqa birliklar bilan munosabat orqali shakllanadi.

Semantik o'zgarishlarni tizimli ravishda tasniflagan olimlardan biri S.Ullmann⁴ so'z ma'nosi rivojlanishining asosiy yo'nalishlari sifatida ma'no kengayishi, torayishi, metaforik ko'chish va baholovchi o'zgarishlarni ajratadi. U tarixiy materiallar asosida ma'no o'zgarishlari ko'pincha inson tajribasi va ijtimoiy ehtiyojlari bilan bog'liq holda yuz berishini ta'kidlagan.

Kognitiv tilshunoslik vakili J.Lakoff⁵ esa ma'no rivojlanishini inson tafakkuri bilan bog'laydi. Masalan, vaqtni "harakat" orqali tasvirlash tilning semantik kengayishiga olib keladi.

Umuman olganda, o'zbek va jahon tilshunoslari tadqiqotlari shuni ko'rsatadiki, so'z ma'nosining evolyutsiyasi tilning tabiiy rivojlanish qonuniyatlaridan biridir. Bu jarayon jamiyat taraqqiyoti madaniy o'zgarishlar, tafakkur rivoji va nutq amaliyoti bilan uzviy bog'liq holda amalga oshadi.

O'zbek tilshunosligida etimologiya bir necha yo'nalishlarga ajratiladi. SH.Rahmatullayev tasnifiga ko'ra, etimologiya ilmiy, ichki, tashqi va xalq etimologiyasiga bo'linadi.⁶

A.Abduazizov uni tub turkiy so'zlar etimologiyasi, o'zlashma so'zlar etimologiyasi, tarixiy-semantik etimologiya va fonetik o'zgarish asosidagi etimologiyalarga bo'lgan.⁷

Jahon olimlaridan M.Myuller etimologiyani fonetik, semantik va mifologik etimologiyalarga bo'lib o'rgangan.⁸

A.Schleider esa geneologik, tarixiy va qiyosiy etimologiyalarga ajratgan.⁹

So'z ma'nosining evolyutsiyasini aniq misollar orqali ham ko'rish mumkin:

"telefon" dastlab faqat aloqa qurilmasini bildirgan bo'lsa, hozir u kamera, internet vositasi, shaxsiy qurilma ma'nolarini ham qamrab oladi (ma'no kengayishi).

"yozmoq" fe'li qadimda asosan qo'l bilan yozishni anglatgan, bugungi kunda esa kompyuterda terish jarayoniga ham nisbatan qo'llanadi.

"tarmoq" so'zi avval oddiy to'r yoki bog'lam ma'nosida ishlatilgan bo'lsa, hozir axborot texnologiyalarida "internet network" tushunchasini ham bildiradi.

Bu misollar tilning texnologik, ijtimoiy va madaniy o'zgarishlarga qanday moslashib borishini ko'rsatadi.

Xulosa qilib aytganda, so'z ma'nosining evolyutsiyasi til taraqqiyotining tabiiy va muqarrar qonuniyatidir. Ma'no o'zgarishlari jamiyat rivoji, inson tafakkuri, madaniyat, ilm-fan va kommunikativ ehtiyojlar bilan chambarchas bog'liq. Semantik jarayonlar tilning boyishiga, yangi tushunchalarni ifodalash imkoniyatining kengayishiga xizmat qiladi.

Shuningdek, o'zbek va jahon tilshunoslarning ilmiy qarashlari shuni tasdiqlaydiki, til tirik tizim bo'lib, undagi har bir birlik tarixiy jarayon davomida o'zgaradi, yangilanadi va yangi vazifalarni bajarishga moslashadi. Shu sababli semantik evolyutsiyani o'rganish nafaqat tarixiy tilshunoslik, balki zamonaviy lingvistika, nutq madaniyati va tarjimashunoslik uchun ham muhim ilmiy ahamiyatga ega.

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The Role Of Metaphor In The Formation Of Polysemy In Uzbek And English Languages

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Annotation

This article applies the general phenomenon of polysemy in Uzbek and English languages, paying attention to the role of metaphor in the formation of several interrelated meanings within one lexical unit. The article discusses the historical development of words with meaning expansion and the psychological impact of metaphor in the process of understanding and using language.

Keywords: polysemy, metaphor, meaning expansion, meaning transfer, lexical meaning, secondary nomination, semantic development.

Annotatsiya

Ushbu maqola o'zbek va ingliz tillarida polisemiyaning umumiy hodisasini tatbiq etib, bitta leksik birlik doirasida bir nechta o'zaro bog'liq ma'nolarning shakllanishida metaforaning roliga e'tibor qaratadi. Maqolada ma'no kengayishi so'zlarning tarixiy rivojlanishi hamda metaforaning tilni tushunish va qo'llash jarayonidagi psixologik ta'siri yoritiladi.

Kalit so'zlar: polisemiya, metafora, ma'no kengayishi, ma'no ko'chishi, leksik ma'no, ikkilamchi nominatsiya, semantik rivojlanish.

Metafora tilning taraqqiy etishida muhim hodisa sifatida qadimdan e'tiborga olingan. Bu atama yunoncha *metaphora* terminidan kelib chiqqan bo'lib, "ko'chirish" yoki "o'tkazish" ma'nolarini anglatadi. Dastlab metafora ritorika va poetika doirasida nutqni ifodali va ta'sirchan qilish vositasi sifatida qo'llangan. Vaqt o'tishi bilan metafora faqat badiiy nutqqa xos hodisa emasligi, balki umumtil birliklarining ma'no rivojlanishida faol ishtirok etishi aniqlangan. U so'zlarning yangi ma'nolar hosil qilishiga xizmat qilib, tilning lug'aviy boyishini ta'minlaydi. Bundan tashqari, u murakkab va mavhum tushunchalarni ifodalashda, nutqni ixcham va tushunarli bo'lib shakllanishida muhim vosita hisoblanadi. Shu sababli metafora leksik semantika doirasida ma'no kengayishining asosiy mexanizmlaridan biri sifatida o'rganiladi.

Metafora jahon tilshunoslik maktablarida nafaqat stilistik vosita, balki ma'no hosil qilish va semantik kengayish mexanizmi sifatida talqin etiladi. O'zbek tilshunosligida A. Hojiyev, Sh. Rahmatullayev, M. Mirtojdiyev va E. Begmatov¹ kabilar metaforani turli jihatdan tahlil etishgan. Jahon tillshunosligida ingliz olimlaridan I.A. Richerd, J. Lakof, M. Jonsn, M. Blek va A. Goatli² metafora xususiyatlarini ilmiy asoslab berganlar. Rus olimlaridan Yu.D. Apresyan, N.D. Arutyunova va V.N. Teliya³ ushbu sohaga yetarlicha hissa qo'shgan.

Xususan, Sh. Rahmatullayev o'zining "Hozirgi o'zbek adabiy tili" asarida metaforani ma'no ko'chishining bir turi sifatida talqin etadi. Uning ta'rifiga ko'ra, metafora narsalarning va hodisalar o'rtasidagi o'xshashlik asosida nomning bir predmetdan ikkinchisiga ko'chirilishi sifatida izohlaydi.⁴ Ya'ni so'zning dastlabki ma'nosi bilan yangi qo'llanayotgan ma'nosi o'rtasida ma'lum belgi jihatdan yaqinlik bo'ladi. Shu o'xshashlik asosida ko'chma ma'no yuzaga keladi.

¹ Shavkat Rahmatullayev. Hozirgi o'zbek adabiy tili. Toshkent: Universitet, 2006; Mirza Mirtojdiyev. O'zbek tilida polisemiya. Toshkent: Fan, 1975; Erkin Begmatov. Hozirgi o'zbek adabiy tili leksikologiyasi. Toshkent: Fan, 1985.

² I. A. Richards. The Philosophy of Rhetoric. London: Oxford University Press, 1936; George Lakoff, Mark Johnson. Metaphors We Live By. Chicago: University of Chicago Press, 1980; Max Black. Models and Metaphors: Studies in Language and Philosophy. Ithaca: Cornell University Press, 1962; Andrew Goatly. The Language of Metaphors. London: Routledge, 1997.

³ Юрий Д. Апресян. Избранные труды. Т. 1. Лексическая семантика: Синонимические средства языка. Москва: Школа «Языки русской культуры», 1995; Нина Д. Арутюнова. Теория метафоры. Москва: Прогресс, 1990; Валентина Н. Телия. Русская фразеология: семантический, прагматический и лингвокультурологический аспекты. Москва: Школа «Языки русской культуры», 1996.

⁴ Shavkat Rahmatullayev. Hozirgi o'zbek adabiy tili. Toshkent: Universitet, 2006.

Rahmatullayev metaforani boshqa ma'no ko'chish turlaridan, xususan, metonimiyadan farqlab ko'rsatadi.

Bundan tashqari, M. Blek "Modellar va metafora" (Models and metaphors, 1962) kitobida metaforani oddiy bezak yoki so'z o'yinidan ko'ra chuqurroq hodisa sifatida talqin qiladi. Uning fikricha, metafora ikki asosiy unsurdan tashkil topadi:

1. Asosiy obyekt

2. Ikkinchi obyekt⁵

Metaforik ma'no shu ikki tushuncha o'rtasidagi o'zaro ta'sir natijasida yuzaga keladi. Ya'ni metafora shunchaki bir narsani boshqasi bilan almashtirish emas, balki ikkinchi tushunchaga xos belgilar birinchisiga "ko'chirilishi" orqali yangi ma'no hosil bo'lishidir. Masalan, "inson-bo'ri" deyilganda, "bo'ri" so'zining yirtqichlilik, shafqatsizlik kabi xususiyatlari "inson" tushunchasiga tatbiq etiladi. Natijada, yangi kuchaytirilgan semantik tasvir paydo bo'ladi.

Jumladan, V.N. Telia "Rus frazeologiyasi: semantik, pragmatik va lingvokulturologik jihatlar" (Русская фразеология: семантический, прагматический и лингвокультурологический аспекты) asarida metaforani alohida stilistik hodisa sifatida emas, balki frazeologik birliklarning semantik va lingvomadaniy shakllanish mexanizmi sifatida talqin qiladi. Telia metaforani ikkilamchi nominatsiya vositasi deb ko'radi ya'ni mavjud so'z yoki obraz orqali yangi tushunchani nomlash usuli sifatida izohlaydi. U metaforani 2 xil yo'l bilan qiyoslaydi:

-To'g'ri nominatsiya

- Metaforik nominatsiya⁶

To'g'ri nominatsiyada so'z o'zining asosiy lug'aviy ma'nosida qo'llanadi. "Oltin taqinchoqlar" (золотая украшения), "tosh devor" (каменная стена) deyish orqali nomlashda bevosita va obrazlilik yo'q. Metaforik nominatsiyada "oltin qo'llar" (золотая руки), "toshyurak" (каменное сердце) kabi nomlashda bilvosita, obrazli va madaniy tasavvurlar asosida yuzaga kelishi haqida tavsiflagan.ⁱ

Xulosa qilib aytganda, metafora o'zbek va ingliz tillarida polisemiyaning shakllanishida muhim va samarali mexanizm hisoblanadi. U so'z ma'nosining kengayishiga, bir leksik birlik doirasida o'zaro bog'liq bir nechta ma'nolarning yuzaga kelishiga xizmat qiladi. Metafora orqali dastlabki konkret ma'no asosida yangi, ko'chma va abstrakt ma'nolar hosil bo'ladi. Tahlillar shuni ko'rsatadiki, metaforik ko'chish tilning tarixiy rivojlanishi jarayonida tabiiy ravishda yuz beradi va lug'aviy boylikning ortishiga sabab bo'ladi. O'xshashlik asosida bir tushunchadan ikkinchisiga ma'no ko'chirilishi natijasida yangi semantik qirralar paydo bo'ladi va shu tariqa polisemiya shakllanadi.

O'zbek va ingliz tillari misolida ham metafora nafaqat stilistik vosita, balki til tizimining ichki qonuniyatlariga asoslangan semantik hodisa ekanligi namoyon bo'ladi. U murakkab va mavhum tushunchalarni anglashni osonlashtiradi, nutqni ixcham va ta'sirchan qiladi. Demak, metafora polisemiyaning yuzaga kelishida muhim omil bo'lib, tilning semantik tizimini boyitish va rivojlantirishda katta ahamiyat kasb etadi.

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⁵ Max Black. Models and Metaphors: Studies in Language and Philosophy. Ithaca, New York: Cornell University Press, 1962.

⁶ Валентина Н. Телия. Русская фразеология: семантический, прагматический и лингвокультурологический аспекты. Москва: Школа «Языки русской культуры», 1996.

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Main Trends Of Word-Formation Processes In English And Uzbekistan

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Annotation

This article analyzes the formation of new words and word combinations in English and Uzbek and highlights their main trends. Since each language has its own morphological system and structure, the grammatical structure of the two languages is significantly different from each other. This article analyzes these differences comparatively and gives them a definition. Word formation is studied in the lexicology and morphology departments of linguistics, which study words, word formation, word formation methods, and all the phenomena involved in the formation of new words. The results of the article are of great importance in conducting comparative studies in linguistics and in understanding the lexical development trends of both languages.

Keywords: word, word formation, morphological (affixation), composition, conversion, language, lexicology, grammar, lexical-grammatical method, affix, reproduction, prefix, suffix, lexeme.

Annotatsiya

Ushbu maqola ingliz va o'zbek tillarida yangi so'z va so'z birikmalarining yasashini tahlil qilib, ularning asosiy tendensiyalarini yoritib beradi. Har bir til o'ziga xos morfologik tizim va tuzilishga ega bo'lganligi sababli ham ikki tilning gramatik tuzilishi bir-biridan sezilarli darajada farq qiladi. Mazkur maqola ushbu farqlarni qiyosiy jihatdan tahlil qiladi va ularga ta'rif berib o'tadi. So'z yasashi tilshunoslikning leksikologiya va morfologiya bo'limlarida o'rganilib, ular so'z, so'z yasashi, so'z yasash usullari hamda yangi so'z hosil qilishda ishtirok etadigan barcha hodisalarni o'rganadi. Maqola natijalari tilshunoslikda qiyosiy tadqiqotlar olib borishda hamda har ikki tilning leksik rivojlanish tendensiyalarini anglashda muhim ahamiyat kasb etadi.

Kalit so'zlar: so'z, so'z yasashi, morfologik (affiksatsiya), kompozitsiya, konversiya, til, leksikologiya, gramatika, leksik-grammatik usul, affiks, reproduksiya, prefix, suffiks, leksema.

Hozirgi davrda tillarning rivojlanishi ularning lug'at boyligining kengayib borishi bilan chambarchas bog'liq. Lug'at tarkibining boyishi esa jamiyatdagi ijtimoiy, madaniy hamda texnologik o'zgarishlar bilan uzviy aloqadordir. Ayniqsa, tillarda yangi tushunchalar va hodisalarning paydo bo'lishi so'z yasash jarayonlarining faollashuviga olib keladi. Ingliz va o'zbek tillari ham ushbu jarayondan mustasno emas. Global jarayonlar ta'sirida ingliz va o'zbek tillarida leksik tarkibni boyitish maqsadida so'z yasashning turli usullaridan faol foydalanilmoqda. Mazkur holat ikki tilda ham so'z yasash jarayonlarining asosiy tendensiyalarini o'rganishni talab etadi.

So'z yasashi har bir tilning rivojlanishida asosiy o'rin tutib, yangi leksik birliklar hosil qilish va til boyligini oshirishga xizmat qiladi. Ingliz tilida so'z yasash jarayonlari chuqur o'rganib chiqilayotgan masalalardan biri bo'lib, bu borada ko'plab olimlar izlanishlar olib borgan. Jumladan, L. Bauer, R. Li-be va I. Plag tomonidan yozilgan Oxford ingliz morfologiyasi bo'yicha ma'lumotnoma qo'llanmasi (Oxford Reference Guide to English Morphology Oxford, 2013)¹ ingliz tili morfologik tuzilishi va so'z yasashining asosiy usullari – derivatsiya, kompozitsiya, konversiya va affiksatsiya – bo'yicha keng qamrovli ishlarni olib borgan. L. Baurning Ingliz tilida so'z yasashi (English Word-Formation, 1983)² nomli asari esa so'z yasashining nazariy asoslari, affiksatsiya va semantik jarayonlarini batafsil yoritadi va ingliz tilida klassik asar

¹ Bauer L., Lieber R., Plag I. *The Oxford Reference Guide to English Morphology*. – Oxford: Oxford University Press, 2013. – P. 45.

² Bauer L. *English Word-Formation*. – Cambridge: Cambridge University Press, 1983. – P. 112.

hisoblanadi. Shuningdek, Morfologik mahsuldorlik (Morphological Productivity, 2001)³ kitobida soʻz yasaliş jarayonlarining mahsuldorligi (productivity) va morfologik usullarning nutqda faol ishlashini oʻrganish imkonini beradi.

Oʻzbek tilida soʻz yasaliş jarayonlari agglutinatív xususiyatga ega boʻlib, affiksatsiya asosiy yasaliş usuli sifatida qoʻllaniladi. A.Hojiyevning Oʻzbek tili soʻz yasaliş⁴ ilmiy kitobi oʻzbek tilida morfemalar, yasaliş usullari, qoʻshma va takroriy birliklar bilan yangi soʻzlar hosil qilish tizimli ravishda tushuntirib berilgan. A.Hojiyevning yana bir asari “Oʻzbek tili morfologiyasi, morfemikasi va soʻz yasalişining nazariy masalalari”⁵ kitobi morfologik tuzilma va nazariy masalalarni keng qamrovli tarzda tahlil qiladi.

Soʻz yasalişning qiyosiy tahlili esa zamonaviy tadqiqotlar orqali amalga oshiriladi. Masalan, Z.Avalova Ingliz va oʻzbek tillarida soʻz yasalişining qiyosiy tadqiq (Comparative study of word formation in english and uzbek languages)⁶ maqolasida ingliz va oʻzbek tillarining affiksatsiya, kompozitsiya, konversiya, blending va clipping kabi soʻz yasaliş usullarini solishtiriladi. M.Poyonova ingliz va oʻzbek tillarida soʻz yasaliş usullari (The ways of word formation in the english and uzbek languages)⁷ maqolasida asosiy yasaliş usullari — derivatsiya, qoʻshma soʻz va konversiya — ikki til boʻyicha tahlil qilinadi. O.Bayani va S.Shahabuddin Adib oʻzbek va ingliz tillarida soʻz yasaliş jarayonlarining qiyosiy tahlili (Comparative analysis of word-formation processes in uzbek and english languages)⁸ maqolasida derivatsiya, affiksatsiya, kompozitsiya, reduplikatsiya va qisqartmalar orqali yangi soʻz hosil qilish jarayonlari qiyosiy tarzda yoritiladi. R.Sobirov ingliz va oʻzbek tillarida soʻz yasalişning tipologik xususiyatlari (Word formation typological features in the english and uzbek languages)⁹ maqolasida ikki tilning morfologik tipologik xususiyatlarini yoritadi.

Soʻz yasaliş har bir til taraqqiyotida muhim oʻrin tutadi va yangi leksik birliklar hosil qilish orqali til boyligini oshiradi. Ingliz tilida bu jarayon chuqur oʻrganilgan boʻlib, L.Baur, R.Liber va I.Plág tomonidan yaratilgan Oxford ingliz morfologiyasi boʻyicha maʼlumotnoma qoʻllanmasi (The Oxford Reference Guide to English Morphology, 2013)¹⁰ kitobida derivatsiya, kompozitsiya, konversiya va affiksatsiya usullari keng yoritilgan. Shuningdek, L.Baurning Ingliz tilida soʻz yasaliş (English Word-Formation)¹¹ kitobida soʻz yasalişining nazariy asoslari tahlil qilinadi, Morfologik mahsuldorlik (Morphological Productivity)¹² kitobida esa morfologik mahsuldorlik masalalarini koʻrib chiqqan.

Oʻzbek tilida soʻz yasaliş agglutinatív tillar oilasiga mos boʻlib, affiksatsiya asosiy soʻz yasaliş usuli hisoblanadi. Bu jarayonlar A.Hojiyevning Oʻzbek tili soʻz yasaliş hamda Oʻzbek tili morfologiyasi, morfemikasi va soʻz yasalişining nazariy masalalari asarlarida tizimli ravishda bayon etilgan.¹³

Ingliz va oʻzbek tillarida soʻz yasaliş jarayonlarining qiyosiy tahlili zamonaviy tadqiqotlarda ham yoritilgan. Jumladan, Z.Avalova, M.Poyonova, O.Bayani va S.Shahabuddin Adib, shuningdek R.Sobirov ishlarida affiksatsiya, derivatsiya, kompozitsiya, konversiya, reduplikatsiya va qisqartmalar kabi usullar ikki til kesimida tipologik va qiyosiy jihatdan tahlil qilingan.¹⁴

³ Bauer L. *Morphological Productivity*. – Cambridge: Cambridge University Press, 2001. – P. 78.

⁴ Hojiyev A. *Oʻzbek tili soʻz yasaliş*. – Toshkent: Oʻqituvchi, 1989. – B. 45.

⁵ Hojiyev A. *Oʻzbek tili morfologiyasi, morfemikasi va soʻz yasalişining nazariy masalalari*. – Toshkent: Fan, 2010. – B. 78.

⁶ Avalova Z. *Comparative study of word formation in English and Uzbek languages* // Modern Education and Development. – 2025. – №2. – B. 140–147.

⁷ Poyonova M. *The ways of word formation in the English and Uzbek languages* // Central Asian Journal of Multidisciplinary Research and Management Studies. – 2025. – Vol. 2, №10. – B. 34–41.

⁸ Bayani O., Shahabuddin Adib S. *Comparative analysis of word-formation processes in Uzbek and English languages* // Integrated Journal for Research in Arts and Humanities. – 2025. – Vol. 5, №5. – B. 50–59.

⁹ Sobirov R. *Word formation typological features in the English and Uzbek languages* // International Journal of Artificial Intelligence. – 2024. – Vol. 4, №10. – B. 66–74.

¹⁰ Bauer L., Lieber R., Plág I. *The Oxford Reference Guide to English Morphology*. – Oxford: Oxford University Press, 2013. – P. 1–25;

¹¹ Bauer L. *English Word-Formation*. – Cambridge: Cambridge University Press, 1983. – P. 35–60;

¹² Bauer L. *Morphological Productivity*. – Cambridge: Cambridge University Press, 2001. – P. 10–28.

¹³ Hojiyev A. *Oʻzbek tili soʻz yasaliş*. – Toshkent: Oʻqituvchi, 1989. – B. 3–45; Hojiyev A. *Oʻzbek tili morfologiyasi, morfemikasi va soʻz yasalişining nazariy masalalari*. – Toshkent: Fan, 2010. – B. 18–74.

¹⁴ Avalova Z. Comparative study of word formation in English and Uzbek languages // Modern Education and Development. – 2025. – Vol. 26, №2. – P. 140–147; Poyonova M. The ways of word formation in the English and Uzbek languages // Central Asian Journal of Multidisciplinary Research and Management Studies. – 2025. – Vol. 2, №1 (Part 2). – P. 144–147. ; Bayani O., Shahabuddin Adib S.

Ingliz va o'zbek tillarida so'z yasash tizimi umumiy lingvistik qonuniyatlarga asoslangan lekin ularning tipologik tabiati so'z yasash jarayonlarining shakllanishi va rivojlanishida muhim ro'l o'ynaydi. O'zbek tili agglutinativ til oilasiga mos bo'lib, affiksatsiya usuli orqali so'z yasash keng tarqalgan, ingliz tili analitik xususiyatlari bilan ajralib turib, affiksatsiya bilan bir qatorda konversiya va kompozitsiya kabi usullarining faolligini ham ko'rsatadi. Shu bois ikki tilning so'z yasash mexanizmlari struktur jihatdan farqlanadi ammo funksional jihatdan ular bir xil vazifani — tilning leksik boyligini oshirishni — bajaradi.

Har ikkala tilda ham affiksatsiya eng faol so'z yasash usullaridan biri hisoblanadi. O'zbek tilida affikslar ketma-ket qo'shilish xususiyatiga ega bo'lib, har bir affiks aniq grammatik yoki leksik ma'no ifodalaydi. Masalan, "ish" so'ziga -chi, -lik, -siz aqo'shimchalari izchil qo'shilib, "ishchi", "ishchilik", "ishchiliksiz" kabi yangi birliklar hosil bo'ladi. Bu jarayon agglutinativ tizimning tipik ko'rinishi bo'lib, affikslarning chegarasi aniq va o'zaro aralashmaydi. Ingliz tilida esa affiksatsiya ko'proq derivatsion xarakterga ega: happy – unhappy – happiness kabi misollarda prefiks va suffikslar orqali yangi ma'no yuzaga keladi. Ingliz tilida affikslar son jihatdan o'zbek tiliga nisbatan kamroq bo'lsa-da, ularning semantik imkoniyati ko'proq va asosan so'z turkumini o'zgartirish vazifasini bajaradi.

Kompozitsiya har ikkala til uchun ham unumli usullardan biridir. Ingliz tilida qo'shma so'zlar ko'pincha ikki mustaqil leksemaning birikishidan hosil bo'ladi: blackboard, classroom, sunflower kabi birliklar bunga misol bo'la oladi. Bunday so'zlarda urg'u va yozuv shakli (ajratib, qo'shib yoki chiziqcha bilan yozish) juda ahamiyatlidir. O'zbek tilida esa qo'shma so'zlar ko'pincha sintaktik birikmaning mustaqil lug'aviy birlikka aylanishi asosida shakllanadi: temiryo'l, oshxona, ko'zoynak kabi birliklar dastlab erkin birikma bo'lgan bo'lsa ham, keyinchalik mustaqil leksik birlikka aylangan. Shunday qilib, ingliz tilida struktur birikish ustun bo'lsa, o'zbek tilida morfologik va semantik yaxlitlashuv jarayoni kuchliroq namoyon bo'ladi.

Konversiya ingliz tilining eng xarakterli va faol so'z yasash usullaridan biridir. Bu jarayonda so'zning tashqi shakli o'zgarmagan holda uning grammatik kategoriyasi almashadi: to work – work, to email – an email kabi misollar bunga dalil bo'la oladi. O'zbek tilida esa sof konversiya deyarli uchramaydi; so'z turkumini o'zgartirish asosan qo'shimchalar yordamida amalga oshiriladi. Masalan, "toza" so'zidan "tozalik", "yosh" so'zidan "yoshlik" birliklari hosil qilinadi. Bu holat o'zbek tilining agglutinativ xususiyati bilan bevosita bog'liq.

Reduplikatsiya o'zbek tilida ko'proq ekspressivlik va uslubiylilikni ifodalaydi: tez-tez, katta-katta, mayda-chuyda kabi birliklar nutqqa ta'sirchanlik baxsh etadi. Ingliz tilida reduplikatsiya nisbatan kamroq uchraydi va asosan og'zaki nutq yoki stilistik vosita sifatida qo'llanadi (bye-bye, goody-goody). Qisqartmalar esa zamonaviy ingliz tilida juda faol bo'lib, ilmiy-texnik taraqqiyot va global kommunikatsiya jarayonlari bilan chambarchas bog'liqdir. O'zbek tilida ham ba'zi qisqartmalar mavjud, biroq ularning qo'llanish doirasi ingliz tiliga nisbatan torroq.

Morfologik mahsuldorlik nuqtai nazaridan qaralganda, o'zbek tilida affikslarning birlashish imkoniyati keng bo'lib, ular yordamida ko'plab yangi so'zlar hosil qilish mumkin. Ingliz tilida esa derivatsiya va konversiya jarayonlari yuqori darajada foydalaniladi. Tipologik jihatdan o'zbek tili agglutinativ, ingliz tili esa analitik til sifatida tasniflanadi va bu holat so'z yasash mexanizmlarining shakllanishiga bevosita ta'sir ko'rsatadi.

Umuman olganda, ingliz va o'zbek tillarida so'z yasash jarayonlari umumiy lingvistik qonuniyatlarga asoslangan bo'lsa-da, ularning struktur va tipologik farqlari mazkur jarayonlarning amalga oshishida sezilarli tafovutlarga uchraydi. O'zbek tilida affiksatsiya yetakchi o'rin tutsa, ingliz tilida konversiya va kompozitsiya faol hisoblanadi. Qiyosiy tahlil natijalari shuni ko'rsatadiki, har ikki tilning so'z yasash tizimi, til taraqqiyoti va leksik boylikning o'z yo'nalishi mavjud, hamda ularni tipologik va funksional jihatdan chuqur o'rganish, ilmiy jihatdan dolzarb masalalardan biri bo'lib qolmoqda.

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Comparative Analysis Of Phraseological Units In Uzbekistan And English

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Annotation

This article analyzes common phraseological units in Uzbek and English, highlighting similarities and differences in meaning and use. The main attention is paid to the difficulties that arise in the process of translating phraseological units from one language to another and issues of lexical equivalence. The results of the study serve to deepen understanding of both languages and reveal important aspects of interlingual phraseology.

Keywords: Phraseological units, English phraseologisms, Uzbek phraseologisms, linguistic analysis, semantic differences, idiomatic expressions.

Annotatsiya

Ushbu maqolada o'zbek va ingliz tillaridagi keng tarqalgan frazeologik birliklar tahlil qilinib, ma'nosi hamda qo'llanishidagi o'xshash va farqli jihatlar yoritiladi. Asosiy e'tibor frazeologik birliklarni bir tildan boshqa tilga tarjima qilish jarayonida yuzaga keladigan qiyinchiliklar hamda leksik ekvivalentlik masalalariga qaratiladi. Tadqiqot natijalari har ikki tilni chuqurroq anglashga xizmat qiladi va tillararo frazeologiyani muhim jihatlarini ochib beradi.

Kalit so'zlar: Frazeologik birliklar, ingliz tili frazeologizmlari, o'zbek tili frazeologizmlari, lingvistik tahlil, semantik farqlar, idiomatik ifodalar.

Frazeologik birliklar tilning obrazli va milliy-madaniy qatlamini aks ettiruvchi muhim vositalardan biridir. Ular xalqning tarixiy tajribasi, dunyoqarashi va qadriyatlarini o'zida mujassamlashtirgan holda nutqning ta'sirchanligini oshiradi. Shu bois frazeologizmlar nafaqat leksik birlik sifatida, balki lingvomadaniy hodisa sifatida ham alohida ahamiyat kasb etadi.

O'zbek va ingliz tillari turli til oilalariga mansub bo'lsa-da, har ikkala tilda ham mazmunan yaqin yoki o'xshash frazeologik birliklar uchraydi. Biroq ularning shakliy tuzilishi, semantik ko'lami hamda qo'llanish xususiyatlarida muayyan farqlar mavjud. Mazkur jihatlar frazeologik birliklarni qiyosiy o'rganish zaruratini yuzaga keltiradi.

Ushbu maqolada o'zbek va ingliz tillaridagi frazeologik birliklarning semantik va strukturaviy xususiyatlari qiyosiy tahlil qilinadi hamda ularning tarjima jarayonidagi ekvivalentlik masalalari ko'rib chiqiladi. Tadqiqot natijalari tillararo o'xshashlik va farqlarni aniqlash, shuningdek, frazeologik birliklarni to'g'ri talqin va tarjima qilishga ilmiy asos yaratishga xizmat qiladi.

Jahon tilshunosligida rus olimlaridan A.Kunin, V.Vinogradov, N.Shanskiy bu masalada tadqiqot olib borgan¹. Jumladan, A.Kunin frazeologik birliklar kelib chiqishi, semantikasi, tarjimasini va madaniy jihatlarini chuqur tahlil qilib, ta'riflab bergan².

Bir qator o'zbek olimlari ham frazeologik birliklar ustida tadqiqot olib borishgan. Sh.Rahmatullayev, A.Hojiyev, A.Yusupovlar bu borada o'z fikrlarini bildirishgan.³

Frazeologik birliklar (idiomalar) tilshunoslikda turli mezonlar asosida tahlilqilingan bo'lib, ularning tasniflash masalasi ko'plab olimlar tomonidan tadqiq etilgan. Frazeologik birliklarni

¹ Виноградов В. В. Русский язык (Грамматическое учение о слове). — М.: Высшая школа, 1972. — 639 с.; Виноградов В. В. Основные типы фразеологических единиц русского языка // Лексикология и лексикография. — М.: Наука, 1977. — С. 140–161; Кунин А. В. Курс фразеологии современного английского языка. — М.: Высшая школа, 1996. — 381 с.; Шанский Н. М. Фразеология современного русского языка. — М.: Высшая школа, 1985. — 160 с.

² Кунин А. В. Курс фразеологии современного английского языка. — М.: Высшая школа, 1996. — 381 с.

³ Рахматуллаев Ш. Ўзбек тилининг изоҳли фразеологик луғати. — Т.: Ўқитувчи, 1978. — 320 б.; Ҳожиёв А. Тилшунослик терминларининг изоҳли луғати. — Т.: Ўзбекистон миллий энциклопедияси, 2002. — 224 б.; Yusupov A. English-Uzbek Idioms Dictionary. — Т.: O'qituvchi, 1998. — 256 p.

guruhlashda asosan semantik yaxlitlik, strukturaviy tuzilish, funksional xususiyat va uslubiy belgilarga tayaniladi.

Frazeologik birliklarning eng mashhur tasniflaridan biri V.V. Vinogradov tomonidan ishlab chiqilgan⁴. U frazeologik birliklarni semantik darajasiga ko'ra uch guruhga ajratadi: frazeologik chatishmalar, frazeologik birliklar va frazeologik qo'shilmalar. Frazeologik chatishmalarda ma'no to'liq ko'chma bo'lib, tarkibiy qismlar o'z mustaqil ma'nosini yo'qotadi. Frazeologik birliklarda esa obrazlilik saqlanadi va umumiy ma'no bilan komponentlar o'rtasida ma'lum bog'liqlik mavjud bo'ladi. Frazeologik qo'shilmalarda esa komponentlardan biri ko'chma ma'noda qo'llanadi, shu sababli ularning umumiy ma'nosi nisbatan tushunarliroq hisoblanadi. Ushbu tasnif idiomatiklik darajasini aniqlashda muhim ilmiy asos bo'lib xizmat qiladi.

Frazeologiyani struktur-semantik va funksional jihatdan o'rganishda A.V. Kuninning hissasi katta⁵. U frazeologik birliklarni nutqdagi vazifasiga ko'ra nominativ, nominativ-kommunikativ, kommunikativ hamda interjeksion turlarga ajratadi. Bu yondashuv idiomalarning nafaqat ma'no, balki kommunikativ vazifasini ham yoritib beradi. Xususan, kommunikativ frazeologik birliklar mustaqil hukm sifatida qo'llanadi.

Frazeologik birliklar til tizimining ajralmas qismi bo'lib, ular xalqning tarixiy tajribasi, dunyoqarashi va milliy tafakkurini o'zida mujassam etadi. Ingliz va o'zbek tillaridagi frazeologizmlarni qiyosiy tahlil qilish ushbu birliklarning semantik, strukturaviy hamda lingvomadaniy xususiyatlarini chuqurroq anglash imkonini beradi. Har ikki tilda frazeologik birliklar ko'chma ma'noga ega bo'lib, ularning umumiy ma'nosi tarkibiy qismlar ma'nosidan kelib chiqmaydi yoki qisman kelib chiqadi.

Semantik jihatdan qaralganda, ingliz va o'zbek tillarida to'liq, qisman va nol ekvivalent frazeologik birliklar mavjud. To'liq ekvivalent birliklar ma'no va obraz jihatdan bir-biriga yaqin bo'ladi. Masalan, ingliz tilidagi "To kill two birds with one stone" iborasi o'zbek tilidagi "Bir o'q bilan ikki quyovni urmoq" frazeologizmi bilan semantik jihatdan mos keladi. Har ikkala birlik bir harakat orqali ikki natijaga erishish ma'nosini anglatadi. Bunday birliklar tarjima jarayonida nisbatan kam muammo tug'diradi.

Qisman ekvivalent frazeologizmlar esa umumiy ma'nosi jihatidan o'xshash bo'lsa-da, obraz va ifoda vositalarida farqlanadi. Masalan, ingliz tilidagi "When pigs fly" iborasi o'zbek tilidagi "Tuyaning dumi yerga tekkanda" birligi bilan ma'nodosh hisoblanadi. Ikkala ibora ham imkonsiz holatni bildiradi, biroq obrazli asos turlicha. Bu holat har bir xalqning milliy tasavvuri va madaniy tajribasi bilan bog'liq.

Ekvivalentsiz frazeologik birliklar esa muayyan til va madaniyat doirasida shakllanadi. Masalan, "To carry coals to Newcastle" iborasi Angliyaning tarixiy-geografik sharoitiga asoslangan bo'lib, ortiqcha yoki keraksiz ish qilish ma'nosini anglatadi. O'zbek tilidagi "Do'ppisini osmonga otmoq" frazeologizmi esa milliy madaniyatga xos quvonch ifodasini bildiradi. Bunday birliklarni tarjima qilishda ko'pincha izohli yoki funksional muqobil usuldan foydalaniladi.

Strukturaviy jihatdan ingliz va o'zbek tillari o'rtasida sezilarli farqlar mavjud. Ingliz tili analitik til bo'lib, frazeologik birliklar ko'pincha fe'lli birikma shaklida qo'llanadi, masalan, "break the ice", "spill the beans", "kick the bucket". O'zbek tili esa agglutinatив til sifatida frazeologik birliklarni grammatik qo'shimchalar orqali turli shakllarda ifodalash imkoniyatiga ega. O'zbek tilida frazeologizmlar nafaqat fe'lli birikma, balki sifatlovchi birikma yoki butun gap shaklida ham uchraydi. Masalan, "Og'zi qulog'ida", "Ko'ngli tog'dek ko'tarildi" kabi birliklar tasviriy va emotsional xarakterga ega.

Lingvomadaniy jihatdan tahlil qilinganda, frazeologik birliklar har ikki xalqning yashash tarzi va tarixiy rivojlanishini aks ettiradi. Ingliz tilidagi ko'plab iboralar dengizchilik, savdo-sotiq va sanoat bilan bog'liq bo'lsa, o'zbek tilidagi frazeologizmlar ko'proq dehqonchilik, chorvachilik va

⁴ Виноградов В. В. Русский язык (Грамматическое учение о слове). — М.: Высшая школа, 1972. — 639 с.; Виноградов В. В. Основные типы фразеологических единиц русского языка // Лексикология и лексикография. — М.: Наука, 1977. — С. 140–161;

⁵ Кунин А. В. Курс фразеологии современного английского языка. — М.: Высшая школа, 1996. — 381 с.

milliy urf-odatlar bilan chambarchas bog'langan. Bu farqlar tilning madaniyat bilan uzviy aloqadorligini yana bir bor tasdiqlaydi.

Frazeologik birliklarning funksional xususiyatlari ham muhim ahamiyat kasb etadi. Ular nutqqa obrazlilik, ekspressivlik va emotsionallik bag'ishlaydi. Badiiy adabiyotda frazeologizmlar qahramon nutqini jonlantirish, muallif pozitsiyasini ifodalash va stilistik ta'sirni kuchaytirish vositasi sifatida keng qo'llaniladi. Kundalik og'zaki nutqda esa ular fikrni qisqa va ta'sirchan shaklda ifodalash imkonini beradi.

Tarjima jarayonida frazeologik birliklarning to'g'ri talqini alohida e'tibor talab qiladi. So'zma-so'z tarjima ko'pincha ma'no buzilishiga olib keladi, chunki frazeologizmlarning asl ma'nosi ko'chma xarakterga ega. Shu sababli tarjimada kontekstni hisobga olish, semantik muvofiqlikni ta'minlash va zarur hollarda izohli tarjimadan foydalanish muhim hisoblanadi.

Ingliz va o'zbek tillaridagi frazeologik birliklar nutqga obrazlilik va ekspressivlik beradi hamda xalqning madaniy qadriyatlarini va tarixiy tajribasini aks ettiradi. Har ikkala tilda to'liq va qisman ekvivalent birliklar mavjud bo'lib, bu ularning semantik o'xshashligini ko'rsatadi. Biroq struktura va madaniy obrazlarda farqlar seziladi: ingliz frazeologizmlari ko'pincha fe'lli birikma shaklida bo'lsa, o'zbek birliklari grammatik jihatdan moslashuvchan va milliy obrazlarga boy. Shu sababli tarjimada milliy xususiyatni hisobga olish muhimdir. Umuman, qiyosiy tahlil frazeologizmlarning til va madaniyatga oid universal hamda milliy jihatlarini ochib beradi.

Umuman olganda, ingliz va o'zbek tillaridagi frazeologik birliklarning qiyosiy tahlili ularning umumiy va farqli jihatlarini aniqlash, tarjima jarayonidagi muammolarni tushunish hamda lingvomadaniy xususiyatlarni ochib berishda muhim ilmiy ahamiyatga ega.

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Comparative Analysis Of The Origin And Adaptation Of Original Words In English And Uzbekistan

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Annotation

This article provides a comparative analysis of the origin, morphological and phonetic adaptation, and lexical adoption of loanwords in English and Uzbek. The study studies not only words that entered the Uzbek language from English, but also words that were borrowed from other languages in English. The article compares the pronunciation, spelling, role in syntax, and semantic changes of loanwords. This identifies linguistic processes between the two languages, lexical changes, and the development of the language in a cultural context. The results of the study may be useful in understanding loanwords and studying language development.

Keywords: loanwords; lexical acquisition; language contacts; phonetic adaptation; morphological adaptation; semantic adaptation; integration process; English.

Annotatsiya

Ushbu maqola ingliz va o'zbek tillaridagi o'zlashma so'zlarning kelib chiqishi, morfologik va fonetik moslashuvi hamda leksik qabul qilinishini qiyosiy tahlil qiladi. Tadqiqotda nafaqat ingliz tilidan o'zbek tiliga kirgan so'zlar, balki ingliz tilida boshqa tillardan o'zlashgan so'zlar ham o'rganiladi. Maqolada o'zlashma so'zlarning talaffuzi, imlosi, sintaksisdagi roli va semantik o'zgarishlari solishtiriladi. Shu orqali ikki til o'rtasidagi lingvistik jarayonlar, leksik o'zgarishlar va tilning madaniy kontekstdagi rivoji aniqlanadi. Tadqiqot natijalari o'zlashma so'zlarni tushunish va til rivojini o'rganishda foydali bo'lishi mumkin.

Kalit so'zlar: olinma so'zlar; leksik o'zlashma; til kontaktlari; fonetik moslashuv; morfologik moslashuv; semantik moslashuv; integratsiya jarayoni; ingliz tili.

Olinma so'zlar, ya'ni boshqa tillardan kirib kelgan leksik birliklar, har bir tilning lug'aviy boyligini boyitishda muhim va ahamiyatli rol o'ynaydi. Ingliz va o'zbek tillarida olinma so'zlar turli tarixiy davrlarda shakllanib, o'z o'rnini topgan. Ingliz tilida bu jarayon asosan norman istilosidan boshlab sezilarli darajada kuchaygan, so'nggi asrlarda esa fransuz, italyan va boshqa tillardan ko'plab yangi so'zlar kirib kelgan. O'zbek tilida esa asosan fors va arab tillaridan olingan so'zlar tarixan keng tarqalgan va kundalik nutqda faol ishlatiladi. Olinma so'zlarning tilga qabul qilinishi nafaqat lug'atni, balki talaffuz, morfologiya va semantika tizimini ham sezilarli darajada o'zgartiradi. Shu bilan birga, ular turli tillarda fonetik va morfologik moslashuv jarayonlariga duch keladi, masalan, talaffuzni o'zlashtirish, grammatikaga moslashish va ma'no o'zgarishi kabi.

Mazkur masala jahon tilshunosligida ham keng o'rganilgan. Olinma so'zlarning nazariy asoslarini ishlab chiqishda E.Haugen, S. Tomason va T.Kofman¹ kabi olimlar til kontaktlari natijasida yuzaga keladigan leksik o'zgarishlarning ijtimoiy va lingvistik omillarini tahlil qilganlar. Xususan, E. Haugen² o'zlashma so'zlarning til tizimiga integratsiyalashuv bosqichlarini izchil ravishda tasniflab bergan bo'lsa, S. Tomason va T. Kofman³ til kontaktlari jarayonini tarixiy hamda strukturaviy nuqtai nazardan izohlaydilar. Ingliz tilidagi olinma qatlamni tarixiy-etimologik jihatdan o'rganishda F.Durkin hamda D.Kristalning⁴ ishlari alohida ahamiyatga ega

¹ Haugen E. The Norwegian Language in America: A Study in Bilingual Behavior. – Philadelphia: University of Pennsylvania Press, 1953; Thomason S. G., Kaufman T. Language Contact, Creolization, and Genetic Linguistics. – Berkeley: University of California Press, 1988.

² Haugen E. The Norwegian Language in America: A Study in Bilingual Behavior. – Philadelphia: University of Pennsylvania Press, 1953

³ Thomason S. G., Kaufman T. Language Contact, Creolization, and Genetic Linguistics. – Berkeley: University of California Press, 1988

⁴ Durkin P. Borrowed Words: A History of Loanwords in English. – Oxford: Oxford University Press, 2014; Crystal D. The Cambridge Encyclopedia of the English Language. – Cambridge: Cambridge University Press, 1995.

bo'lib, ular ingliz tilining turli davrlarda boshqa tillar bilan aloqasi natijasida boyib borishini ko'rsatadi.

O'zbek tilshunosligida ham ingliz va rus tillaridan kirgan leksik birliklarning qo'llanishi va moslashuv masalasi alohida tadqiq etilgan. Jumladan, G.G'ulomova, U.Kuziyev, Muslih A.Shikib va D. Rustamov⁵ inglizcha olinma so'zlarning o'zbek tilida fonetik va grammatik jihatdan qay tarzda o'zlashishini, ularning yozma nutqda mustahkamlanish jarayonini ilmiy asosda yoritganlar.

Shuningdek, sovet davri rus tilshunosligida turkiy tillar, jumladan, o'zbek tili leksikasining shakllanishi va o'zlashmalar masalasi ham muhim o'rin egallagan. Ye. Polivanov, V.Radlov va A. Reformatskiy⁶ tadqiqotlarida til tizimiga kirgan birliklarning fonologik moslashuvi, etimologik qatlamni aniqlash va strukturaviy integratsiya jarayonlari nazariy hamda amaliy jihatdan asoslab berilgan.

Olinma so'zlar — bu bir tilning boshqa til elementlarini qabul qilishi natijasida shakllangan leksik birliklardir. Ular nutq jarayonida fonetik, morfologik va semantik jihatdan moslashadi va til tizimiga integratsiyalanadi. Olinma so'zlar til tarixida, madaniy va ijtimoiy aloqalarda muhim rol o'ynaydi, chunki ular yangi tushunchalarni, texnologik yangiliklarni va ilmiy terminlarni qabul qiluvchi tilga olib kiradi.

Ingliz tilshunos olimi F.Durkin o'zining *Olinma so'zlar: Ingliz tilidagi loanwordlar tarixi* (Borrowed Words: A History of Loanwords in English, 2009) asarida olinma so'zlarni tarixiy va etimologik mezonlar asosida quyidagicha tasniflaydi:

1. Bevosita o'zlashmalar
2. Bilvosita o'zlashmalar
3. Qadimiy va zamonaviy o'zlashmalar

Bevosita o'zlashmalar — bu manba til shakli deyarli saqlangan va fonetik jihatdan minimal o'zgarishga duch kelgan olinma so'zlardir. Bunday so'zlar nutq jarayonida qabul qiluvchi tilga to'g'ridan-to'g'ri kiradi va odatda talaffuzda yoki yozuvda faqat kichik moslashuvlarga uchraydi. Masalan, fransuzcha *entrepreneur*, *café* va *rendezvous* so'zlari ingliz tiliga deyarli o'zgarmagan shaklda kirgan bevosita o'zlashmalardir.

Bilvosita o'zlashmalar — bu boshqa vositachi til orqali kirgan va qisman moslashgan olinma so'zlardir. Ular ko'pincha fonetik va morfologik jihatdan qisman o'zgaradi, lekin manba tili ildizini saqlab qoladi. Masalan, arabcha *algebra* so'zi lotin tili orqali ingliz tiliga kirgan, shuningdek, yunoncha *philosophy* so'zi fransuzcha vositachilik orqali ingliz tiliga o'tgan.

Qadimiy va zamonaviy o'zlashmalar. So'zlarning kirib kelish vaqtiga qarab ularni qadimiy va zamonaviy o'zlashmalar deb ajratish mumkin. Qadimiy o'zlashmalar tarixiy jihatdan eski manbadan kelib, tilning klassik qatlamiga kiradi; masalan, fransuzcha *ballet* va *fiancée* so'zlari. Zamonaviy o'zlashmalar esa texnologik, ilmiy yoki ijtimoiy yangiliklar natijasida tilga kirgan bo'lib, masalan, *computer*, *internet* va *software* so'zlari zamonaviy o'zlashmalardir.

Einar Haugen o'z asarlarida, xususan *Lingvistik o'zlashmalar tahlili* (The Analysis of Linguistic Borrowing, 1950) va *Amerikada ikki tillilik* (Bilingualism in the Americas, 1969) asarlarida olinma so'zlarni til kontaktlari va integratsiya darajasi asosida tahlil qiladi. Uning fikricha, olinma so'zlar nafaqat boshqa tillardan kirgan birliklar, balki ular qabul qiluvchi tilning fonetik, morfologik va semantik tizimiga moslashish jarayonini ham o'z ichiga oladi. Haugenning yondashuvi ko'proq til kontaktlari nazariyasi va ikki tillilik kontekstiga asoslangan bo'lib, u olinma so'zlarni ularning integratsiya darajasi va funksional moslashuviga qarab quyidagicha tasniflaydi:

1. To'liq integratsiyalashgan o'zlashmalar
2. Qisman integratsiyalashgan o'zlashmalar

⁵ Гуломова Г. Русские лексические заимствования в узбекском языке. — Москва: Наука, 1985; Shikib M.A. Functioning of English Borrowed Words in Uzbek and Dari Written Sources. — Kabul: [nashriyot], 2012; Kuziyev U. Stages of Standardization of Loanwords in Uzbek Language. — Tashkent: Universitet, 2015; Rustamov D. Grammatical and Phonetic Analysis of Modern Borrowed Words in the Uzbek Language. — Tashkent: Fan, 2010.

⁶ Поливанов Е.Д. Статьи по общему языкознанию (1920–1930-е гг.). — Москва: Наука, 1968; Радлов В.В. Опыт словаря тюркских наречий. — Санкт-Петербург: Типография Императорской Академии наук, 1883–1911; Реформатский А.А. Введение в языкознание. — Москва: Просвещение, 1967.

3. Qabul qiluvchi tilga kam moslashgan o'zlashmalar

To'liq integratsiyalashgan o'zlashmalar qabul qiluvchi tilning fonetik va morfologik tizimiga to'liq moslashgan bo'ladi. Masalan, ingliz tilidagi *piano* so'zi italiyanchadan kirgan, lekin fonetik jihatdan ingliz tiliga moslashgan va morfologik jihatdan qo'shimchalar bilan ishlatiladi, masalan *pianos* (ko'plik).

Qisman integratsiyalashgan o'zlashmalar fonetik, morfologik yoki semantik jihatdan qisman moslashadi, ammo manba til ildizi seziladi. Masalan, ingliz tilidagi *genre* (fransuzcha) yoki *bazaar* (forscha/arablashgan) so'zlari ingliz tilida ishlatiladi, lekin talaffuz va ba'zi morfologik xususiyatlar manba tilga yaqin qoladi.

Qabul qiluvchi tilga kam moslashgan o'zlashmalar. Bu tur so'zlar fonetik va morfologik jihatdan deyarli o'zgarmagan holda kiradi va qabul qiluvchi til nutqida o'ziga xos "chet el" xarakterini saqlaydi. Masalan, *résumé* (fransuzcha) yoki *doppelgänger* (nemischa) so'zlari ingliz tilida ishlatilganda fonetik jihatdan manba tilni eslatadi.

G.G. G'ulomova esa olinma so'zlarni klassifikatsiya qilishda ularning til ichidagi moslashuv jarayoniga e'tibor qaratadi va o'zining *Ruscha leksik o'zlashmalar o'zbek tilida* ("Русские лексические заимствования в узбекском языке, 1985) asarida olinma so'zlarni quyidagi shaklda tasniflaydi:

1. Fonetik moslashuv
2. Morfologik moslashuv
3. Semantik moslashuv

Fonetik moslashuv — bu so'zlarning talaffuzi va tovush tizimi jihatidan qabul qiluvchi tilga moslashishi jarayonidir. Bunday so'zlar o'zbek tilining fonetik qoidalariga muvofiq o'zgaradi, urg'u va tovushlar soddalashadi. Masalan, ruscha *школа* so'zi o'zbek tiliga shkola shaklida kiradi, yoki *музей* → muzey. Bu misollar so'zlarning fonetik jihatdan integratsiyalashishini ko'rsatadi.

Morfologik moslashuv — bu olinma so'zning o'zbek tilidagi morfologik tizimga moslashishi, qo'shimchalarni qabul qilishi va so'z yasalişhida qatnashishi jarayonidir. Masalan, ruscha *компьютер* so'zi o'zbek tiliga kompyuter shaklida kirib, ko'plik qo'shimchasi bilan kompyuterlar sifatida ishlatiladi. Yoki *телефон* → telefonlar. Bu misollar so'zlarning morfologik jihatdan qabul qiluvchi tilga moslashishini namoyish etadi.

Semantik moslashuv — bu so'zning ma'nosining qabul qiluvchi til kontekstida torayishi yoki kengayishi jarayonidir. Masalan, ruscha *магистр* so'zi o'zbek tilida ilmiy daraja bilan bog'liq holda yangi ma'noda ishlatiladi. Shuningdek, *директор* so'zi boshqaruvchi ma'nosida umumiy tilga moslashadi. Bu misollar so'zlarning semantik jihatdan adaptatsiyasini ko'rsatadi.

Mazkur tadqiqot natijalari shuni ko'rsatadiki, ingliz va o'zbek tillarida olinma so'zlar shakllanishi turli tarixiy, ijtimoiy va madaniy omillar bilan chambarchas bog'liq. Har ikki til tajribasida o'zlashmalar nafaqat lug'aviy boylikni kengaytirgan, balki tilning fonetik, morfologik hamda semantik tizimiga ham sezilarli ta'sir ko'rsatgan.

Tarixiy-etimologik yondashuv asosida F. Durkin tomonidan taklif etilgan tasnif ingliz tilidagi olinma qatlamni davriy va strukturaviy jihatdan tahlil qilish imkonini beradi. Bevosita o'zlashmalar ingliz tilida fonetik jihatdan minimal o'zgarishga uchragan bo'lsa, bilvosita o'zlashmalar vositachi tillar orqali kirib, ko'proq strukturaviy transformatsiyaga duch kelgan. Qadimiy va zamonaviy o'zlashmalar o'rtasidagi farq esa tilning tarixiy rivojlanish bosqichlarini aks ettiradi. Natijalar shuni ko'rsatadiki, zamonaviy davrda ingliz tiliga kirayotgan texnologik terminlar ko'pincha global kommunikatsiya natijasida tez integratsiyalashadi.

Til kontaktlari nazariyasi nuqtai nazaridan Einar Haugen konsepsiyasi olinma so'zlarning integratsiya darajasini aniqlashda muhim metodologik asos bo'lib xizmat qiladi. Tadqiqot jarayonida to'liq integratsiyalashgan o'zlashmalar qabul qiluvchi tilning grammatik tizimida faol ishlatilishi, qisman integratsiyalashgan birliklar esa fonetik yoki morfologik izlarni saqlab qolishi aniqlandi. Kam moslashgan o'zlashmalar esa ko'pincha yozma nutqda yoki maxsus terminologiyada saqlanib qoladi.

O'zbek tilshunosligi doirasida G.G'ulomova tomonidan ilgari surilgan fonetik, morfologik va semantik moslashuv tasnifi amaliy jihatdan samarali ekanligi kuzatildi. Tahlillar shuni ko'rsatadiki:

- Fonetik moslashuv o'zbek tilining tovush tizimi va urg'u qonuniyatlariga muvofiq amalga oshadi.
- Morfologik moslashuv jarayonida olinma so'zlar o'zbekcha qo'shimchalarni erkin qabul qiladi va so'z yasashida faol qatnashadi.
- Semantik moslashuv natijasida ayrim so'zlar ma'no torayishi yoki kengayishiga uchraydi.

Qiyosiy tahlil natijalariga ko'ra, ingliz tilida olinma qatlam tarixiy istilolar va global aloqalar bilan bog'liq ravishda shakllangan bo'lsa, o'zbek tilida esa asosan madaniy-diniy va siyosiy aloqalar (arab, fors, rus tillari bilan) muhim rol o'ynagan. Har ikkala til tajribasida ham o'zlashmalar til tizimining tabiiy rivojlanish mexanizmi sifatida namoyon bo'ladi.

Shunday qilib, tadqiqot natijalari olinma so'zlar til boyishini ta'minlovchi dinamik va ko'p bosqichli jarayon ekanligini ko'rsatdi. Ularning integratsiya darajasi tarixiy sharoit, ijtimoiy ehtiyoj va lingvistik moslashuv mexanizmlariga bevosita bog'liqdir.

Mazkur tadqiqot natijalari shuni ko'rsatadiki, ingliz va o'zbek tillarida olinma so'zlar shakllanishi turli tarixiy, ijtimoiy va madaniy omillar bilan chambarchas bog'liq. Har ikki til tajribasida o'zlashmalar nafaqat lug'aviy boylikni kengaytirgan, balki tilning fonetik, morfologik hamda semantik tizimiga ham sezilarli ta'sir ko'rsatgan.

Tarixiy-etimologik yondashuv asosida F. Durkin tomonidan taklif etilgan tasnif ingliz tilidagi olinma qatlamni davriy va strukturaviy jihatdan tahlil qilish imkonini beradi. Bevosita o'zlashmalar ingliz tilida fonetik jihatdan minimal o'zgarishga uchragan bo'lsa, bilvosita o'zlashmalar vositachi tillar orqali kirib, ko'proq strukturaviy transformatsiyaga duch kelgan. Qadimiy va zamonaviy o'zlashmalar o'rtasidagi farq esa tilning tarixiy rivojlanish bosqichlarini aks ettiradi. Natijalar shuni ko'rsatadiki, zamonaviy davrda ingliz tiliga kirayotgan texnologik terminlar ko'pincha global kommunikatsiya natijasida tez integratsiyalashadi.

Til kontaktlari nazariyasi nuqtai nazaridan Einar Haugen konsepsiyasi olinma so'zlarning integratsiya darajasini aniqlashda muhim metodologik asos bo'lib xizmat qiladi. Tadqiqot jarayonida to'liq integratsiyalashgan o'zlashmalar qabul qiluvchi tilning grammatik tizimida faol ishlatilishi, qisman integratsiyalashgan birliklar esa fonetik yoki morfologik izlarni saqlab qolishi aniqlandi. Kam moslashgan o'zlashmalar esa ko'pincha yozma nutqda yoki maxsus terminologiyada saqlanib qoladi.

O'zbek tilshunosligi doirasida G.G'ulomova tomonidan ilgari surilgan fonetik, morfologik va semantik moslashuv tasnifi amaliy jihatdan samarali ekanligi kuzatildi. Tahlillar shuni ko'rsatadiki:

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Qiyosiy tahlil natijalariga ko'ra, ingliz tilida olinma qatlam tarixiy istilolar va global aloqalar bilan bog'liq ravishda shakllangan bo'lsa, o'zbek tilida esa asosan madaniy-diniy va siyosiy aloqalar (arab, fors, rus tillari bilan) muhim rol o'ynagan. Har ikkala til tajribasida ham o'zlashmalar til tizimining tabiiy rivojlanish mexanizmi sifatida namoyon bo'ladi.

Yuqoridagi tahlillarni umumlashtirganda, ingliz va o'zbek tillarida olinma so'zlar shakllanishi tarixiy jarayonlarning mahsuli ekanligi ayon bo'ladi. O'zlashmalar har ikki tilning lug'aviy boyligini kengaytirish bilan birga, ularning fonetik, morfologik va semantik tizimiga ham faol ta'sir ko'rsatadi. Fonetik moslashuv tovush tizimiga uyg'unlashish orqali amalga oshsa, morfologik moslashuv qo'shimchalar qabul qilish va so'z yasash jarayonida ishtirok etish orqali namoyon bo'ladi. Semantik moslashuv esa ma'no torayishi, kengayishi yoki ixtisoslashuvi shaklida kuzatiladi.

Ingliz tilida o'zlashmalar asosan tarixiy istilolar, savdo-iqtisodiy aloqalar hamda ilmiy-texnik taraqqiyot bilan bog'liq holda shakllangan. O'zbek tilida esa madaniy-diniy va siyosiy omillar yetakchi ahamiyat kasb etgan. Zamonaviy global jarayonlar har ikki tilga xalqaro terminlarning kirib kelishini tezlashtirib, ularning faol integratsiyasini ta'minlamoqda. Bu holat tillarning ochiq va dinamik tizim ekanligini ko'rsatadi.

Tarixiy-etimologik tasnif, til kontaktlari nazariyasi hamda lingvistik moslashuv konsepsiyalari olinma so'zlarning mohiyatini chuqurroq yoritishga xizmat qiladi. O'zlashmalar til tizimining zaiflashuvi emas, balki uning ijtimoiy ehtiyojlarga moslashish va rivojlanish qobiliyatining ifodasidir. Ingliz va o'zbek tillarida olinma so'zlarni qiyosiy o'rganish ularning tarixiy taraqqiyotini aniqlash bilan birga, zamonaviy lingvistik jarayonlarni anglashga ham yordam beradi.

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Language Learning Opportunities With The Help Of Technologies

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Abstract

This article analyzes the role and prospects of modern digital technologies in the acquisition of foreign languages. The study highlights the theoretical views of scientists who have contributed to the development of the field, as well as the practical significance of artificial intelligence, mobile applications and multimedia tools in education.

Keywords: Digital technologies, artificial intelligence, language learning, cognitive approach, mobile applications, multimedia, linguistic environment, innovation.

Annotatsiya

Ushbu maqolada zamonaviy raqamli texnologiyalarning xorijiy tillarni o'zlashtirishdagi o'rni va istiqbollari tahlil qilinadi. Tadqiqotda soha rivojiga hissa qo'shgan olimlarning nazariy qarashlari hamda sun'iy intellekt, mobil ilovalar va multimedia vositalarining ta'limdagi amaliy ahamiyati yoritilgan.

Kalit so'zlar: Raqamli texnologiyalar, sun'iy intellekt, til o'rganish, kognitiv yondashuv, mobil ilovalar, multimedia, lisoniy muhit, innovatsiya.

Zamonaviy globallashtirish va axborotlashgan jamiyat sharoitida xorijiy tillarni bilish nafaqat shaxsiy imkoniyat, balki professional raqobatbardoshlikning asosiy mezoniga aylandi. An'anaviy ta'lim metodlari uzoq yillar davomida grammatik qoidalarni yodlash va matnlarni tarjima qilishga tayangan bo'lsa, bugungi kunda texnologik inqilob bu yondashuvni tubdan transformatsiyaga uchratdi. Mazkur maqolaning dolzarbligi shundaki, raqamli texnologiyalar til o'rganishni sinf xonalaridan mobil qurilmalarga, statik darsliklardan dinamik multimedia muhitiga ko'chirdi.

Til o'rganishda texnologiyalardan foydalanish shunchaki qulaylik yaratish emas, balki kognitiv jarayonlarni jadallashtirish va lisoniy to'siqlarni bartaraf etishning samarali yo'lidir. Kirish qismida ta'kidlash lozimki, zamonaviy metodikalar o'quvchiga o'zlashtirish tezligini shaxsiylashtirish, real vaqt rejimida qayta aloqa (feedback) olish va dunyoning istalgan nuqtasidagi ona tilida so'zlashuvchilar bilan muloqot qilish imkonini bermogda.

Ushbu sohaning nazariy va amaliy asosi shakllanishida ham o'zbek, ham jahon olimlarining xizmatlari beqiyosdir. Birinchidan, o'zbek kibernetika maktabining asoschisi akademik Vosil Qobulov kompyuter lingvistikasining algoritmlash tizimini yaratish orqali tildagi ma'lumotlarni raqamli qayta ishlashning poydevorini qo'ydi. Uning izlanishlari bugungi avtomatik tarjima va lingvistik tahlil dasturlari uchun nazariy manba bo'lib xizmat qilmoqda.

Ikkinchidan, jahon miqyosida tan olingan olim Stiven Krashen o'zining "tushunarli kirish ma'lumoti" (comprehensible input) nazariyasi bilan texnologiyalardan foydalanishning metodik asoslarini belgilab berdi. Krashenning fikricha, til o'rganish bosim ostida emas, balki tabiiy va tushunarli kontent (video, audio, interaktiv o'yinlar) orqali amalga oshirilishi kerak. Shuningdek, Sugata Mitra "Teshikdagi kompyuter" loyihasi bilan bolalarning texnik vositalar yordamida ustozsiz til o'rganish qobiliyatini, Mark Prensky esa "raqamli tubjoylar" avlodi uchun texnologiya asosiy ta'lim quroli ekanligini ilmiy isbotladi.

Uchinchidan, bugungi texnologik imkoniyatlar bir necha platformalarda namoyon bo'lmoqda. Sun'iy intellekt va chatbotlar o'quvchi uchun istalgan vaqtda muloqot qiluvchi virtual suhbatdosh vazifasini bajarib, nutqiy ko'nikmalarni rivojlantirmogda. Mobil ilovalar gamifikatsiya usuli orqali lug'at boyligini oshirishni qiziqarli mashg'ulotga aylantirdi. Virtual

borliq (VR) texnologiyalari esa o'quvchini sun'iy yaratilgan lisoniy muhitga olib kirib, psixologik to'siqlarni yengishga yordam bermoqda.

Xulosa

Xulosa o'rnida ta'kidlash lozimki, texnologiyalar yordamida til o'rganish — bu kelajak ta'limining asosiy modelidir. Tadqiqotlar shuni ko'rsatadiki, Vosil Qobulov va Stiven Krashen kabi olimlar tomonidan ilgari surilgan ilmiy qarashlar bugungi raqamli platformalar uchun mustahkam nazariy asos bo'lib xizmat qilmoqda. Texnologiya tilni tabiiy va tizimli o'zlashtirishning eng samarali mexanizmi ekanligi bugun o'z isbotini topdi.

Bundan tashqari, zamonaviy metodikalar til o'rganuvchiga individual yondashuvni taklif etib, o'z xatolari ustida mustaqil ishlash imkonini yaratdi. Bu jarayonda o'qituvchining roli ham transformatsiya bo'lib, u shunchaki ma'lumot beruvchidan raqamli dunyoda to'g'ri yo'nalish ko'rsatuvchi fasilitatorga aylandi. Umuman olganda, texnologik imkoniyatlardan unumli foydalanish nafaqat til o'rganish muddatini qisqartiradi, balki insonning global axborot makoniga integratsiyalashuvini va intellektual salohiyatini oshirishni ta'minlaydi.

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Morphology Of The English Language And Its Functional Features

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Annotation

This thesis studies the theoretical foundations of the morphology of the English language and its functional features in the language system. The study defines the concept of morphology and analyzes the structure and classification of morphemes in the English language. Attention is paid to the processes of word formation, studying their role in expanding the lexical meaning. Grammatical forms are analyzed from the point of view of their functions in ensuring syntactic and semantic accuracy. The study presents linguistic examples illustrating morphological patterns in the English language. The results confirm the importance of morphological knowledge in the development of language competence.

Keywords: morphology, morpheme, grammatical form, word groups, grammatical category, affix, agglutination, paradigmatics, syntagmatics.

Annotatsiya

Ushbu tezis ingliz tili morfologiyasining nazariy asoslari va til tizimidagi funksional xususiyatlarini o'rganadi. Tadqiqot morfologiya tushunchasini aniqlaydi va ingliz tilidagi morfemalarning tuzilishi hamda tasnifini tahlil qiladi. E'tibor so'z yasash jarayonlariga qaratilib, ular leksik ma'noni kengaytirishdagi rolini o'rganadi. Grammatik shakllar sintaktik va semantik aniqlikni ta'minlashdagi funksiyalari nuqtai nazaridan tahlil qilinadi. Tadqiqotda ingliz tilidagi morfologik naqshlarni ko'rsatadigan lingvistik misollar keltirilgan. Natijalar morfologik bilimning til kompetensiyasini rivojlantirishdagi muhimligini tasdiqlaydi.

Kalit so'zlar: morfologiya, morfema, grammatik shakl, so'z turkumlari, grammatik kategoriya, affiks, agglutinatsiya, paradigmatika, sintagmatika.

Kirish

Morfologiya tilshunoslikning eng muhim sohalaridan biri bo'lib, u so'zlarning ichki tuzilishi, shakllanishi va grammatik funksiyalarini o'rganadi. Ingliz tilida morfologik tahlil so'z yasalishi jarayonlari, morfemalarning turlari va ularning leksik va grammatik ma'noga ta'sirini aniqlash imkonini beradi. Tilning ichki strukturasi va morfemalarning o'zaro aloqasi so'zlarning sintaktik va semantik xususiyatlarini belgilashda muhim ahamiyatga ega. Zamonaviy tilshunoslikda morfologiya ikki asosiy yo'nalishda tadqiq qilinadi: leksik morfemalar va grammatik morfemalar. Leksik morfemalar so'zning asosiy ma'nosini belgilab, yangi leksik birliklarning yaratilishiga xizmat qiladi, grammatik morfemalar esa so'zning sintaktik rolini va ma'nosini aniq ifodalashga yordam beradi. Shu bilan birga, morfologik naqshlar til tizimida izchillik va barqarorlikni ta'minlaydi. Ushbu tadqiqotning asosiy maqsadi — ingliz tilidagi morfologik strukturalar va ularning funksional xususiyatlarini aniqlash, so'z yasalishi jarayonlarini tahlil qilish va morfemalarning til kompetensiyasini rivojlantirishdagi rolini ko'rsatishdir. Tadqiqot natijalari ingliz tilini chuqurroq o'rganishga va lingvistik bilimni kengaytirishga xizmat qiladi.

Morfologiya — tilshunoslikning eng muhim yo'nalishlaridan biri bo'lib, u so'zlarning ichki tuzilishi, shakllanish jarayoni hamda ularning grammatik funksiyalarini o'rganadi. Ingliz tilida morfologik tahlil so'zlarning yasash usullari, morfemalarning turlari va ularning leksik hamda grammatik ma'noga ta'sirini aniqlash imkonini beradi. Tilning ichki strukturasi va morfemalarning o'zaro bog'liqligini o'rganish so'zlarning sintaktik va semantik xususiyatlarini tushunishda muhim ahamiyatga ega. Zamonaviy tilshunoslikda morfologiya ikki asosiy yo'nalishda tadqiq qilinadi: leksik va grammatik morfemalar. Leksik morfemalar so'zning asosiy ma'nosini belgilab, yangi leksik birliklarning shakllanishiga xizmat qiladi. Grammatik

morfemalar esa soʻzning sintaktik rolini va maʼnosini aniq ifodalashga yordam beradi. Shu bilan birga, morfologik naqshlar til tizimida izchillik va barqarorlikni taʼminlaydi. Ushbu tadqiqotning asosiy maqsadi — ingliz tilidagi morfologik strukturalar va ularning funksional xususiyatlarini aniqlash, soʻz yasash jarayonlarini tahlil qilish hamda morfemalarning til kompetensiyasini rivojlantirishdagi rolini koʻrsatishdir. Tadqiqot natijalari ingliz tilini chuqurroq oʻrganish va lingvistik bilimlarni kengaytirishda foydali boʻladi.

Ingliz tili morfologiyasini oʻrganishda bir qator jahon olimlari oʻz hissasini qoʻshgan va morfemalar tuzilishi hamda soʻz yasalishi jarayonlarini chuqur tahlil qilgan.

Noam Chomsky (lingvistika va sintaksis asoschisi) generativ grammatikaga oid ishlari orqali morfologiya va sintaksis oʻrtasidagi aloqani oʻrganishga katta hissa qoʻshgan. U morfemalarning grammatik strukturalarga taʼsiri va sintaktik jarayonlarda roli haqida tahlil olib borgan. Chomsky fikricha, morfologik bilim til kompetensiyasining asosiy qismi boʻlib, soʻzlarni toʻgʻri shakllantirish va ularni kontekstga mos qoʻllash imkonini beradi^[1]. Mark Aronoff ingliz tilidagi soʻz yasalishi jarayonlarini sistematik tarzda oʻrganib, morfemalarni leksik va grammatik morfemalar sifatida tasniflagan. Uning asari “Morphology by Itself: Stems and Inflectional Classes” (1994) morfologik nazariyani rivojlantirishda muhim manba hisoblanadi. Tadqiqotda soʻz yasalishining nazariy asoslari, morfemalarning kombinatsion qoidalari va ularning leksik maʼnoni kengaytirishdagi roli yoritilgan^[2]. Andrew Carstairs-McCarthy ingliz tilidagi morfemalarning tuzilishi va soʻz yasalishdagi funksiyalarini chuqur tahlil qilgan. U “Current Morphology” (2002) asarida morfemalarning kombinatsiya qoidalari, derivatsiya va infleksiya jarayonlari orqali leksik va grammatik maʼnoni qanday shakllantirishini koʻrsatgan^[3]. Tadqiqotlar morfologik bilimning til kompetensiyasini rivojlantirishdagi amaliy ahamiyatini yoritadi. Shu tarzda, olimlarning tadqiqotlari ingliz tili morfologiyasini oʻrganish nafaqat nazariy qiziqish, balki til oʻrganuvchilar uchun amaliy jihatdan ham muhim ekanligini koʻrsatadi. Morfemalarning tuzilishi, tasnifi va soʻz yasash jarayonlarini chuqur tushunish til kompetensiyasini rivojlantirishda asosiy vosita hisoblanadi. Zamonaviy ingliz tili tarixiy rivojlanish jarayonida sezilarli morfologik oʻzgarishlarga duch kelgan. Eski ingliz tilida mavjud boʻlgan kuchli fleksiyalar va murakkab morfologik tizim hozirgi kunda sezilarli darajada soddalashtirilgan. Bu esa bir tomondan tilni universal va moslashuvchan qilsa, ikkinchi tomondan baʼzi grammatik aniqliklarning yoʻqolishiga olib kelgan. Hozirgi ingliz tilida analitik konstruktsiyalar, yordamchi feʼllar va soʻz tartibiga asoslangan ifodalar morfologiyaning oʻrnini toʻldirmoqda.

Morfologik tahlil zamonaviy tilshunoslikda turli nazariy yondashuvlar doirasida oʻrganiladi. Strukturaviy tilshunoslik, generativ grammatika, funksional tilshunoslik va kognitiv lingvistika morfologiyani oʻzicha talqin qiladi. Masalan, Chomskyning generativ nazariyasida morfologik birliklar chuqur va sirt tuzilma darajalarida koʻrib chiqiladi, kognitiv yondashuvda esa morfologik shakllar inson idroki va tushunchalari bilan bogʻliq holda tahlil qilinadi. Ingliz tilini oʻrganayotganlar orasida morfologik xatolar keng tarqalgan boʻlib, ular koʻpincha feʼl zamonlari, koʻplik qoʻshimchalari, egalik shakllari va affikslarning notoʻgʻri ishlatilishi bilan bogʻliq. Bu xatolarni aniqlash va tahlil qilish orqali til oʻrganish jarayoni samaradorligi oshadi. Tilshunoslikda bu borada kontrastiv tahlil va xatoliklarni diagnostik qilish metodlari keng qoʻllaniladi.

Xulosa

Ushbu tadqiqot ingliz tili morfologiyasining nazariy asoslari va til tizimidagi funksional xususiyatlarini oʻrganishga qaratildi. Tadqiqot jarayonida morfologiya tushunchasi aniqlanib, ingliz tilidagi morfemalarning tuzilishi, tasnifi va soʻz yasash jarayonlari tahlil qilindi. Leksik morfemalar yangi soʻzlar yaratish va leksik maʼnoni kengaytirishda muhim rol oʻynashi, grammatik morfemalar esa sintaktik va semantik aniqlikni taʼminlashi aniqlandi. Lingvistik misollar orqali morfologik naqshlar va ularning til tizimidagi funksiyalari koʻrsatildi, bu esa morfologik bilimning til kompetensiyasini rivojlantirishdagi ahamiyatini tasdiqlaydi. Natijalar shuni koʻrsatadiki, morfologik tahlil til oʻrganuvchilar va tilshunoslar uchun nafaqat ilmiy qiziqish, balki amaliy ahamiyatga ega. Shu bilan, morfologik bilimni chuqur oʻzlashtirish ingliz

tilida to'g'ri va aniq muloqot qilish, so'z boyligini kengaytirish hamda grammatik jihatdan mukammal matnlar yaratishda muhim omil hisoblanadi.

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The Comparative Analysis Of Learning Foreign Language Through Book And Learning Through Video Lessons.

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Abstract

This article presents a comparative analysis of the use of books and video textbooks in learning a foreign language. Both methods have their own advantages and disadvantages in the language learning process. The article analyzes the effectiveness of these two approaches and compares their role in the development of students' language skills.

Keywords: language learning, textbooks, video materials, comparison, speaking skills, listening comprehension, grammar, motivation, independent learning

Annotatsiya

Ushbu maqolada chet tilini o'rganishda kitoblar va video darsliklardan foydalanishning qiyosiy tahlili amalga oshiriladi. Har ikkala usul ham til o'rganish jarayonida o'ziga xos afzallik va kamchiliklarga ega. Maqolada ushbu ikki yondashuvning samaradorligi tahlil qilinib, ularning o'quvchilarning til ko'nikmalarini rivojlantirishdagi o'rni solishtiriladi.

Kalit so'zlar: til o'rganish, kitobdarslik, video materiallar, taqqoslash, nutq ko'nikmalari, tinglab tushunish, grammatika, motivatsiya, mustaqil o'rganish

Kirish

Chet tilini o'rganish qadim zamonlardan buyon insoniyat taraqqiyotining muhim omillaridan biri bo'lib kelgan. Tarixiy manbalarga ko'ra, chet tillarni tizimli ravishda o'rganish jarayoni XVIII–XIX asrlardan boshlab shakllana boshlagan. Ayniqsa, yozma manbalar va darsliklar orqali til o'rganish dastlabki asosiy vosita sifatida qo'llanilgan. Keyinchalik, XX asrda ta'lim metodlarining rivojlanishi bilan chet tilini o'rganish jarayoniga audio va video materiallar kirib keldi, bu esa til o'rganish usullarining takomillashishiga olib keldi.

Kitob orqali chet tilini o'rganish grammatik bilimlarni chuqur o'zlashtirish, lug'at boyligini oshirish va o'qish hamda yozish ko'nikmalarini rivojlantirishda muhim ahamiyatga ega. Video darsliklar esa real nutq muhitini yaratib, talaffuz, tinglab tushunish va muloqot ko'nikmalarini rivojlantirishga xizmat qiladi. Shu sababli, zamonaviy til ta'limida ushbu ikki vosita o'zaro to'ldiruvchi ahamiyat kasb etadi.

Chet tilini o'rganishning ahamiyati globallashtirish jarayonida yanada ortib bormoqda. Bugungi kunda chet tillarni bilish xalqaro muloqot, ta'lim, ilm-fan va mehnat bozorida raqobatbardoshlikni ta'minlaydi. Bundan tashqari, chet tilini o'rganish shaxsning madaniy dunyoqarashini kengaytiradi, tanqidiy fikrlash qobiliyatini rivojlantiradi va mustaqil ta'lim olish ko'nikmalarini shakllantiradi.

Shu bois, ushbu maqolada chet tilini o'rganishda kitob va video darsliklardan foydalanishning ahamiyati, ularning foydalari hamda til ko'nikmalarini rivojlantirishdagi o'rni tahlil qilinadi.

Maqolaning maqsadi — o'zbek, ingliz va rus olimlarining nazariy va empirik ishlari asosida kitoblar va video darslar orqali chet tilini o'rganishning tizimli qiyosiy tahlilini amalga oshirish. Tadqiqot metodik afzalliklar, kognitiv ta'sirlar va pedagogik natijalarni aniqlashga qaratilgan.

Asosiy qism

1. Kitoblarga asoslangan til o'rganishning nazariy asoslari

Kitoblar asosidagi ta'lim til pedagogikasining asosiy tayanchi bo'lib kelgan. Strukturaviy va grammatik tarjima metodlari ko'p hollarda bosma darsliklarga tayanardi.

Ingliz tilshunosi Henry Sweet The Practical Study of Languages (1899) asarida grammatikani tizimli o'rganish va strukturalangan o'qish tilni mukammal o'rganishning muhim jihatlari

ekanligini ta'kidladi. Sweet matn bilan ishlash analitik fikrlash va lingvistik aniqlikni rivojlantirishini bildiradi.

Shuningdek, Harold Palmer *The Scientific Study and Teaching of Languages* (1917) asarida darajali o'quv materiallari va takrorlashning muhimligi ta'kidlangan. Palmer fikricha, kitoblar tizimli o'sish va o'lchanadigan natijalarni ta'minlaydi.

Rus an'anasi bo'yicha, Lev Vygotsky *Thought and Language* (1934) asarida ichki nutq va vositalangan o'rganishning roli ta'kidlangan, shuni bildiradiki, o'qish tilni kognitiv jihatdan ichki o'zlashtirish jarayonini rag'batlantiradi.

O'zbek olimlari orasida, Shavkat Mirziyoyev *Yangi O'zbekiston strategiyasi* (2021) asarida chet tilini o'qitishda darslik sifatini oshirish milliy rivojlanish strategiyasi sifatida ta'kidlangan.

Bundan tashqari, Shukhrat Sirojiddinov (2018) metodik tadqiqotlarida matn bo'yicha ko'nikmalar akademik til mahoratining asosi ekanini ta'kidladi.

Kitoblar grammatik tushuntirishlar, lug'at ro'yxatlari va mashqlar orqali tizimli o'rganishni ta'minlaydi. O'quvchilar o'z sur'atini nazorat qilishi, murakkab bo'limlarni qayta o'qishi, marginlarga izohlar yozishi va chuqur ishlashga imkon yaratadi. Shu bilan birga, kitoblar haqiqiy talaffuz namunalarini va spontanik muloqot kontekstini yetarli darajada taqdim etmaydi.

2. Video darslar va audiovizual o'rganishning o'sishi

Video darslarning ta'lim jarayoniga integratsiyasi raqamli texnologiyalar bilan tezlashdi. Kommunikativ yondashuv haqiqiy nutqga ta'sirni oshirishni qadrlaydi.

Ingliz tilshunosi David Crystal *Language and the Internet* (2001) asarida raqamli media til o'rganish muhitini o'zgartirib, audiovizual kirishni zamonaviy pedagogikaning markaziy elementi qilishi ta'kidlangan.

Shuningdek, Jeremy Harmer *How to Teach English* (1998) asarida video materiallar o'quvchilarning sinfdagi ishtirokini rag'batlantirishdagi motivatsion ahamiyati ta'kidlangan.

Rus tadqiqotchisi Elena Passov (2002) metodik tadqiqotlarida video darslar real hayot nutqini simulyatsiya qilish orqali kommunikativ kompetensiyani oshirishini bildiradi.

O'zbek olimi Gulbahor Ashurova (2019) multimedia integratsiyasini tahlil qilib, audiovizual materiallar tinglab tushunishni sezilarli darajada yaxshilashini ko'rsatdi.

Video darslar vizual ishoralar, imo-ishoralar, intonatsiya va kontekstual fonni taqdim etadi. Multimedialar orqali o'rganish nazariyasi vizual va audio kirishlarni muvozanatlash orqali bilimni mustahkamlashini ta'kidlaydi. Shu bilan birga, video darslarga ortiqcha ishonish chuqur o'qish va grammatik tahlil qobiliyatini kamaytirishi mumkin.

3. Kognitiv jarayonlardagi farqlar
Kognitiv psixologiya chiziqli matn qayta ishlash va multimodal kirishni integratsiya qilishni ajratadi.

O'qish analitik va reflektiv kognitsiyani faollashtiradi. O'quvchilar grammatik tuzilmalarni dekodlaydi, ma'nolarni taxmin qiladi va semantik tarmoqlar hosil qiladi. Michael McCarthy *Discourse Analysis for Language Teachers* (1991) asarida matnli ekspozitsiya diskurs kompetensiyasini mustahkamlashini ko'rsatadi.

Aksincha, video o'rganish tezkor audio qayta ishlash va kontekstual taxminni rag'batlantiradi.

Rus olimi Alexander Leontiev *Activity, Consciousness, and Personality* (1978) asarida sezgi bilan bog'liq faoliyat orqali amaliy ko'nikmalar rivojlanishi tushuntiriladi.

O'zbek metodisti Nodira Karimova (2020) o'quvchilar video materiallar bilan yaxshiroq talaffuz qilgan, ammo imlo aniqligi pastroq bo'lganini aniqladi.

Shunday qilib, kitoblar aniqlik va tushunishga asoslangan bilimni rivojlantiradi, video darslar esa ravonlik va noaniq bilimlarni shakllantiradi.

4. Motivatsiya va o'quvchining mustaqil ta'limi Motivatsiya til o'rganishda muhim rol o'ynaydi.

Stephen Krashen *Principles and Practice in Second Language Acquisition* (1982) asarida tushunarli kirish (comprehensible input) muhimligi ta'kidlangan. Video darslar ko'pincha boy kontekstual kirishni taqdim etadi.

Zoltán Dörnyei *Motivational Strategies in the Language Classroom* (2001) o'quvchilarning qiziqishlarini oshiruvchi materiallar ichki motivatsiyani kuchaytirishini ta'kidlaydi.

O'zbek olimi Dilnoza Yuldasheva (2022) aralash metodlardan foydalangan o'quvchilar faqat kitoblarga tayanadiganlarga nisbatan ko'proq davomiylik ko'rsatganini aniqladi.

Kitoblar o'z-o'zini nazorat qilish va mustaqil o'qish ko'nikmalarini rivojlantirsa, video darslar hissiy ishtirokni oshiradi.

5. Pedagogik xulosalar va integratsiyalashgan model

Faqat kitoblarga tayanish grammatik jihatdan to'g'ri, ammo kommunikativ jihatdan cheklangan o'quvchilarni yetishtirishi mumkin. Faqat video darslarga tayanish esa ravonlikni rivojlantiradi, lekin struktural aniqlik yetishmaydi.

Rus olimi Sergey Ter-Minasova Language and Intercultural Communication (2000) intercultural kompetensiya uchun malakalarni muvozanatlashgan rivojlantirish zarurligini ta'kidlaydi.

O'zbek tadqiqotchisi Abduvali Qodirov (2017) darsliklar va multimedia platformalarni birlashtirgan integratsiyalashgan o'quv reja modelini taklif qilgan.

Shuning uchun strukturalangan o'qish, grammatik mashqlar, haqiqiy video materiallar va interaktiv topshiriqlarni o'z ichiga olgan aralash model keng qamrovli kompetensiyani ta'minlaydi.

Xulosa

Qiyosiy tahlil shuni ko'rsatadiki, kitoblar va video darslar chet tilini o'rganishda bir-birini to'ldiruvchi vazifalarni bajaradi. Kitoblar grammatik tushuntirish, lug'at rivoji va chuqur kognitiv jarayonlarni ta'minlasa, video darslar talaffuz, tinglab tushunish, kontekstual tushunish va motivatsiyani oshiradi.

O'zbek, ingliz va rus ilmiy an'alariga tayangan holda, maqola eng samarali pedagogik strategiya sifatida multimodal integratsiyalashgan modelni tavsiya qiladi. Barqaror chet tilini o'rganish uchun analitik va kommunikativ ko'nikmalarni birlashtirish zarur.

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Comparative analysis of sentence order in Uzbek and English

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Annotation

This article analyzes the features of sentence order in the Uzbek language and its role in forming the meaning of a sentence. Sentence order ensures the clarity, logic and expressiveness of speech through the arrangement of parts of speech in a certain sequence. The article covers the main sentence order model characteristic of the Uzbek language - possessor + complement + case + participle - based on examples. The results of the work are important for the study of sentence order in Uzbek linguistics, for the analysis of practical speech and written texts.

Keywords: sentence order, syntax, sentence structure, comparative linguistics, verb, grammatical relations, typology.

Annotatsiya

Ushbu maqola ishida o'zbek tilida gap tartibining xususiyatlari va uning gap ma'nosini shakllantirishdagi o'rni tahlil qilinadi. Gap tartibi gap bo'laklarining muayyan ketma-ketlikda joylashuvi orqali nutqning aniqligi, mantiqiyli va ifodaviyligini ta'minlaydi. Maqola davomida o'zbek tiliga xos bo'lgan asosiy gap tartibli modeli – ega+ to'ldiruvchi+ hol+ kesim – misollar asosida yoritiladi. Ish natijalari o'zbek tilshunosligida gap tartibini o'rganish, amaliy nutq va yozma matnlarni tahlil qilishda muhim.

Kalit so'zlar: gap tartibi, sintaksis, gap tuzilishi, qiyosiy tilshunoslik, fe'l, grammatik aloqalar, tipologiya.

Gap tartibi tilning sintaktik tizimida muhim o'rin tutib, gap bo'laklarining muayyan ketma-ketlikda joylashuvini ifodalaydi. O'zbek tilida Gap tartibi asosan erkinligining bo'lishiga qaramay, gapning grammatik to'g'riligi va ma'no aniqligini ta'minlovchi barqaror modellar mavjud. Gap tartibi orqali gapda axborotning qaysi qismi muhimligi, urg'u berayotgan bo'lak hamda nutqning uslubiy xususiyatlari namoyon bo'ladi.

O'zbek tilida gap tartibi, asosan, morfologik vositalari- kelishik qo'shimchalari va fe'l shakllari bilan mustahkamlangan bo'lib, bu holat gap bo'laklarining o'rnini o'zgartirish imkonini beradi. Biroq gap tartibidagi o'zgarish har doim ham ma'noga ta'sir qilmasdan qolmaydi, aksincha, ko'pincha mantiqiy va uslubiy farqni yuzaga keltiradi.

1. Asosiy (oddiy) gap tartibi:

Men kitobni o'qidim.

(Bu yerda tartib: ega + to'ldiruvchi + kesim)

2. Gap tartibi o'zgargan, lekin asosiy ma'no saqlangan:

Kitobni men o'qidim.

— Ma'no o'zgarmaydi, lekin urg'u "men" so'ziga tushadi (boshqa emas, aynan men o'qidim).

3. Yana bir variant:

—Men o'qidim kitobni.

Bu yerda urg'u "kitobni" ga tushadi yoki uslubiy/emotsional ta'kid paydo bo'ladi.

O'zbek tiliga xos bo'lgan asosiy so'z tartibi modeli ega+ to'ldiruvchi+ hol+ kesim shaklida namoyon bo'ladi. Bu modelda kesim odatda, gap oxirida kelib, harakat yoki holatning yakuniy ma'nosini ifodalaydi beradi. Bu borada olib borilgan tadqiqotlarda A.G'ulomovning "Hozirgi o'zbek adabiy tili. Sintaksis" ¹asarida ko'rish mumkin. Unda, o'zbek tilidagi gap tuzilishini tahlil qilib, kesimning gap oxirida kelishini tilning tipologik xususiyati ekanligini qayd etadi.

¹ A.G'ulomov. "Hozirgi o'zbek adabiy tili. Sintaksis"- Toshkent, Fan- 2010. 192 b

Shavkat Shoabdurahmonov o'zbek tilshunosligida sintaksis, ayniqsa gap tuzilishi va so'z tartibi masalalarini o'rgangan yirik olimlardan biridir. U bu mavzuni asosan Hozirgi o'zbek adabiy tili darsligida yoritgan bo'lib, ushbu asarda o'zbek tilining sintaktik qurilishi, gap bo'laklarining o'zni va so'z tartibi ilmiy asosda bayon qilingan. Olim o'zbek tilida odatiy gap tartibi ya'ni *ega + ikkinchi darajali bo'laklar + kesim (подлежащее + второстепенные члены предложения + сказуемое, subject + secondary parts of the sentence + predicate)* ekanligini ko'rsatadi. Shu bilan birga, so'z tartibi o'zgarishi mantiqiy urg'u va uslubiy maqsadga xizmat qilishini ta'kidlaydi. Ingliz tilshunosligida esa O.Jespersen, R. Quirk kabi olimlar gap tartibini qat'iy grammatik me'yor sifatida talqin qiladilar.

Wilhelm von Humboldt ning so'z tartibi yoki umumiy til tuzilishiga oid eng taniqli asari — "On Language Diversity of Human Language Construction and its Influence on the Mental Development of the Human Species" (Inson tilining tuzilishidagi xilma-xillik va uning insoniyatning aqliy rivojlanishiga ta'siri haqida, 1839). Bu asar til tuzilishi, shu jumladan so'z tartibi va tilning fikr shakllanishiga ta'sirini falsafiy va lingvistik nuqtai nazardan yoritadi.

O.Jespersen sintaksis va so'z tartibi masalalarini chuqur o'rgangan olimlardan biridir. Uning "The Philosophy of Grammar" ("Grammatika falsafasi", 1924.) hamda "Essentials of English grammar" ("Ingliz tili grammatikasining asoslari", 1933.) asarlarida ingliz tilidagi qat'iy gap tartibi fikrning aniq va ravshan ifodalanishida muhim rol o'ynashi ta'kidlanadi.

J.Greenburg gap tartibi tipologiyasini ilmiy asosda o'rgangan olimlardan biridir asosiy asari "Grammatikaning umumiy qonuniyatlari so'z tartibi kontekstida" ("Some universals of Grammar with particular reference to the order of meaningful elements", 1963)²da dunyo tillarini o'rganib, gap tartibi universallarini aniqlagan va ularni quyidagicha tasniflangan:

Subject – verb- object (SVO), Subject- object- verb(SOV).

J.Hawkins gap tartibi universallari va ularning til tarixidagi o'zgarishini chuqur o'rgangan olim sifatida gap tartibi universallarini kengaytirgan, til tipologiyasini rivojlantirgan. "So'z tartibi universallari" ("Word order universals" 1983.) kitobida Hawkins 350 dan ortiq tilni tahlil qilib, gap tartibi va tilning evolyutsiyasi o'rtasidagi bog'liqlikni tushuntirgan.

M.Dryer zamonaviy tipologiyada gap tartibini keng miqyosda o'rgangan mashhur tilshunos "Greynbergcha so'z tartibi korrelyatsiyalari" ("The Greenbergian word order correlations" 1992-yilda nashr etilgan.), "Til tuzilmalari jahon atlas" ("Word Atlas of language structures" 2005-yilda nashr etilgan) asarlarida gap tartibi korrelyatsiyasini o'rgangan va til tipologiyasiga katta hissa qo'shgan.

B.Komri til universally va tipologiyasi bo'yicha mashhur olim o'zining "Language universals and linguistic typology" ("Til universallari va lingvistik tipologiya", 1963.) kitobida til universally va gap tartibi o'rtasidagi bog'liqlikni tushuntirgan.

Xulosa

Xulosa o'rnida ta'kidlash lozimki, gap tartibi tilning sintaktik tuzilishini belgilovchi asosiy vosita bo'lib, har bir tilning mantiqiy va kommunikativ xususiyatlarini aks ettiradi. Ushbu soha bo'yicha olib borilgan tadqiqotlar tahlili quyidagi muhim xulosalarni chiqarishga imkon beradi:

Birinchi, O'zbek tili va Ingliz tilini o'rganuvchi olimlar, jumladan Azim Hojiyev va G'ani Abdurahmonov kabi o'zbek tilshunoslari, O'zbek tilining SOV asosiy gap tartibini, fe'lining gap oxirida kelishini va so'zlar joylashuvining pragmatik erkinligini ilmiy jihatdan asoslab berdi. Bu esa O'zbek tilining sintaktik tabiatini tushunishda muhim poydevor yaratadi.

Ikkinchi, rus va ingliz tilshunoslari, xususan Viktor Vinogradov va Jeyms Hurford, gap tartibini universal sintaktik printsiplar bilan solishtirish orqali til tipologiyasini tushunishga yordam beradi. Ingliz tilidagi qat'iy SVO tartibi va O'zbek tilidagi SOV tartibining erkinligi gap ma'nosi va pragmatik niyatni aks ettirishdagi farqlarni ko'rsatadi.

Umuman olganda, gap tartibini qiyosiy tahlil qilish O'zbek va Ingliz tillaridagi sintaksis xususiyatlarni chuqurroq tushunishga imkon beradi, tarjima, til o'qitish va lingvistik tadqiqotlarda muhim amaliy natijalarni beradi. Kelajakda ushbu sohani kognitiv tilshunoslik va

² J.Greenburg -"Some universals of Grammar with particular reference to the order of meaningful elements" Cambridge, Massachusetts 1963. 41b

neyrolingvistika nuqtai nazaridan o'rganish tilshunoslikning jahon maydonidagi rivojiga hissa qo'shadi.

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Comparative Analysis Of The Plural Form Of Nouns In Uzbekistan And English

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Annotation

This article analyzes the expression of the plural category in nouns in Uzbek and English. In the course of the research, the role of the plural category in the grammatical system of both languages and its significance in linguistics are highlighted. Also, the general principles of the formation of plural forms of nouns, their grammatical features and use in the speech process are studied on a scientific basis. The article identifies interlingual similarities and differences through the method of comparative analysis, and shows their theoretical and practical significance. The results of the study serve to enrich scientific views in the field of comparative grammar and provide theoretical and practical information that can be used in constructive linguistics and translation practice.

Keywords: plural category, number category, morphology, singular and plural, morphological and semantic plural, regular and irregular plural, acquired plural forms.

Annotatsiya

Ushbu maqolada o'zbek va ingliz tillarida otlardagi ko'plik kategoriyasining ifodalanishi qiyosiy jihatdan tahlil qilinadi. Tadqiqot jarayonida har ikki tilning grammatik tizimida ko'plik kategoriyasining tutgan o'rnini va uning tilshunoslikdagi ahamiyati yoritiladi. Shuningdek, otlarning ko'plik shakllarini hosil qilishga oid umumiy tamoyillar, ularning grammatik xususiyatlari hamda nutq jarayonidagi qo'llanishi ilmiy asosda o'rganiladi. Maqolada qiyosiy tahlil usuli orqali tillararo o'xshash va farqli jihatlar aniqlanib, ularning nazariy va amaliy ahamiyati ko'rsatib beriladi. Tadqiqot natijalari qiyosiy grammatika sohasidagi ilmiy qarashlarni boyitishga xizmat qiladi hamda konstruktiv lingvistika va tarjima amaliyotida qo'llanishi mumkin bo'lgan nazariy va amaliy ma'lumotlarni taqdim etadi.

Kalit so'zlar: ko'plik kategoriyasi, son kategoriyasi, morfologiya, birlik va ko'plik, morfologik va semantik ko'plik, muntazam va nomuntazam ko'plik, o'zlashgan ko'plik shakllari.

Zamonaviy tilshunoslikda grammatik kategoriyalarni qiyosiy jihatdan o'rganish tillarning umumiy va o'ziga xos xususiyatlarini aniqlashda muhim ahamiyat kasb etadi. Ana shunday asosiy grammatik kategoriyalardan biri otlarga xos bo'lgan ko'plik kategoriyasi bo'lib, u miqdoriy munosabatlarni ifodalash bilan birga til tizimining semantik va strukturaviy jihatlari bilan uzviy bog'liqdir. Ko'plik kategoriyasi morfologiya va grammatika doirasida ko'plab tilshunos olimlar tomonidan o'rganilgan. Ilmiy adabiyotlarda ushbu kategoriya faqat shakliy hodisa sifatida emas, balki semantik va funksional omillar bilan bog'liq murakkab grammatik birlik sifatida talqin qilinadi. Otlardagi ko'plik kategoriyasi bo'yicha qiyosiy grammatika nuqtayi nazaridan olib borilgan tadqiqotlar esa bu masalada tillar o'rtasidagi o'xshashlik va farqlarni aniqlash orqali umumiy lingvistik qonuniyatlarni yoritishga xizmat qiladi.

O'zbek tilshunosligida otlardagi ko'plik kategoriyasi muhim grammatik kategoriya sifatida bir qator olimlar tomonidan tadqiq etilgan. A.G'ulomov, Sh.Shoabdurahmonov, A.Nurmonov, G'.Abdurahmonov hamda E.Begmatov¹ o'z ilmiy ishlarida o'zbek tili grammatik tizimi, xususan otlarning son kategoriyasi bilan bog'liq masalalarga alohida e'tibor qaratganlar. Ularning tadqiqotlarida mazkur kategoriyaning nazariy asoslari, grammatik xususiyatlari va til tizimidagi

¹ G'ulomov A. O'zbek tilida ko'plik kategoriyasi masalalari. – Toshkent: Fan, 1957; Shoabdurahmonov Sh. Hozirgi o'zbek adabiy tili. – Toshkent: O'qituvchi, 1980; Nurmonov A. O'zbek tilining nazariy grammatikasi. – Toshkent: Fan, 2001; Abdurahmonov G'. Hozirgi o'zbek tili morfologiyasi. – Toshkent: O'qituvchi, 1974; Begmatov E. O'zbek tili morfologiyasi va so'z yasalishi. – Toshkent: Universitet, 1995.

o'zni haqida muhim ilmiy qarashlar ilgari surilgan. Ushbu olimlarning fikr-mulohazalari o'zbek tilida ko'plik kategoriyasini ilmiy jihatdan o'rganish uchun muhim nazariy asos bo'lib xizmat qiladi va quyida ularning qarashlari asosida mazkur masala batafsil tahlil qilinadi.

Ingliz tilshunosligida ham otlardagi ko'plik kategoriyasi grammatik tizimning muhim kategoriyasi sifatida olimlar tomonidan o'rganilgan. Jumladan, R.Kvirk, R.Hadlston, G.Pullam, O.Yespersen, L.Blumfeld hamda B.Komri² o'z tadqiqotlarida ingliz tilining grammatik qurilishi, xususan otlarning son kategoriyasi bilan bog'liq masalalarga alohida e'tibor qaratganlar. Rus tilshunosligidagi V.Vinogradov va L.Sherba³ tadqiqotlarida mazkur kategoriyaning grammatik tabiati, til tizimidagi o'zni va nazariy asoslari haqida muhim ilmiy qarashlar ilgari surilgan.

A.G'ulomov⁴ o'zbek tilida otlarning ko'plik shaklini asosan grammatik va ma'no jihatdan o'rganib, ularni quyidagi turlarga ajratadi:

1. Morfologik ko'plik
2. Semantik ko'plik
3. Ko'plik ma'nosining kontekst orqali ifodalanishi
4. Hurmat ma'nosini bildiruvchi

Morfologik ko'plik o'zbek tilida ko'plik ma'nosining maxsus grammatik ko'rsatkich, ya'ni –lar affiksi yordamida ifodalanishidir. Bu ko'plikning eng asosiy va mahsuldor turi hisoblanadi. Masalan, *kitob – kitoblar, talaba – talabalar, daraxt – daraxtlar* shakllarida ko'plik ma'nosi aniq morfologik vosita orqali ifodalanadi va predmetning miqdor jihatdan bittadan ortiq ekanligini bildiradi. Bunday holatda –lar affiksi grammatik kategoriya ko'rsatkichi sifatida xizmat qiladi va otning son jihatdan o'zgarishini ta'minlaydi.

Semantik ko'plikda esa ko'plik ma'nosi maxsus qo'shimcha orqali emas, balki so'zning o'z leksik ma'nosi orqali ifodalanadi. Bunday otlar shaklan birlikda bo'lsa ham, mazmunan jamlikni anglatadi. Masalan, *xalq, el, olomon, yoshlar* kabi birliklar bir guruh shaxs yoki predmetlar yig'indisini bildiradi. see Bu yerda grammatik shakl emas, balki semantik mazmun asosiy rol o'ynaydi.

Ko'plik ma'nosining kontekst orqali ifodalanishida grammatik qo'shimcha ishlatilmasligi mumkin, biroq gap mazmuni, son bildiruvchi so'zlar yoki aniqlovchilar yordamida ko'plik anglashiladi. Masalan, *uch talaba keldi, ko'p odam yig'ildi* jumllarida *talaba* va *odam* so'zlari birlik shaklida bo'lsa ham, kontekst orqali ularning ko'plik ma'nosi aniqlanadi. Bu turda sintaktik va semantik omillar muhim ahamiyat kasb etadi.

Hurmat ma'nosini bildiruvchi ko'plik holatida –lar affiksi haqiqiy miqdoriy ko'plikni emas, balki ehtirom va hurmat ma'nosini ifodalaydi. Masalan, *otamlar keldilar, ustozlar aytdilar* kabi gaplarda aslida bir shaxs nazarda tutiladi, biroq hurmat yuzasidan ko'plik shakli qo'llanadi. Bu hodisa ko'plik kategoriyasining nafaqat grammatik, balki uslubiy va pragmatik xususiyatga ham ega ekanligini ko'rsatadi.

R.Kvirk⁵ o'zining "Ingliz tilining keng qamrovli grammatikasi" (A comprehensive Grammar of the English language, 1985) kitobi asosida ingliz tilida ko'plik shakllarini morfologik va semantik xususiyatlariga ko'ra batafsil tasniflaydi. R.Kvirk ingliz tilidagi otlarning ko'plik shaklini quyidagi guruhlariga ajratadi:

1. Muntazam ko'plik (Regular plurals)
2. Nomuntazam ko'plik (Irregular plurals)
3. Nol ko'plik (Zero plural)
4. O'zlashgan ko'plik shakllari (Foreign plurals)
5. Faqat ko'plik shaklida ishlatiladigan otlar (plural-only nouns)
6. Faqat birlik shaklidagi otlar (Singular-only nouns)

² Quirk R., Greenbaum S., Leech G., Svartvik J. A Comprehensive Grammar of the English Language. – London: Longman, 1985; Huddleston R., Pullum G. The Cambridge Grammar of the English Language. – Cambridge: Cambridge University Press, 2002; Jespersen O. Modern English Grammar on Historical Principles. – London: Allen & Unwin, 1909–1949; Bloomfield L. Language. – New York: Holt, 1933; Comrie B. Number. – Cambridge: Cambridge University Press, 1981.

³ Виноградов В.В. Русский язык (Грамматическое учение о слове). – Москва: Высшая школа, 1947; Щерба Л.В. О частях речи в русском языке. – Ленинград: Наука, 1957.

⁴ G'ulomov A. O'zbek tilida ko'plik kategoriyasi masalalari. – Toshkent: Fan, 1957.

⁵ Quirk R., Greenbaum S., Leech G., Svartvik J. A Comprehensive Grammar of the English Language. – London: Longman, 1985.

Muntazam ko'plik ingliz tilida eng keng tarqalgan shakl bo'lib, o'ning birlik shakliga –s yoki –es qo'shimchasini qo'shish orqali hosil qilinadi. Bu ingliz tilida ko'plikning asosiy grammatik ko'rsatkichi hisoblanadi. Masalan, *book – books, student – students, box – boxes* shakllarida qo'shimcha aniq morfologik vosita sifatida xizmat qiladi va grammatik ma'noni ochiq ifodalaydi. Bunday holatda ko'plik formal ko'rsatkich orqali belgilanadi va tizimli xarakterga ega bo'ladi.

Nomuntazam ko'plik (Irregular plurals) shaklida esa otlar –s qo'shimchasini olmaydi, balki ichki tovush o'zgarishi yoki maxsus tarixiy shakl orqali hosil qilinadi. Masalan, *man – men, woman – women, child – children, foot – feet* kabi birlik va ko'plik shakllari o'rtasida fonetik o'zgarish kuzatiladi. Bu turdagi shakllar ingliz tilining tarixiy rivojlanishi natijasida saqlanib qolgan bo'lib, ular muntazam qoida asosida emas, balki an'anaviy shaklda qo'llanadi.

Nol ko'plik (Zero plural) holatida o'ning birlik va ko'plik shakli bir xil ko'rinishda bo'ladi, ya'ni maxsus qo'shimcha qo'shilmaydi. Masalan, *sheep – sheep, deer – deer, fish – fish* shakllarida grammatik forma o'zgarmaydi. Ko'plik ma'nosi esa gap tarkibidagi boshqa birliklar yoki umumiy kontekst orqali aniqlanadi. Bu yerda morfologik emas, balki semantik va sintaktik omillar muhim rol o'ynaydi.

O'zlashgan ko'plik shakllari (Foreign plurals) boshqa tillardan, ayniqsa lotin va yunon tillaridan kirib kelgan otlarning asl ko'plik shaklini saqlab qolgan variantlarini o'z ichiga oladi. Masalan, *phenomenon – phenomena, criterion – criteria, datum – data* shakllari ilmiy va rasmiy nutqda keng qo'llanadi. Bu shakllar ingliz tilidagi ko'plik tizimining tarixiy va leksik boyligini aks ettiradi. Faqat ko'plik shaklida ishlatiladigan otlar (Plural-only nouns) grammatik jihatdan doimo ko'plik hisoblanadi va birlik shakliga ega emas. Masalan, *scissors, trousers, clothes* kabi otlar ko'plikdagi fe'l bilan qo'llanadi va predmetning juftlik yoki tarkibiy tuzilishini bildiradi.

Faqat birlik shaklidagi otlar (Singular-only nouns) esa odatda sanalmaydigan otlar bo'lib, ko'plik qo'shimchasini olmaydi. Masalan, *information, advice, furniture* kabi birliklar grammatik jihatdan birlik hisoblanadi va birlikdagi fe'l bilan birikadi. Bu turdagi otlarda ko'plik ma'nosi zarur bo'lsa, qo'shimcha birliklar yoki miqdor bildiruvchi so'zlar orqali ifodalanadi.

O'zbek va ingliz tillarida otlarning ko'plik kategoriyasi grammatik tizimning muhim qismi bo'lib, predmetlarning miqdorini ifodalash bilan birga tilning morfologik, semantik va funksional xususiyatlarini namoyon etadi. Qiyosiy tahlil shuni ko'rsatadiki, har ikkala tilda ko'plik mavjud bo'lsa-da, uni ifodalash usullari va qo'llanishi turlicha.

O'zbek tilida ko'plikning eng mahsuldor shakli – *-lar* affiksi: kitoblar, talaba – talabalar, ingliz tilida esa *-s* yoki *-es* qo'shimchalari: *books, students, boxes* ishlatiladi. Nomuntazam shakllar har ikkala tilda mavjud: ingliz tilida fonetik o'zgarish orqali (*man – men*), o'zbek tilida esa semantik ko'plik shakllari (*xalq, el, olomon*).

Shuningdek, ko'plik ba'zan kontekst orqali ifodalanadi (*uch talaba keldi, three students arrived*). O'zbek tilida *-lar* affiksi hurmat ma'nosini ham bildiradi (*otamlar, ustozlar*), ingliz tilida esa bunday grammatik xususiyat yo'q. Ingliz tilida faqat ko'plikda ishlatiladigan otlar (*scissors, trousers*) va faqat birlik shaklida ishlatiladigan sanalmaydigan otlar (*information, advice*) mavjud. O'zbek tilida bunday cheklolvar kamroq.

Qiyosiy tahlil shuni ko'rsatadiki, o'zbek tilida ko'plik tizimi muntazam va affiks orqali ifodalanadi, ingliz tilida esa morfologik va tarixiy shakllar aralashmasi mavjud. O'zbek tilida ko'plikning pragmatik va uslubiy funksiyasi ham muhim, ingliz tilida esa ko'plik faqat miqdoriy ma'noni bildiradi.

Natijada, har ikkala til ko'plik kategoriyasini ifodalashga ega bo'lsa-da, morfologik shakllar, semantik xususiyatlar va funksional qo'llanishi jihatdan farqlanadi. Bu qiyosiy tahlil tillarning struktural xususiyatlarini chuqurroq tushunishga va amaliy jihatdan tarjima, til o'qitish hamda lingvistik tadqiqotlarda qo'llashga imkon beradi.

Ushbu maqola o'zbek va ingliz tillarida otlarning ko'plik kategoriyasini qiyosiy jihatdan tahlil qilishga bag'ishlandi. Tadqiqot shuni ko'rsatadiki, har ikkala tilda ko'plik grammatik tizimning muhim elementi bo'lib, predmetlarning miqdoriy munosabatini ifodalaydi, ammo morfologik shakllar, semantik xususiyatlar va funksional qo'llanish jihatidan farqlanadi.

O'zbek tilida ko'plikning asosiy vositasi – *-lar* affiksi bo'lib, u morfologik va semantik jihatdan aniq ma'no beradi va ba'zan hurmat/pragmatik vazifani ham ifodalaydi. Ingliz tilida esa ko'plik muntazam (*-s/-es*), nomuntazam (fonetik o'zgarish yoki tarixiy shakllar), nol ko'plik, o'zlashgan ko'plik shakllari, faqat ko'plik yoki faqat birlik shaklida ishlatiladigan otlar kabi turli usullar orqali hosil qilinadi. Bu farqlar ingliz tilining tarixiy rivojlanishi va leksik boyligi bilan bog'liq.

Qiyosiy tahlil shuni ko'rsatdiki, ko'plik kategoriyasi nafaqat morfologik vosita sifatida, balki semantik va funksional jihatdan ham tilning struktural tizimida muhim o'rin tutadi. Ushbu tadqiqot natijalari qiyosiy grammatika sohasidagi nazariy bilimlarni boyitadi, konstruktiv lingvistika va tarjima amaliyotida qo'llanishi mumkin bo'lgan ilmiy asos yaratadi.

Shuningdek, o'zbek va ingliz tillarida ko'plik kategoriyasining o'xshash va farqli tomonlarini aniqlash tilshunoslikda umumiy va tilga xos qonuniyatlarni tushunishga yordam beradi hamda lingvistik tadqiqotlar, til o'qitish va tarjimada amaliy ahamiyatga ega ekanligini ko'rsatadi.

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Comparative Analysis Of The Number Word Class (On The Example Of Uzbek, Russian And English Languages)

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Annotation

This article is aimed at analyzing the role of the number word class in Uzbek linguistics, its lexical-semantic features and grammatical nature. The study covers the types of meanings of numbers, their formation system and the laws of their connection with other word classes, in particular nouns, in a sentence. Also, the stylistic features of the use of numbers in speech and with numeral words are analyzed using examples.

Keywords: number word class, quantity, order, numeral, morphological sign, syntactic function, conjunction, numeral words, quantitative relations.

Annotatsiya

Ushbu maqola o'zbek tilshunosligida son so'z turkumining o'rni, uning leksik-semantik xususiyatlari va grammatik tabiatini tahlil qilishga qaratilgan. Tadqiqot davomida sonlarning ma'no turlari, ularning yasaliş tizimi hamda gap ichida boshqa so'z turkumlari, xususan, otlar bilan bog'lanish qonuniyatlari yoritiladi. Shuningdek, sonlarning nutqda otlashishi va numerativ so'zlar bilan qo'llanilishidagi uslubiy o'ziga xosliklar misollar orqali tahlil etilgan.

Kalit so'zlar: son so'z turkumi, miqdor, tartib, sanoq son, morfologik belgi, sintaktik vazifa, otlashish, numerativ so'zlar, miqdoriy munosabatlar.

Tilshunoslik tizimida son so'z turkumi olamni miqdoriy anglash va narsa-buyumlar o'rtasidagi matematik munosabatlarni lisoniy ifodalashda markaziy o'rinni egallaydi. O'zbek tili grammatikasida sonlar nafaqat miqdor va tartibni bildiradi, balki o'zining boy ma'no turlari hamda yasaliş imkoniyatlari bilan boshqa turkumlardan ajralib turadi. Sonlar narsa-buyumning sanog'ini, donasini, chamalangan miqdorini yoki guruhlanish xususiyatlarini aniq ko'rsatib, nutqimizning aniqligi va mantiqiyiligini ta'minlashga xizmat qiladi. Ushbu so'z turkumi leksik-semantik jihatdan turg'un bo'lsa-da, uning nutqdagi dinamikasi, ayniqsa, numerativ so'zlar bilan birikishi va otlashish jarayonlari tilshunos olimlar tomonidan doimiy tadqiq etiladigan dolzarb mavzulardan biri bo'lib qolmoqda.

O'zbek tili grammatikasining o'ziga xosligi shundaki, sonlar nafaqat matematik miqdorni, balki predmetning sifat darajasini va lisoniy turg'unligini ham belgilab beradi. Masalan, tilda sonlarning boshqa so'z turkumlari, xususan, otlar bilan birikishi natijasida yuzaga keladigan numerativ munosabatlar o'zbek xalqining dunyoqarashi va turmush tarzini aks ettiradi. "*Nafar*", "*tup*", "*nusxa*" kabi birliklar shunchaki sanash vositasi emas, balki sanalayotgan ob'ektning tabiatini aniqlashtiruvchi semantik ko'rsatkichlardir.

Son so'z turkumi jahon va o'zbek tilshunosligida hamisha markaziy tadqiqot ob'ektlaridan biri bo'lib kelgan. Ushbu turkumning grammatik tabiati va miqdoriy ifoda usullari turli tillarda o'ziga xos tarzda namoyon bo'ladi.

O'zbek tilshunosligida son so'z turkumining tasnifi va tahlili G'.Abdurahmonov, A.Hojiyev va H.Ne'matov kabi olimlarning nomi bilan bog'liq. Xususan, A.Hojiyev sonlarning morfologik yasaliş tizimi, ma'no turlari va qo'shimchalari bo'yicha eng aniq ilmiy tasnifni ishlab chiqqan. A. Hojiyev "O'zbek tili morfologiyasi, so'z yasaliş va imlo masalalari" kitobida son so'z turkumining morfologik qurilishi, son yasovchi affikslar va ularning imlo qoidalarini tahlil qilgan. A. Hojiyev sonlarlar predmetning miqdori, sanog'i va tartibini bildiradi, deb ta'kidlaydi.¹ Shunga ko'ra : sonlarni miqdor son, tartib son, taqsim son, kasr son kabi guruhlarga ajratgan.

¹ Hojiyev A. O'zbek tili morfologiyasi, so'z yasaliş va imlo masalalari. – Toshkent: Fan, 1989. – 120 b.

G'.Abdurahmonov sonlarning qadimgi turkiy bitiktoshlardan boshlab zamonaviy o'zbek tiligacha bo'lgan tarixiy evolyutsiyasini tadqiq etgan. H.Ne'matov sonlarning nutqda otlashishi va ularning gapdagi sintaktik vazifalarini tizimli-strukturaviy metod asosida yoritgan. Bundan tashqari, E.Begmatov sonlarning numerativ so'zlar (nafar, bosh, tup) bilan birikib kelishining semantik va uslubiy xususiyatlarini leksikologik jihatdan tahlil qilgan. Sh. Shukurov esa o'zbek tili grammatikasi, xususan, sonlarning nutqiy dinamikasi va uslubiy imkoniyatlari bo'yicha muhim tadqiqotlar olib borgan. G'. Abdurahmonov va Sh. Shukurov "O'zbek tili grammatikasi" asarida sonlarning tarixiy taraqqiyoti, qadimgi turkiy tildagi miqdor ifodalash usullari va zamonaviy o'zbek tilidagi sintaktik aloqalarni kompleks tarzda o'rganishgan. Tilshunos A.G'ulomov son so'z turkumi ustida ilmiy izlanishlar olib borgan. Uning "Hozirgi o'zbek adabiy tili" kitobida sonlarni quyidagicha tasniflaydi :

1. Miqdor son : bir, ikki, o'n.
2. Tartib son : birinchi, ikkinchi.
3. Dona son : ikkita, beshta.
4. Taqsim son : ikkitadan, beshtadan.
5. Jamlovchi son : ikkovi, uchovi. ²

Bu o'zbek tili uchun eng muhim klassifikatsiyalardan biridir.

Rus tilshunosligida sonlarning alohida so'z turkumi sifatidagi chegaralarini belgilashda V.Vinogradovning xizmatlari beqiyosdir. V. Vinogradovning "Rus tili : So'z haqidagi grammatik ta'limot" ("Русский язык : Грамматическое учение о слове") kitobi jahon tilshunosligida sonlarni alohida turkum sifatida ajratish va ularning miqdoriy kategoriyasini tushunishda padevor asar hisoblanadi. V.Vinogradov sonning semantik va grammatik xususiyatlariga ko'ra ularni mustaqil so'z turkumi sifatida ajratgan. U sonlarni quyidagi turlarga ajratgan : 1.Miqdor sonlar - predmet miqdorini bildiradi (bir, ikki, o'n, yuz).

2. Tartib sonlar - predmet tartibini bildiradi (birinchi, ikkinchi, o'ninchi).

Shuningdek, A.Shaxmatov sonlarning boshqa turkumlar, xususan, sifat va otlar bilan o'xshash hamda farqli jihatlarini birinchilardan bo'lib ilmiy asoslab bergan.

Ingliz va jahon tilshunosligida sonlar ko'pincha "Numerals" yoki "Quantifiers" (miqdor bildiruvchilar) sifatida kognitiv yo'nalishda o'rganiladi. Mashhur tilshunos J.Hurford o'zining "Sonlarning lingvistik nazariyasi" ("The Linguistic Theory of Numerals") asarida sonlarning inson ongida shakllanishi va tilda generatsiya qilinish mexanizmlarini tahlil qilgan. B.Comrie esa dunyo tillarining tipologiyasini qiyoslagan holda, sonlarning turli tillar tizimidagi grammatik qurilishini o'rgangan. B.Comriening "Sonlar tizimi tipologiyasi" ("The typology of number systems") asarida dunyoning turli tillardagi sonlar tizimini qiyosiy o'rganib, miqdoriy munosabatlarning lisoniy ifodasi bo'yicha umumiy nazariyalarni ilgari surgan. H. Sweet esa sonlarni struktur jihatdan tahlil qilgan. U quyidagicha ajratadi :

1. Aniq sonlar (definite numerals) : besh, o'n (five, ten)
 2. Noaniq sonlar (indefinite numerals) : ko'p, bir qancha, bir nechta (many, few, several)
- H. Sweet ayrim hollarda noaniq sonlarni olmoshga yaqinlashtiradi.

Xulosa

Xulosa o'rnida ta'kidlash lozimki, son so'z turkumi tilshunoslik tizimida shunchaki miqdor bildiruvchi vosita emas, balki insoniyatning mantiqiy tafakkuri va olamni raqamli idrok etishining murakkab lisoniy in'ikosidir. Ushbu soha bo'yicha olib borilgan tadqiqotlar tahlili quyidagi muhim xulosalarni chiqarishga imkon beradi:

Birinchi, Azim Hojiyev va G'ani Abdurahmonov kabi o'zbek olimlarining fundamental asarlari o'zbek tili tabiatiga xos bo'lgan sonlarning boy semantik imkoniyatlarini, xususan, numerativ so'zlar va jamlovchi sonlarning o'ziga xosligini ilmiy jihatdan to'liq asoslab berdi. Bu esa o'zbek tilshunosligining milliy grammatik bazasini mustahkamlovchi asosiy omil bo'ldi.

Ikkinchi, rus olimi Viktor Vinogradov va ingliz tadqiqotchisi Jeyms Hurford kabi jahon tilshunoslari tomonidan ilgari surilgan kognitiv va strukturaviy yondashuvlar sonlarning universal tabiatini tushunishga yordam beradi. Ularning nazariyalari sonlarni nafaqat

² G'ulomov A. G'. Hozirgi o'zbek adabiy tili. II qism: Morfologiya. – Toshkent: Fan, 1947

grammatik birlik, balki inson ongida matematik bilimlarning til shakliga ko'chishi sifatida talqin etadi.

Umuman olganda, son so'z turkumi bo'yicha to'plangan boy ilmiy meros hamda zamonaviy klassifikatsiyalar tilimizning aniqligi va mantiqiyiligini saqlashda muhim poydevordir. Kelajakda ushbu sohani neyrolingvistika va matematik tilshunoslik kesimida o'rganish o'zbek tilining jahon axborot maydonidagi nufuzini yanada oshirishga xizmat qiladi.

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Historical Development And Modern Status Of Uzbekistan Toponymic Dictionaries

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Annotation

This article analyzes the stages of formation of Uzbek toponymic lexicography, the main toponymic dictionaries, and their scientific and practical significance. The study examines the Soviet period, the years of independence, and the modern stage of digital transformation in Uzbek toponymic lexicography. The results of the research make it possible to identify development trends and перспективе directions of Uzbek toponymic lexicography.

Keywords: toponymy, lexicography, toponymic dictionary, place names, etymology, lexicography, onomastics, geographical names, digital dictionaries.

Annotatsiya

Ushbu maqolada O'zbekiston toponimik leksikografiyasining shakllanish bosqichlari, asosiy toponimik lug'atlar va ularning ilmiy-amaliy ahamiyati tahlil qilinadi. Tadqiqotda o'zbek toponimik lug'atchiligining sovet davri, mustaqillik yillari va zamonaviy raqamli transformatsiya bosqichlari ko'rib chiqiladi. Tadqiqot natijalari o'zbek toponimik leksikografiyasining rivojlanish tendentsiyalari va istiqbolli yo'nalishlarini aniqlash imkonini beradi.

Kalit so'zlar: toponimika, leksikografiya, toponimik lug'at, joy nomlari, etimologiya, lug'atchilik, onomastika, geografik nomlar, raqamli lug'atlar.

Kirish. Toponimika va leksikografiya fanlarining kesishish nuqtasida joylashgan toponimik lug'atchilik milliy til boyligini saqlash va o'rganishning muhim vositasi hisoblanadi. O'zbekiston hududidagi joy nomlari ming yillik tarixga ega bo'lib, ularda xalqning madaniy merosi, tabiiy-geografik muhit va ijtimoiy-tarixiy jarayonlar o'z aksini topgan [1]. Toponimik lug'atlar nafaqat tilshunoslik, balki tarix, geografiya, etnografiya va madaniyatshunoslik fanlariga ham qimmatli ma'lumotlar manbai bo'lib xizmat qiladi. Zamonaviy sharoitda globallashuv jarayonlari va axborot texnologiyalarining jadal rivojlanishi toponimik leksikografiya oldiga yangi talablar qo'ymoqda. Xususan, raqamli lug'atlar, elektron ma'lumotlar bazalari va interaktiv xaritalar bilan integratsiyalashgan tizimlarning yaratilishi dolzarb masalaga aylangan [2]. Ushbu tadqiqotning maqsadi o'zbek toponimik lug'atchiligining tarixiy rivojlanish bosqichlarini aniqlash, mavjud lug'atlarning ilmiy-metodologik xususiyatlarini tahlil qilish hamda soha oldidagi muammolar va istiqbollarni belgilashdan iborat. Tadqiqotning dolzarbligi o'zbek toponimikasi bo'yicha leksikografik manbalarning tizimli tahlili hali yetarli darajada amalga oshirilmaganligi bilan belgilanadi.

Metodologiya va adabiyotlar tahlili. Tadqiqotda tarixiy-qiyosiy, tavsiflash va tizimli tahlil metodlaridan foydalanildi. Asosiy manbalar sifatida o'zbek, rus va xorijiy olimlarning toponimika va leksikografiya sohasidagi ilmiy ishlari, mavjud toponimik lug'atlar hamda me'yoriy-huquqiy hujjatlar tahlil qilindi. O'zbek toponimikasining nazariy asoslari S.Qorayev, H.Hasanov, T.Nafasov kabi olimlarning fundamental tadqiqotlarida ishlab chiqilgan [3]. Xususan, S.Qorayevning "O'zbek toponimikasi masalalari" asari o'zbek joy nomlarining etimologiyasi, semantik tasnifi va geografik tarqalishi bo'yicha keng qamrovli ma'lumotlarni o'z ichiga oladi. Rus toponimik leksikografiyasi tajribasi E.M.Murzayev, A.V.Superanskaya va V.A.Nikonovning ishlarida chuqur o'rganilgan bo'lib, ular toponimik lug'atlarning tuzilishi va leksikografik parametrlari bo'yicha muhim nazariy xulosalar taklif etadilar [4].

Murzayevning "Geografik terminlar lug'ati" toponimik leksikografiyaning klassik namunasi sifatida tan olingan va ko'plab milliy lug'atlar uchun metodologik asos bo'lib xizmat qilgan. Xalqaro toponimik leksikografiya sohasida Room A.ning "Placenames of the World" va Mills A.D.ning "A Dictionary of British Place Names" asarlari etimologik va tarixiy-madaniy

yondashuvlarning samarali namunalarini taqdim etadi [5, 6]. Ushbu tadqiqotlarda toponimik birliklarni lug'atlarda aks ettirishning zamonaviy standartlari va raqamli texnologiyalardan foydalanish imkoniyatlari ko'rsatilgan. O'zbek toponimik leksikografiyasining shakllanishi XX asrning 50-60-yillariga to'g'ri keladi. Dastlabki toponimik materiallar asosan geografik va tarixiy tadqiqotlar doirasida to'plangan bo'lib, maxsus lug'at tarzida rasmiylashtirilmagan edi [7]. Mustaqil toponimik lug'atchilik an'anasining shakllanishi sovet davrining keyingi bosqichlarida ro'y berdi.

Natijalar va muhokama. O'zbek toponimik lug'atchiligining tarixiy taraqqiyotini uch asosiy bosqichga ajratish mumkin. Birinchi bosqich sovet davrini qamrab oladi va bu davrda toponimik materiallarning ilmiy jihatdan to'planishi va tizimlashtirilishi boshlandi. Ushbu davrda T.Nafasovning "O'zbek tilining toponimik lug'ati" loyihasi muhim ahamiyat kasb etdi, unda mingdan ortiq joy nomlari etimologik va semantik jihatdan tahlil qilindi [8]. Biroq mazkur davrdagi lug'atlar mafkuraviy cheklovlar tufayli ayrim tarixiy va diniy toponimlarni to'liq aks ettira olmagan. Ikkinchi bosqich O'zbekiston mustaqilligidan keyingi davrni o'z ichiga oladi. Bu davrda milliy toponimik meros qayta baholanib, ko'plab joy nomlari o'zining tarixiy shakllariga qaytarildi. Mazkur jarayon yangi toponimik lug'atlar yaratish zaruratini keltirib chiqardi. H.Hasanovning mintaqaviy toponimik tadqiqotlari alohida viloyatlar va tumanlar joy nomlarining kelib chiqishi, semantik xususiyatlari va tarixiy qatlamlarini chuqur o'rganish imkonini berdi [3]. Uchinchi, zamonaviy bosqich raqamli texnologiyalar asosida toponimik leksikografiyaning yangi shakllarini yaratish bilan xarakterlanadi.

Jahon tajribasida GIS-texnologiyalar bilan integratsiyalashgan elektron toponimik ma'lumotlar bazalari keng qo'llanilmoqda [9]. O'zbekistonda ham Davlat yer qo'mitasi va Geografik nomlar bo'yicha milliy kengash tomonidan toponimik ma'lumotlar bazasini shakllantirish ishlari olib borilmoqda, ammo bu sohadagi leksikografik standartlar hali to'liq ishlab chiqilmagan. O'zbek toponimik lug'atlarining mikrostrukturasi tahlil qilganda, aksariyat lug'atlarda quyidagi elementlar mavjudligi aniqlandi: toponimning hozirgi shakli, uning tarixiy variantlari, etimologik izohi, geografik joylashuvi va ba'zi hollarda madaniy-tarixiy sharh. Biroq zamonaviy leksikografik talablarga ko'ra, lug'at maqolasida fonologik, grammatik va pragmatik ma'lumotlar ham aks ettirilishi lozim [10]. Qiyosiy tahlil shuni ko'rsatdiki, o'zbek toponimik lug'atlari etimologik yondashuvga ko'proq e'tibor qaratadi, holbuki zamonaviy xalqaro tajribada sotsiologiyistik va pragmatik aspektlar ham muhim o'rin tutadi. Shuningdek, mavjud lug'atlarda dialektal variantlar, xalq etimologiyasi va toponimlarning kommunikativ qo'llanilishi yetarli darajada aks ettirilmagan.

Xulosa. O'zbek toponimik leksikografiyasi sovet davridan buyon sezilarli taraqqiyotni bosib o'tgan bo'lsa-da, zamonaviy talablar nuqtai nazaridan bir qator muammolar mavjud. Birinchidan, yagona milliy toponimik lug'atning yo'qligi sohadagi asosiy kamchilik hisoblanadi. Ikkinchidan, mavjud lug'atlarning aksariyati faqat bosma shaklda bo'lib, raqamli muhitga moslashtirilmagan. Uchinchidan, leksikografik tasvirlashning yagona standartlari ishlab chiqilmagan. Istiqbolda O'zbekiston toponimik leksikografiyasi oldida quyidagi vazifalar turadi: GIS-texnologiyalar bilan integratsiyalashgan milliy elektron toponimik lug'at yaratish, toponimik birliklarni leksikografik tasvirlashning milliy standartlarini ishlab chiqish hamda mintaqaviy toponimik lug'atlar seriyasini nashr etish. Ushbu tadqiqot natijalari o'zbek toponimik leksikografiyasining nazariy va amaliy rivojlanishiga hissa qo'shishi mumkin.

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The Importance Of Innovative Approaches And Pedagogical Conditions In The Formation Of Independent Thinking Skills In Students

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Introduction

In today's globalization and digital transformation, the demands on the education system are increasing. This situation requires students not only to acquire existing knowledge, but also to have the ability to independently express their thoughts, creatively approach problems, and have analytical and critical thinking skills. Independent thinking is one of the important competencies necessary for a person to make free decisions, independently analyze information, and put forward new ideas.

Kirish

Bugungi globallashuv va raqamli transformatsiya sharoitida ta'lim tizimiga bo'lgan talablar tobora ortib bormoqda. Bu holat o'quvchilardan nafaqat mavjud bilimlarni egallashni, balki o'z fikrini mustaqil ifoda eta olish, muammolarga ijodiy yondashish, tahliliy va tanqidiy fikrlash kabi ko'nikmalarga ega bo'lishni talab etadi. Mustaqil fikrlash insonning erkin qaror qabul qilishi, axborotlarni mustaqil tahlil qilishi va yangi g'oyalarni ilgari surishi uchun zarur bo'lgan muhim kompetensiyalardan biridir.

Mazkur kompetensiyani shakllantirishda innovatsion yondashuvlar, interfaol metodlar, pedagogik texnologiyalar va zamonaviy o'quv muhiti hal qiluvchi omil hisoblanadi. Xususan, o'quvchilarning bilimga bo'lgan qiziqishini oshirish, ularning faolligini ta'minlash, o'z ustida ishlashga undash orqali mustaqil fikrlash ko'nikmalarini rivojlantirish mumkin. Shu boisdan mustaqil fikrlashni shakllantirish masalasi bugungi pedagogik tadqiqotlar markazida bo'lib, ta'lim sifatini oshirish, raqobatbardosh kadrlarni tayyorlashda muhim rol o'ynaydi.

Shu bilan birga, mustaqil fikrlash ko'nikmalarini shakllantirish o'quvchilarning shaxs sifatida kamol topishi, o'z hayot yo'lini ongli ravishda tanlashi va kelajakda mustaqil faoliyat yuritishi uchun muhim poydevor bo'lib xizmat qiladi. Bu jarayon o'qituvchining zamonaviy metodik yondashuvi, o'quv jarayonini to'g'ri tashkil etishi, shuningdek, motivatsion muhit yaratishga ham bevosita bog'liq.

Ta'limda qo'llanilayotgan innovatsion yondashuvlar – loyiha asosida ta'lim, muammoli ta'lim, klasterlar bilan ishlash, AKT vositalari orqali topshiriqlarni mustaqil bajarish – bularning barchasi o'quvchilarni erkin fikrlashga, tanqidiy yondashishga, izlanishga va o'z fikrini asoslashga yo'naltiradi. Mustaqil fikrlashni rivojlantirishda, shuningdek, integratsiyalashgan fanlararo yondashuv, hayotiy muammolar asosidagi topshiriqlar, savol-javoblar asosidagi tahliliy suhbatlar ham yuqori samara beradi. Bunday yondashuvlar o'quvchilarning fikrlash madaniyatini shakllantirishda, intellektual salohiyatini oshirishda, ijtimoiy hayotda faol pozitsiya egallashida katta ahamiyat kasb etadi.

MAVZUGA OID ADABIYOTLAR TAHLILI

Mustaqil fikrlash ko'nikmalarini shakllantirishga oid adabiyotlar tahlili shuni ko'rsatadiki, so'nggi yillarda bu yo'nalishda ko'plab ilmiy-tadqiqot ishlari, maqolalar va monografiyalar chop etilgan. Ilmiy adabiyotlarda mustaqil fikrlash tushunchasi, uning mazmun-mohiyati, shakllanish bosqichlari hamda metodik asoslari keng yoritilgan.

Pedagogika fanida mustaqil fikrlash ko'nikmalarini rivojlantirishda shaxsga yo'naltirilgan ta'lim, faoliyatga asoslangan yondashuv, muammoli vaziyatlar yaratish orqali o'quvchini izlanishga undash usullari asosiy o'rin egallaydi. Masalan, V.V. Davydov, L.S. Vygotskiy, J. Piaget, B.

Bloom kabi mutafakkirlarning fikrlash jarayoni va uning rivojlanishiga oid nazariyalari bu yo'nalishdagi ilmiy qarashlarga zamin yaratgan.

Milliy pedagog olimlar – A. Abduqodirov, Q. Yuldashev, A. To'xtayev, Z. Nishonova va boshqalar o'z tadqiqotlarida o'quvchilarda mustaqil fikrlashni shakllantirishda innovatsion ta'lim texnologiyalari, didaktik o'yinlar, interfaol metodlar, AKT vositalaridan foydalanishning samarali jihatlarini tahlil qilgan.

Tahlil qilingan adabiyotlarda shuningdek, mustaqil fikrlash ko'nikmalari o'quvchining ijtimoiy faolligi, o'zini anglash darajasi, kasbiy yo'nalishi va kelajak hayotiy rejalarini belgilashda muhim o'rin tutishi ta'kidlangan.

Fikrlash ko'nikmalarini shakllantirishga xizmat qiluvchi pedagogik shart-sharoitlar va metodik yondashuvlarni ilmiy asosda ishlab chiqish ta'lim sifatini oshirishda muhim omil hisoblanadi.

TADDIQOT METODOLOGIYASI

Ushbu ilmiy ishda o'rganilayotgan muammo bo'yicha ilmiy-nazariy manbalarni tahlil qilish, mavjud holatni baholash, amaliy yechimlar ishlab chiqish va ularni samaradorlik nuqtai nazaridan aniqlash maqsad qilingan. Ishning asosiy yo'nalishi sifatida zamonaviy ta'limda o'quvchilarda mustaqil fikrlash ko'nikmalarini shakllantirishda innovatsion yondashuvlarning o'rni va ularni joriy etish imkoniyatlari ko'rib chiqilgan.

Bu jarayonda umumiy ilmiy yondashuvlar, xususan, tizimli, kompleks, faoliyatga asoslangan va shaxsga yo'naltirilgan yondashuvlar asos qilib olingan. Ish jarayonida muammo tahlili, taqqoslash, sintez, kuzatuv, so'rovnoma, eksperiment, statistik tahlil usullaridan foydalanilgan. Tanlangan metodikalar orqali o'quvchilarning mustaqil fikrlash darajasi, ularning o'quv faoliyatiga bo'lgan munosabati, muammoni hal qilishdagi yondashuvi, fikr erkinligi va tahliliy salohiyatini aniqlashga qaratilgan ma'lumotlar yig'ilgan.

Olingan natijalar asosida samarali pedagogik yondashuvlar ishlab chiqilgan va ularni amaliyotga joriy etish bo'yicha takliflar ilgari surilgan. Ishda foydalanilgan metodlar orqali o'rganilayotgan muammo chuqur tahlil qilinib, asosli xulosalar chiqarishga imkon yaratilgan.

XULOSA VA TAKLIFLAR

Mazkur ish davomida o'quvchilarda mustaqil fikrlash ko'nikmalarini shakllantirish jarayoni atroflicha o'rganildi va innovatsion pedagogik yondashuvlarning ahamiyati aniqlandi. Tadqiqot natijalari shuni ko'rsatdiki, interfaol metodlar va zamonaviy ta'lim texnologiyalari o'quvchilarning mustaqil fikrlash, muammolarni hal qilish va tanqidiy fikrlash qobiliyatlarini samarali rivojlantirish imkonini beradi. Shuningdek, o'z fikrini erkin ifoda eta olish va muammoli vaziyatlarda faol bo'lish ko'nikmalari ham sezilarli darajada oshdi.

Mustaqil fikrlash ko'nikmalari o'quvchilarning umumiy bilim darajasi va ta'limga bo'lgan qiziqishini oshirishda muhim rol o'ynaydi.

Innovatsion pedagogik texnologiyalar va interfaol metodlar o'quvchilarning ijodiy fikrlashini rag'batlantirishga xizmat qiladi hamda ularni mustaqil fikr yuritishga undaydi.

O'quvchilarning fikr ifoda etish erkinligi va muammoli vaziyatlarda faolligi mustaqil fikrlash ko'nikmalarining rivojlanishi bilan bevosita bog'liq.

Ushbu xulosalardan kelib chiqib, mustaqil fikrlash ko'nikmalarini yanada samarali shakllantirish uchun pedagogik jarayonda yangi metod va texnologiyalarni joriy etish muhimdir. Ta'lim jarayonida o'quvchilarning faolligi va ijodkorligini oshirishga qaratilgan darslar, treninglar va loyihalar tashkil etilishi lozim. Shu bilan birga, o'qituvchilarning malakasini oshirish va innovatsion yondashuvlarni o'zlashtirishiga katta e'tibor qaratilishi kerak.

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Improvement Of The Understanding Of National Identity In The Process Of Globalization

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Abstract

The article discusses the issues of national identity in the context of globalization. In addition, concepts such as unity, love, mutual understanding, tribal relations, religious beliefs, and national values are described. Scholars also emphasize the commonality of reason and morality, and attach special importance to the formation of national identity and national values and self-awareness through the formation of the spirituality of each person and nation.

Key words: society, culture, spirituality, art, custom, tradition, nation, national identity, value, religious beliefs, globalizations.

The negative impact of the globalization process on national development, including the understanding of national identity, is evident today in the following. In particular, the serious impact of the globalization process on the national-spiritual life of the people's values, customs and traditions is intensifying.

According to S.Atamuratov, "Among its effects on the economy, politics, social life, and interstate relations, its effect on the nation's loss of identity is taking a terrible shape. The dangerous side of this "ocean" is that it is an economic factor, modern mass media, television, computers, the Internet, mobile phones and other means are changing the national consciousness, thinking and worldview of people, especially young people. [1]

The term globalization was first used by T. Livett in his article "Harvard Business Review" published in 1983. Japanese Kenichi Omas, a consultant at Harvard Business School, made the following comments in his 1990 book, "A World Without Borders". According to him, the importance of people, firms and markets will increase and the influence of the state will decrease. In this process, all nations are affected by the global market and the traditional state loses its naturalness, he says.

M. Yu. Cherkovskiy considers globalization as a product of modernization. On this basis, it is concluded that globalization is a legitimate consequence of the crisis of the socialist modernization project. [2]

At a time when the rapidly developing intellectual potential of humanity, as a result of current globalization, integration, informatization, and scientific and technological progress, has served to improve the economies of nations, ethnicities, and peoples living in different countries, at a time when the rapidly developing intellectual potential of humanity, as a result of current globalization, integration, informatization, and scientific and technological progress, has served to improve the economies of nations, ethnicities, and peoples living in different countries,

According to Y.V. Bromley, self-awareness is, first of all, a person's understanding of his own activities, aspirations, needs, thinking, behavior, etc. Ethnic self-concept includes the judgments of members of an ethnic group about the nature of their community's activities, their unique characteristics, achievements, and ethnic identity. This judgment is directly related to the judgments of other communities. [3]

Another aspect of increasing the need to understand national identity in the process of globalization is the interrelationship of religion, ethnicity and national psychology. Awareness of ethnic identity is inseparable from the structure of the socio-psychological system of national psychology.

In addition to the above-mentioned definitions of national identity, some scholars propose a broader analysis of this process.

In particular, self-awareness, at the same time, considers national identity to be a complex set of images, cultural traditions, as well as ideas about the national character and its differences from other peoples, as well as about the history, heritage, character, religious beliefs, and objective existence of the people.

It is emphasized that there are also manifestations of culture inherited from the past and adopted from other peoples. [4]

The above definition reflects the historical and specific features of the ethnos, that is, the content of understanding ethnic (national) identity is the recognition of each person's belonging to a community of people, the commonality of language, territorial unity, certain features of spirituality, and religious commonality.

The conclusion that follows from this is that the emergence and formation of the idea about the non-repeatability of the awareness of cultural identity, ethnic identity, is a long-lasting process, and a certain nation consists of a unity of deep connections that differ from the unity of its internal unity, in some cases, the unity of its social and internal relations.

The universal aspects of national identity awareness have their place in the increasing need for national identity awareness even in the current globalization conditions.

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The Presentation Of Imagery And Expressive Means In Artistic Translation On The Example Of Yu Hua's Novel "To Live"

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Abstract

To reveal the artistic expression of human dignity, patience and historical tragedies in the work. Comparative literary, historical and psychological his article analyzes Yu Hua's novel "To Live". The purpose of the study is to all methods are used in the analysis. The results show that the novel leads from a personal tragedy to a universal philosophical conclusion and proposes that life itself is the highest value. In the process of research, the original text of the work and its Uzbek translation are analyzed comparatively, paying attention to the extent to which such arts as simile, animation and closed analogy (allusion) are preserved in the translation. The article substantiates that the priority task in translation is not only literal correspondence, but also the transmission of content and artistic spirit. In conclusion, it is emphasized that the Uzbek translation adequately reflects the artistic and aesthetic value of the work

Keywords: Yu Hua, Living, realism, human dignity, historical tragedy, Chinese literature

Annotatsiya

Ushbu maqolada Yu Huaning "Yashamoq" romani tahlil qilinadi. Tadqiqotning maqsadi- asarda inson qadr – qimmat, sabr-toqat va tarixiy fojialarning badiiy ifodasani ochib berishdan iborat. Tahlil jarayonida qiyosiy-adabiy, tarixiy va psixologik metodlardan foydalaniladi. Natijalar shuni ko'rsatadiki, roman shaxsiy fojidan umumiyinsoniy falsafiy xulosaga olib boradi va yashashning o'zi eng oliy qadriyat ekanini ilgari suradi. Tadqiqot jarayonida asarning original matni va ozbekcha tarjimasi qiyosiy jihatdan tahlil qilinib, oxshatish, jonlantirish hamda yopiq oxshatish (istiora) kabi sanatlarning tarjimada qay darajada saqlanib qolganiga etibor qaratilgan. Maqolada tarjimada faqat sozma-soz moslik emas, balki mazmun va badiiy ruhni yetkazish ustuvor vazifa ekani asoslab berilgan. Xulosa sifatida, ozbekcha tarjima asarning badiiy-estetik qiymatini munosib darajada aks ettirgani takidlanadi.

Kalit so'zlar: Yu Hua, Yashamoq, realizim, inson qadr-qimmat, tarixiy fojia, Xitoy adabiyoti.

Badiiy adabiyot insonning ichki dunyosi, ijtimoiy voqelikni so'z orqali aks ettiruvchi san'at turidir. So'z bu yerda shunchaki muloqot vositasi emas, balki chuqur ma'no, hissiyot va tasvirni yetkazuvchi kuchli vosita vazifasini o'taydi. Adabiyot xalqning madaniy merosini avloddan avlodga yetkazuvchi asosiy manbalardan biridir u milliy ruhni, qadriyatlarini va tarixini saqlab qolishga xizmat qiladi. Yozuvchi so'zlar yordamida o'quvchining tassavurida obrazlar, manzaralar va hodisalarni yaratadi. Ular o'quvchida tuyg'ular, fikrlar va g'oyalarini uyg'otadi, ularni qahramonlar bilan birga yashashga majbur qiladi. Adabiyot o'quvchining tasavvuriga cheksiz imkoniyatlar beradi. Yozuvchi so'zlar bilan bir dunyo yaratadi, ammo bu dunyo har bir o'quvchi o'zicha tasavvur qiladi va ichki kechinmalari bilan boyitadi. Yozuvchi so'zlar yordamida vizual tasvirni yaratadi, bu esa o'quvchining tasavvurida aniq manzaralar, qahramonlar va narsalarni jonlantiradi. Tasviriy san'at esa bu manzaralarni ranglar va shakillar orqali moddiylashtiradi. Kitoblarga chizilgan illustratsiyalar adabiy asarni vizual jihatdan boyitadi, qahramonlar va voqealarni yanada yorqinroq tasvirlashga yordam beradi. Ular asarning kayfiyatini va g'oyasini o'quvchiga yaqinlashtiradi.

"Yashamoq" asari zamonaviy nashr namunasi sifatida badiiy tasvir vositalari boyligi bilan ajralib turadi asarda muallif qishloq hayotini, xayot tarzini hamda inson kechinmalarini va qiyinchiliklarini kabi murakkab tuyg'ularni ifodalashda turli badiiy vositalardan mahorat bilan foydalanadi bu esa asarning estetik qiymatini oshirib o'quvchiga kuchli emotsional ta'sir

ko'rsatadi. Asarda tabiat hodisalari va predmetlar insoniy xususiyatlar bilan berilib, voqealarga jonlilik va hissiy chuqurlik beradi. Shu vosita orqali o'quvchi voqealarni nafaqat vizual, balki emotsional darajada ham his qiladi. Ba'zi voqelar va qahramonlarning kechinmalari keskin oshirilib tasvirlanadi. Bu dramatic effekt yaratib, tarixiy va ijtimoiy muammolarni yanada kuvhliroq his ettirishga yordam beradi. Avvalo, bu romanda metafora vositasining faol qollanganini kuzatish mumkin. Qahramonlarning ruhiy holati kopincha bevosita bayon qilinmay, ramziy tasvirlar orqali ochib beriladi.

Tadqiqot natijalri shuni ko'rsatadiki, "Yashamoq" romani nafaqat bir insonning taqdiri, balki butun bir avlodning fojialiv tarixidir. Muallif tarixiy voqealarni ideologik emas, insoniy nuqtaiy nazarda yoritadi. Fuguy xarakteri evolyutsiyasi – beparvo boy yigitdan hayotning yetadigan sabrli inson darajasigacha o'sishi – romanning markaziy g'oyasini tashkil etadi. Asar realizim yaqin bo'lsa- da, unda ekzistensial falsafa elementlari ham seziladi: inson barcha yo'qotishlarga qaramay yashashda davom etadi. Tadqiqot maqsadi: romanda inson qadr - qimmatini va yashash g'oyasini badiiy ifodasini tahlil qilish. Xamda:

1. Asardagi tarixiy fonni aniqlash.
2. Qahramon xarakter evolyutsiyasini o'rganish.
3. Yashash falsafasining mazmunini ochib berish.

Tadqiqot manbasi Yu Hua "Yashamoq" asari maqolaning tadqiqot manbasi hisoblanadi.

Tadqiqot obyekti: Yu Huaning "Yashamoq" asaridagi tasvir va ifoda vositalarini va uning tarjimada aks etishi hisoblanad, yani tarjimada asl nushadagi tasvir va ifoda vositalarini qay darajada berganligini o'rganib chiqiladi

Xulosa qilib shuni aytish mumkin, Yu Huaning "Yashamoq" romani inson hayotining eng og'ir sinovlar ostida ham davom etishi mumkunligini ko'rsatadi. Asarda yashashning o'z oliy qadiryat sifatida talqin qilinadi.

Badiiy tarjima — bu oddiy so'zlarni boshqa tilga ko'chirish emas, balki asarning ruhini, go'zalligini va ta'sir kuchini qayta yaratishdir. Tarjimon asarni nafaqat tushunishi, balki uni his qilishi ham kerak. Chunki badiiy tarjimada muallifning uslubi, obrazlari va hissiyotlari saqlanmasa, asar o'z qadrini yo'qotadi.

Shuning uchun badiiy tarjima — bu katta mahorat, did va ijodkorlikni talab qiladigan murakkab, lekin juda muhim jarayondir.

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The Presentation Of Imagery And Expressive Means In Artistic Translation On The Example Of Feya Mora's Novel "You Are A Different World To Me"

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Annotation

This article is devoted to the study of the characteristics of the reflection of the artistic imagery and expressive means used in Feya Mora's novel "You Are a Different World" in translation into the Uzbek language. It analyzes the types of imagery and expressive means found in the work, their role in enriching the content of the text and enhancing the ideological and aesthetic impact. The importance of artistic means in ensuring the integrity of the text and in expressing events more vividly and effectively is also highlighted. In the process of research, the original text of the work and the Uzbek translation were comparatively analyzed, and attention was paid to the extent to which such arts as simile, animation, and closed metaphor (allusion) were preserved in the translation. The article substantiates that the priority task in translation is not only word-for-word correspondence, but also the transmission of content and artistic spirit. In conclusion, it is emphasized that the Uzbek translation adequately reflects the artistic and aesthetic value of the work.

Keywords: Feya Mora, means of artistic depiction, artistic translation, simile, allegory, irony, metaphor.

Annotatsiya

Ushbu maqola Feya Moraning "Sen bir menga o'zga olam" romanida qo'llangan badiiy tasvir va ifoda vositalarining o'zbek tiliga tarjimada aks etish xususiyatlarini o'rganishga bag'ishlanadi. Unda asarda uchraydigan tasviriy vositalarning turlari, ularning matn mazmunini boyitishdagi hamda g'oyaviy-estetik ta'sirni kuchaytirishdagi o'rni tahlil etilgan. Shuningdek, badiiy vositalarning matn yaxlitligini ta'minlash, voqea-hodisalarni yanada jonli va ta'sirchan ifodalashdagi ahamiyati yoritilgan. Tadqiqot jarayonida asarning original matni va o'zbekcha tarjimasi qiyosiy jihatdan tahlil qilinib, o'xshatish, jonlantirish hamda yopiq o'xshatish (istiora) kabi san'atlarning tarjimada qay darajada saqlanib qolganiga e'tibor qaratilgan. Maqolada tarjimada faqat so'zma-so'z moslik emas, balki mazmun va badiiy ruhni yetkazish ustuvor vazifa ekani asoslab berilgan. Xulosa sifatida, o'zbekcha tarjima asarning badiiy-estetik qiymatini munosib darajada aks ettirgani ta'kidlanadi.

Kalit so'zlar: Feya Mora, badiiy tasvir vositalari, badiiy tarjima, o'xshatish, istiora, kinoya, metafera.

Badiy san'at insonning ichki duyosini, his-tuyg'usini, g'oyalarini va xayotini ifodaledi. Badiy adabiyotda so'zning qudrati. Badiiy adabiyot insonning ichki dunyosini, ijtimoiy voqealikni so'z orqali aks ettiruvchi san'at turidir. So'z shunchaki muloqot vositasi emas balki chuqur manoga ega hissiyot va tasvirni yetkazuvchi kuchli vosita hisoblanadi. Badiiy adabiyotda badiiy tasvir ham juda katta o'rin egallaydi. Bir gapni o'z holicha yozilsa insonga u qadar ta'sir o'tkazmasligi, uni ta'sirlantirmasligi mumkin. Agar badiiy tasvir vositalaridan foydalangan holatta yoritssa, bu inson ruhiyatiga ta'sir etishi, uning yuragidan o'ylanishga va badiiy qahramonlarni his-tuyg'ularni o'quvchi ham his eta olishi mumkin

"Sen bir menga o'zga olam" asari zamonaviy nasr namunasi sifatida badiiy tasvir vositalariga boyligi bilan ajralib turadi. Asarda muallif qahramonlarning ichki dunyosi, ruhiy kechinmalari hamda muhabbat va iztirob kabi murakkab tuyg'ularni ifodalashda turli badiiy vositalardan

mahorat bilan foydalangan. Bu esa asarning estetik qimmatini oshirib, o'quvchiga kuchli emotsional ta'sir ko'rsatadi.

Avvalo, romanda metafora (istiora) vositasining faol qo'llanganini kuzatish mumkin. Qahramonlarning ruhiy holati ko'pincha bevosita bayon qilinmay, ramziy tasvirlar orqali ochib beriladi. Muallif qalb iztiroblarini, ichki bo'shliq va yolg'izlikni obrazli ifodalar yordamida tasvirlaydi. Natijada o'quvchi qahramon kechinmalarini yanada chuqurroq his etadi. Metaforik ifodalar asarning lirizm darajasini oshirib, matnga noziklik va ta'sirchanlik bag'ishlaydi.

Feya Moraning "Sen bir menga o'zga olam" romanidagi badiiy tasvir vositalarini aniqlash, aniqlangan badiiy tasvir va ifoda vositalarini turlarga ajratish, aniqlangan tasvir va ifoda vositalarini tarjimada qay darajada ko'rsatib berganligini aniqlash bu maqolani asosiy maqsadi hisoblanadi. Feya Moraning "Sen bir menga o'zga olam" asarining asl nusxasi va o'zbekcha tarjimasi qiyoslash va tahlil qilish usulidan foydalaniladi.

Tadqiqot manbasi - Feya Moraning "Sen bir menga o'zga olam" asari maqolaning tadqiqot manbasi hisoblanadi. Tadqiqotning asosiy obyekti sifatida Feya Moraning "Sen bir menga o'zga olam" asaridagi tasvir va ifoda vositalarini va uning tarjimada aks etishi hisoblanadi. Ya'ni tarjimada asl nusxadagi tasvir va ifoda vositalarini qay darajada berilganligi o'rganib chiqiladi. Sen bir menga o'zga olam asari misolida tasvir va ifoda vositalarining badiiy tarjimada berilishi shuni ko'rsatadiki, tarjima jarayoni oddiy ma'no ko'chirish emas, balki estetik tizimni qayta yaratish jarayonidir. Muallif Feya Mora romanida qo'llangan tasviriy vositalar — metafora, ramz, epitet, ichki monolog va psixologik tafsilotlar — asarning hissiy va g'oyaviy qatlamini shakllantiradi. Tarjimon ana shu qatlamni boshqa til vositalari orqali qayta ifodalashi zarur bo'ladi.

Tahlillar shuni ko'rsatadiki:

- Metaforik tasvirlar tarjimada ko'pincha ma'nodosh yoki funksional muqobil orqali beriladi. Agar so'zma-so'z tarjima estetik ta'sirni yo'qotsa, tarjimon obrazni milliy tafakkurga moslashtiradi.

- Ramziy obrazlar asarning asosiy g'oyaviy yukini ko'taradi. Ularni tarjimada saqlash uchun konnotativ ma'nolarni yo'qotmaslik muhimdir.

- Psixologik tasvir va ichki monologlar tarjimada ohang va sintaktik tuzilma orqali qayta yaratiladi. Bu yerda tilning musiqiyliigi va ritmi alohida ahamiyat kasb etadi.

- Milliy-kulturologik birliklar tarjimada izoh, moslashtirish yoki ekvivalent topish orqali beriladi. Xulosa qilib aytganda, "Sen bir menga o'zga olam" romanida tasvir va ifoda vositalarining tarjimada berilishi tarjimon mahoratiga bevosita bog'liqdir. Tarjimaning muvaffaqiyati — asarning badiiy ruhi, obrazlar tizimi va hissiy ta'sirini qay darajada saqlab qolganligi bilan belgilanadi.

Demak, badiiy tarjimada tasvir va ifoda vositalari:

1. Asarning estetik qimmatini belgilaydi.
2. Milliy tafakkur xususiyatlarini namoyon qiladi.
3. Tarjimon ijodkorligini yuzaga chiqaradi.

Shunday qilib, badiiy tarjima — bu matnni ko'chirish emas, balki uni boshqa til madaniyatida qayta tug'dirish jarayonidir. Badiiy tarjima — bu asarni qayta yaratish san'ati bo'lib, u xalqlar adabiyotini bir-biriga yaqinlashtiradi va madaniy aloqalarni mustahkamlaydi hamda bu ikki til o'rtasidagi oddiy vositachilik emas, balki ikki madaniyat o'rtasidagi ijodiy muloqotdir.

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Phraseological Units In English And Their Equivalents In Uzbekistan

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Annotation

This article examines phraseological units in the English language and their equivalents in the Uzbek language. The study analyzes various English phraseological expressions and identifies their corresponding equivalents in Uzbek. It also highlights the challenges that arise in translating phraseological units, particularly the limitations of literal translation, which does not always convey the intended meaning. The article discusses the semantic features of phraseological units, their usage in speech, and their cultural aspects. The results of the research are significant for identifying phraseological correspondences between English and Uzbek and for improving the effectiveness of the translation process.

Keywords: phraseological units, idioms, English language, Uzbek language, equivalence, translation problems, semantic meaning, literal translation, cultural features, phraseology.

ANNOTATSIYA

Ushbu maqolada ingliz tilidagi frazeologik birliklar va ularning o'zbek tilidagi ekvivalentlari o'rganiladi.. Tadqiqotda ingliz tilidagi turli frazeologik iboralar tahlil qilinib, ularning o'zbek tilidagi mos ma'nodagi ekvivalentlari aniqlanadi. Shuningdek, frazeologik birliklarni tarjima qilish jarayonida yuzaga keladigan muammolar, xususan, so'zma-so'z tarjimaning har doim ham to'g'ri natija bermasligi misollar orqali ko'rsatib beriladi. Maqolada frazeologik birliklarning semantik xususiyatlari, ularning nutqda qo'llanishi hamda madaniy jihatlari ham ko'rib chiqiladi. Tadqiqot natijalari ingliz va o'zbek tillari o'rtasidagi frazeologik mosliklarni aniqlashda hamda tarjima jarayonini yanada samarali tashkil etishda muhim ahamiyat kasb etadi.

Kalit so'zlar: frazeologik birliklar, idiomalar, ingliz tili, o'zbek tili, ekvivalentlik, tarjima muammolari, semantik ma'no, so'zma-so'z tarjima, madaniy xususiyatlar, frazeologiya

KIRISH

Til – insonlar o'rtasidagi muloqotni ta'minlaydigan eng muhim vositalardan biri hisoblanadi. Har bir til o'zining boy lug'at boyligi, iboralari va frazeologik birliklari bilan ajralib turadi. Frazeologik birliklar tilning eng muhim va qiziqarli qatlamlaridan biri bo'lib, ular xalqning tarixi, madaniyati, urf-odatlar va dunyoqarashini o'zida aks ettiradi. Ayniqsa, ingliz tilida frazeologik birliklar juda keng qo'llanilib, nutqning obrazlilik va ta'sirchanligini oshirishda muhim rol o'ynaydi.

Frazeologik birliklar ko'pincha ko'chma ma'noga ega bo'lib, ularni so'zma-so'z tarjima qilish har doim ham to'g'ri natija bermaydi. Shu sababli bunday birliklarni boshqa tilga tarjima qilishda ularning ma'nosini to'g'ri anglash va mos ekvivalentini topish muhim ahamiyatga ega. Frazeologik birliklar tilning muhim qismi bo'lib, ular xalqning madaniyati, urf-odatlar va dunyoqarashini aks ettiradi. Ingliz tilidagi ko'plab frazeologik iboralar o'zbek tilida ham ma'nodosh yoki yaqin ekvivalentlarga ega bo'lib, ular tarjima jarayonida nutqning tabiiyligi va mazmunini saqlab qolishga yordam beradi.

Mazkur maqolada ingliz tilidagi frazeologik birliklar va ularning o'zbek tilidagi ekvivalentlari tahlil qilinadi. Shuningdek, frazeologik birliklarni tarjima qilish jarayonida uchraydigan muammolar, ularning semantik xususiyatlari hamda nutqda qo'llanishi ko'rib chiqiladi. Tadqiqotning asosiy maqsadi ingliz va o'zbek tillaridagi frazeologik birliklarning o'xshash va farqli jihatlarni aniqlash hamda ularni tarjima qilishning samarali usullarini ko'rsatib berishdan iborat.

ADABIYOTLAR TAHLILI VA METODOLOGIYA

Frazeologiya tilshunoslikning muhim sohalaridan biri bo'lib, u ko'plab tilshunos olimlar tomonidan keng o'rganilgan. Frazeologik birliklarning semantik xususiyatlari, ularning nutqda qo'llanishi hamda turli tillar o'rtasidagi tarjima muammolari ko'plab ilmiy tadqiqotlarning asosiy mavzularidan biri hisoblanadi. Frazeologiya nazariyasining rivojlanishida bir qator olimlarning ilmiy ishlari muhim ahamiyatga ega.

Xususan, rus tilshunos olimi V.V. Vinogradov frazeologik birliklarni semantik jihatdan tasniflab, ularni frazeologik birikmalar, frazeologik birliklar va frazeologik qo'shilmalar kabi turlarga ajratgan.¹ Ingliz tilidagi frazeologik birliklarni o'rganishda esa A.V. Kuninning ilmiy ishlari muhim o'rin tutadi. U ingliz frazeologiyasining nazariy asoslarini ishlab chiqib, frazeologik birliklarning strukturaviy va semantik xususiyatlarini batafsil tahlil qilgan.²

O'zbek tilshunosligida ham frazeologik birliklarni o'rganish muhim ilmiy yo'nalishlardan biri hisoblanadi. Sh. Rahmatullayev,³ A. Hojiyev⁴ va boshqa olimlar o'zbek tilidagi frazeologik birliklarning shakllanishi, ularning semantik hamda uslubiy xususiyatlarini o'rganib, ularning til tizimidagi o'rni haqida ilmiy xulosalar berganlar. Ushbu tadqiqotlarda frazeologik birliklarning milliy-madaniy jihatlari va tarjima jarayonida uchraydigan muammolar ham yoritib berilgan.

Mazkur tadqiqotda ingliz tilidagi frazeologik birliklar va ularning o'zbek tilidagi ekvivalentlarini aniqlash hamda tahlil qilish uchun bir qator ilmiy metodlardan foydalanildi. Tadqiqot jarayonida asosan qiyosiy-tahliliy metod, tavsifiy metod va semantik tahlil metodlari qo'llanildi. Qiyosiy-tahliliy metod yordamida ingliz tilidagi frazeologik birliklar o'zbek tilidagi mos ekvivalentlari bilan solishtirildi va ular o'rtasidagi o'xshash hamda farqli jihatlar aniqlandi.

Tavsifiy metod orqali frazeologik birliklarning tuzilishi, ma'nosi va nutqda qo'llanishi tahlil qilindi. Shuningdek, semantik tahlil yordamida frazeologik birliklarning ko'chma ma'nolari va ularning madaniy xususiyatlari o'rganildi. Tadqiqot materiallari sifatida ingliz tilidagi badiiy asarlar, lug'atlar hamda ilmiy manbalardan olingan frazeologik birliklardan foydalanildi. Olingan ma'lumotlar asosida ingliz va o'zbek tillaridagi frazeologik birliklar o'rtasidagi ekvivalentlik darajasi aniqlanib, ularning tarjima jarayonidagi xususiyatlari yoritib berildi.

TAHLIL

Ingliz tilidagi frazeologik birliklar nutqning obrazlilik va ta'sirchanligini oshirishda muhim rol o'ynaydi. Ular ko'pincha ko'chma ma'noda qo'llanib, so'zma-so'z tarjima qilinganda asl ma'nosini yo'qotishi mumkin. Shu sababli frazeologik birliklarni tarjima qilish jarayonida ularning semantik mazmuni va madaniy xususiyatlarini hisobga olish muhim hisoblanadi. Ingliz tilidagi ko'plab frazeologik iboralar o'zbek tilida ham ma'nodosh yoki yaqin ekvivalentlarga ega. Masalan, ingliz tilidagi *"to kill two birds with one stone"* iborasi so'zma-so'z tarjima qilinganda *"bir tosh bilan ikki qushni o'ldirmoq"* degan ma'noni bildiradi. Biroq uning asl ma'nosi bir ish bilan ikki natijaga erishishni anglatadi. O'zbek tilida bu iboraning mos ekvivalenti *"bir o'q bilan ikki quyovni urmoq"* shaklida qo'llanadi. Bu misol frazeologik birliklarning turli tillarda shakli farq qilsa ham, ma'nosi jihatdan o'xshash bo'lishi mumkinligini ko'rsatadi.

Yana bir misol sifatida ingliz tilidagi *"spill the beans"* iborasini ko'rib chiqish mumkin. Bu ibora so'zma-so'z *"loviya to'kib yubormoq"* degan ma'noni bildiradi, lekin aslida sirni oshkor qilish ma'nosida ishlatiladi. O'zbek tilida bunga yaqin ekvivalent sifatida *"sirni ochib qo'ymoq"* yoki *"og'zidan chiqib ketmoq"* kabi iboralar ishlatiladi.

Shuningdek, ingliz tilidagi *"a piece of cake"* iborasi ham keng qo'llaniladigan frazeologik birliklardan biridir. Bu ibora *"juda oson ish"* degan ma'noni bildiradi. O'zbek tilida esa bunga mos ravishda *"bolaning o'yini"* yoki *"juda oson"* kabi iboralar qo'llanadi.

Tahlil shuni ko'rsatadiki, ingliz va o'zbek tillaridagi frazeologik birliklar ko'pincha mazmun jihatidan o'xshash bo'lsa-da, ularning tarkibiy tuzilishi va obrazli ifodasi turlicha bo'lishi mumkin. Bu esa har bir tilning milliy-madaniy xususiyatlari bilan bog'liq. Shuning uchun frazeologik birliklarni tarjima qilishda so'zma-so'z tarjimadan ko'ra, ma'nodosh ekvivalentlarni topish

¹ Vinogradov V.V. Русский язык. Грамматическое учение о слове. – Москва: Высшая школа, 1972.

² Kunin A.V. Англо-русский фразеологический словарь. – Москва: Русский язык, 1984.

³ Rahmatullayev Sh. O'zbek tilining frazeologik lug'ati. – Toshkent: O'qituvchi, 1992.

⁴ Hojiyev A. O'zbek tilshunosligi asoslari. – Toshkent: O'qituvchi, 1996.

muhim hisoblanadi. Bu esa tarjimaning tabiiyligi va mazmunining to'liq yetkazilishiga yordam beradi.

MUHOKAMA

Ingliz va o'zbek tillaridagi frazeologik birliklarni qiyosiy o'rganish shuni ko'rsatadiki, har ikkala tilda ham iboralar xalqning turmush tarzi, madaniyati va dunyoqarashi bilan chambarchas bog'liq holda shakllangan. Frazeologik birliklar nutqning obrazlilik, ta'sirchanligi va ifodaliligini oshirishda muhim ahamiyatga ega. Shu bilan birga, ularni boshqa tilga tarjima qilish jarayonida ma'lum qiyinchiliklar yuzaga kelishi mumkin.

Tahlillar natijasida ma'lum bo'ldiki, ayrim ingliz tilidagi frazeologik birliklar o'zbek tilida to'liq ekvivalentga ega. Bunday holatlarda iboraning ma'nosi va obrazli ifodasi deyarli bir xil bo'lib, tarjima jarayoni nisbatan oson kechadi. Biroq ayrim frazeologik birliklar faqat ma'no jihatidan o'xshash bo'lib, ularning shakli va obrazli ifodasi turlicha bo'ladi. Bu holat ikki xalqning madaniyati, tarixiy tajribasi va turmush tarzi bilan bog'liq.

Shuningdek, ayrim ingliz tilidagi frazeologik birliklar o'zbek tilida to'liq ekvivalentga ega bo'lmasligi ham mumkin. Bunday vaziyatlarda tarjimon iboraning ma'nosini izohlash yoki unga yaqin ma'nodagi iborani qo'llash orqali tarjimoni amalga oshiradi. Bu esa tarjimonning til bilimi, madaniy bilimlari va kontekstni to'g'ri anglashiga bog'liq.

Umuman olganda, frazeologik birliklarni tarjima qilish jarayonida nafaqat til birliklari, balki ularning madaniy va semantik xususiyatlarini ham hisobga olish zarur. Shundagina tarjima matni tabiiy va tushunarli bo'lib, asl mazmun to'liq saqlanib qoladi. Shu sababli ingliz va o'zbek tillaridagi frazeologik birliklarni qiyosiy o'rganish tarjimashunoslik va tilshunoslik uchun muhim ilmiy ahamiyatga ega.

XULOSA

Xulosa qilib aytganda, frazeologik birliklar tilning muhim va ajralmas qismi bo'lib, ular xalqning madaniyati, urf-odatlarini hamda dunyoqarashini aks ettiradi. Ingliz va o'zbek tillaridagi frazeologik birliklarni o'rganish ushbu tillarning o'ziga xos xususiyatlarini, shuningdek, ularning o'xshash va farqli jihatlarini aniqlash imkonini beradi.

Tadqiqot natijalari shuni ko'rsatadiki, ingliz tilidagi ko'plab frazeologik birliklar o'zbek tilida ma'nodosh yoki yaqin ekvivalentlarga ega. Biroq ayrim iboralar shakli va obrazli ifodasi jihatidan farq qiladi. Shu sababli bunday birliklarni tarjima qilish jarayonida so'zma-so'z tarjima qilish har doim ham to'g'ri natija bermaydi. Frazeologik birliklarning mazmunini to'g'ri yetkazish uchun ularning semantik va madaniy xususiyatlarini hisobga olish zarur.

Shuningdek, frazeologik birliklarni qiyosiy o'rganish nafaqat tilshunoslik, balki tarjimashunoslik uchun ham muhim ahamiyatga ega. Bu jarayon ikki til o'rtasidagi frazeologik mosliklarni aniqlashga va tarjima sifatini yanada oshirishga yordam beradi. Natijada frazeologik birliklardan to'g'ri foydalanish nutqning boyligi va ta'sirchanligini oshirishga xizmat qiladi.

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Modernization Of The Educational Process Based On Digital Technologies

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Annotation

This article analyzes the issue of modernization of the educational process based on digital technologies. Digital platforms, online educational tools and innovative pedagogical technologies are gaining importance in the modern education system. The article scientifically covers the theoretical foundations of digital education, its classification and application in the higher education system. Also, the effectiveness, pedagogical capabilities and development prospects of digital education are analyzed based on the research of world and local scientists. The results of the research are important in improving the quality of education, modernizing the educational process and forming a modern pedagogical environment.

Keywords: digital education, innovative technologies, online education, blended learning, modernization of education

Annotatsiya

Ushbu maqolada ta'lim jarayonini raqamli texnologiyalar asosida modernizatsiya qilish masalasi tahlil qilinadi. Zamonaviy ta'lim tizimida raqamli platformalar, onlayn ta'lim vositalari va innovatsion pedagogik texnologiyalar muhim ahamiyat kasb etmoqda. Maqolada raqamli ta'limning nazariy asoslari, uning klassifikatsiyasi hamda oliy ta'lim tizimida qo'llanilishi ilmiy jihatdan yoritiladi. Shuningdek, jahon va mahalliy olimlarning tadqiqotlari asosida raqamli ta'limning samaradorligi, pedagogik imkoniyatlari va rivojlanish istiqbollari tahlil qilinadi. Tadqiqot natijalari ta'lim sifatini oshirish, o'quv jarayonini modernizatsiya qilish va zamonaviy pedagogik muhitni shakllantirishda muhim ahamiyatga ega.

Kalit so'zlar: raqamli ta'lim, innovatsion texnologiyalar, onlayn ta'lim, blended learning, ta'limni modernizatsiya qilish

Bugungi kunda ta'lim tizimi jamiyat taraqqiyotining muhim omillaridan biri hisoblanadi. Axborot texnologiyalarining jadal rivojlanishi ta'lim tizimiga ham sezilarli ta'sir ko'rsatmoqda. Raqamli texnologiyalar ta'lim jarayonini yanada samarali tashkil etish, o'quv materiallarini tezkor yetkazish va talabalarning mustaqil bilim olish imkoniyatlarini kengaytirishga xizmat qiladi.

Zamonaviy ta'lim tizimida raqamli platformalar, elektron resurslar va onlayn ta'lim texnologiyalaridan foydalanish keng tarqalmoqda. Bu esa ta'lim jarayonini modernizatsiya qilish zaruratini yuzaga keltiradi. Raqamli texnologiyalar yordamida o'qitish jarayoni yanada interaktiv, moslashuvchan va samarali bo'lishi mumkin.

Raqamli texnologiyalar asosida ta'lim jarayonini modernizatsiya qilish masalasi so'nggi yillarda ko'plab xalqaro va mahalliy olimlar tomonidan ilmiy jihatdan asoslab berilmoqda. Tadqiqotlar shuni ko'rsatadiki, raqamli transformatsiya ta'lim tizimining barcha bosqichlariga — boshqaruv, metodika va baholash jarayonlariga ta'sir ko'rsatadi.

Masalan, MDPI nashrida chop etilgan Bianchi A., Rossi M., Romano L. tomonidan yozilgan Digital Learning and Digital Institution in Higher Education maqolasida oliy ta'lim muassasalari raqamli infratuzilma va boshqaruv tizimini yangilamasdan turib sifatli modernizatsiyaga erishib bo'lmashligi ta'kidlanadi.¹

Shuningdek, Verónica Basilotta-Gómez va boshqalar tomonidan yozilgan Teachers' digital competencies in higher education: a systematic literature review maqolasida o'qituvchilarning

¹ Bianchi A., Rossi M., Romano L. Digital Learning and Digital Institution in Higher Education // Sustainability. — 2022.

raqamli kompetensiyasi oliy ta'lim kontekstida muhim omil ekanligi va uning past yoki o'rtacha darajada ekanligi ta'kidlanadi.²

Rus olimlari I. Novikova, P. Bichkova va A. Novikov³ pandemiya davrida talabalarining raqamli ta'lim texnologiyalariga munosabatini o'rgangan. Ularning tadqiqotlari talabalar motivatsiyasi va shaxsiy xususiyatlari raqamli platformalardan samarali foydalanishga ta'sir qilishini ko'rsatadi. Bu natijalar raqamli ta'lim jarayonida psixologik va pedagogik omillarni hisobga olish zarurligini isbotlaydi.

O'zbek olimlari ham mazkur yo'nalishda ilmiy izlanishlar olib bormoqda. Sh. Sidikova⁴ o'z maqolasida raqamli texnologiyalar orqali til o'rgatishning samaradorligini asoslab, interaktiv metodlar va multimedia vositalari talabalarning nutqiy kompetensiyasini rivojlantirishini ta'kidlaydi.

Shuningdek, G. Yo'ldoshova va D. Jumaboyeva⁵ oliy ta'lim muassasalarida raqamli texnologiyalarni joriy etish orqali ta'lim sifatini oshirish, nazorat tizimini takomillashtirish va boshqaruv samaradorligini kuchaytirish mumkinligini ilmiy tahlil qilganlar.

Bundan tashqari, R. Maxmudov va A. Qoraboyev⁶ tomonidan ilgari surilgan innovatsion yondashuv konsepsiyasida raqamli ta'lim muhiti talabalarning mustaqil ishlash ko'nikmalarini rivojlantirish, individual yondashuvni ta'minlash va ta'lim jarayonini moslashuvchan qilish imkonini berishi qayd etiladi. Ularning fikricha, aralash ta'lim modeli zamonaviy ta'lim tizimining eng maqbul shakllaridan biridir.

Raqamli ta'limni tasniflash masalasi zamonaviy pedagogik adabiyotlarda turli nazariy yondashuvlar asosida ko'rib chiqiladi. Jumladan, "Elektron ta'lim va o'quv jarayonini loyihalash" (E-Learning and the Science of Instruction) asarida K. Klark va R. Mayer elektron ta'limni asosan instruksion dizayn va kognitiv psixologiya tamoyillari asosida klassifikatsiya qilgan.⁷ Ular e-learningni o'quv mazmunining turiga (axborot beruvchi, protseduraviy, strategik va affektiv), multimedia elementlarining qo'llanilishiga (matn, audio, vizual va interaktiv komponentlar) hamda o'qitish modeliga (mustaqil onlayn ta'lim, instruktor boshchiligidagi onlayn ta'lim va aralash ta'lim) ko'ra tasniflaydi. Ushbu yondashuvda asosiy e'tibor bilimni samarali o'zlashtirish uchun kognitiv yuklamani boshqarishga qaratilgan.

"Onlayn Ta'lim Nazariyasi va Amaliyoti" (The Theory and Practice of Online Learning) kitobida T. Anderson tomonidan onlayn ta'lim o'zaro ta'sir modeli asosida klassifikatsiya qilingan.⁸ Muallif ta'lim jarayonidagi interaksiyani uch turga ajratadi: talaba–o'qituvchi, talaba–talaba va talaba–kontent o'zaro ta'siri. Shuningdek, onlayn ta'lim sinxron (real vaqt rejimida) va asinxron (kechiktirilgan muloqot) shakllarga bo'linadi. Ushbu tasnif masofaviy ta'limning nazariy asoslariga tayanadi.

Raqamli texnologiyalar asosida tashkil etilgan ta'lim jarayoni bir qator muhim pedagogik afzalliklarga ega:

o'quv jarayonini individuallashtirish imkoniyati ortadi;

o'qitish materiallari multimediyaga shaklida taqdim etiladi;

baholash jarayonini avtomatlashtirish mumkin;

talabaning mustaqil ishlashi va tadqiqot olib borish ko'nikmalari rivojlanadi;

global ta'lim resurslaridan foydalanish imkoniyati kengayadi.

² Basilotta-Gómez, V., Matarranz, M., Casado-Aranda, L.-A., Otto, A., Teachers' digital competencies in higher education: a systematic literature review, *International Journal of Educational Technology in Higher Education*, vol. 19, article 8, 2022.

³ Новикова И.А., Бычкова П.А., Новиков А.Л. Отношение российских студентов вузов к цифровым образовательным технологиям до и во время пандемии COVID-19 // *Sustainability*. — 2022.

⁴ Sidikova S. Raqamli texnologiyalar orqali til o'rgatishning asosiy prinsiplari va metodologiyasi, ularning ta'lim jarayoniga ta'siri // *International Journal of Science and Technology*. — 2025. — Vol. 2, No. 3. — P. 232–239.

⁵ Yo'ldoshova G., Jumaboyeva D. Oliy ta'lim muassasalarida raqamli texnologiyalar tadqiqoti // *Journal of New Century Innovations*. — 2023. — Vol. 12, No. 3. — P. 188–190.

⁶ Maxmudov R.M., Qoraboyev A.A. Oliy ta'limda raqamli texnologiyalar orqali ta'lim sifatini oshirishga innovatsion yondashuvlar // *Journal of Universal Science Research*. — 2025. — №13645.

⁷ Clark R.C., Mayer R.E. *E-Learning and the Science of Instruction*. — San Francisco: Pfeiffer, 2011. — P. 45–47.

⁸ Anderson T. (ed.) *The Theory and Practice of Online Learning*. — Edmonton: Athabasca University Press, 2008. — P. xx–xxii.

Biroq raqamli transformatsiya faqat texnologiya joriy etish bilangina cheklanmaydi. U pedagogik yondashuvni yangilash, o'qituvchilarning raqamli kompetensiyasini rivojlantirish hamda ta'lim infratuzilmasini takomillashtirishni ham talab qiladi.

Ilmiy tadqiqotlar shuni ko'rsatadiki, raqamli ta'limni keng joriy etishda ayrim muammolar ham mavjud:

texnik infratuzilmaning yetarli emasligi;

pedagoglarning raqamli metodik tayyorgarligi pastligi;

talabalar motivatsiyasining barqaror emasligi;

internet resurslaridan ortiqcha foydalanish natijasida diqqatning pasayishi;

an'anaviy va raqamli ta'lim o'rtasida metodik uyg'unlikni ta'minlash zarurati.

Shu sababli zamonaviy ta'lim tizimida eng maqbul yo'l sifatida "aralash ta'lim modeli" (blended learning) ko'rilmogda. Bu model an'anaviy auditoriya mashg'ulotlarini onlayn ta'lim vositalari bilan uyg'unlashtirib, har ikki yondashuvning afzalliklarini birlashtiradi.

Xulosa qilib aytganda, raqamli texnologiyalar asosida ta'lim jarayonini modernizatsiya qilish zamonaviy ta'lim tizimining muhim yo'nalishlaridan biridir. Raqamli transformatsiya o'quv jarayonining samaradorligini oshirish, ta'lim sifatini yaxshilash va global bilim makoniga integratsiyalashuvni ta'minlaydi.

Shuningdek, jahon va mahalliy olimlar tadqiqotlari shuni ko'rsatadiki, raqamli ta'limning muvaffaqiyati texnologiya, pedagogik yondashuv va inson omilining uyg'unligiga bog'liq. Shu bois kelajakda ta'lim tizimini rivojlantirishda raqamli platformalar, innovatsion metodlar va zamonaviy pedagogik muhitni shakllantirish ustuvor vazifalardan biri bo'lib qoladi.

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The Role And Grammatical Features Of The Clause In Uzbek, English And Tajik Languages

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Annotation

This article comparatively analyzes the grammatical features and role of the clause in the Uzbek, English and Tajik languages. During the research, the function of the clause as a central part in all three languages was studied. Word order, grammatical construction and forms of expression of the clause were compared, and the role and significance of the clause in the Uzbek, English and Tajik languages are studied. Mainly, word order and grammatical rules are compared. This analysis serves to determine the comparative features of the clause and to reveal its grammatical function and content in each language.

Keywords: clause, predicate, syntax, parts of speech, word order, comparative analysis.

Annotatsiya

Ushbu maqolada o'zbek, ingliz va tojik tillarida kesimning grammatik xususiyatlari hamda gapdagi o'rni qiyosiy jihatdan tahlil qilinadi. Tadqiqot davomida kesimning har uch tilda markaziy bo'lak sifatidagi vazifasi o'rganildi. So'z tartibi, grammatik qurilish va kesimning ifodalanish shakllari taqqoslandi va o'zbek, ingliz va tojik tillarida kesimning o'rni va ahamiyati o'rganiladi. Asosan so'z tartibi va grammatik qoidalar taqqoslanadi. Ushbu tahlil kesimning qiyosiy xususiyatlarini aniqlash hamda uning har bir tildagi grammatik funksiyasi va mazmun-mohiyatini ochib berishga xizmat qiladi.

Kalit so'zlar: kesim, predicate, sintaksis, gap bo'laklari, so'z tartibi, qiyosiy tahlil.

Til muloqot vositasi bo'lib, u orqali insoniyat o'z fikrini bayon qiladi. Tillar turlicha bo'lib, har bir til o'zining sintaktik va grammatik tuzilishiga ega. Sintaktik va grammatik struktura gapni aniq va tushunarli ifodalash imkonini yaratadi. Kesim gapning poydevori va markaziy qismi hisoblanib, har bir tilda turlicha ifodalanadi. Uning qiyosiy va grammatik tahlili tilshunoslikda katta ahamiyatga ega.

Kesim nima?

Kesim gapning bosh bo'laklaridan biri bo'lib, gapda ifodalangan fikrning grammatik va mazmuniy markazini tashkil etadi. U ega tomonidan bildirilgan shaxs, predmet yoki hodisaning harakati, holati yoki belgisini ifodalab, gap mazmunining to'liq shakllanishini ta'minlaydi. Kesim orqali gapda zamon, shaxs, son va ba'zan mayl kabi grammatik kategoriyalar ham ifodalanadi. Ko'pincha kesim fe'l orqali ifodalanadi, biroq ayrim holatlarda ot, sifat, son yoki boshqa so'z turkumlari ham kesim vazifasini bajarishi mumkin. Shu sababli kesim gapning grammatik tuzilishida muhim o'rin egallab, uning semantik va sintaktik yaxlitligini ta'minlovchi asosiy bo'laklardan biri hisoblanadi.

XX asrda turkiy va o'zbek tilshunosligida kesim atamasi ilmiy termin sifatida qo'llana boshlandi. Bu jarayonda A.Fitrat¹, G.Yunusov² va S. Azimov³ kabi olimlar muhim rol o'ynagan. Ular kesimni gapning asosiy bo'lagi sifatida ilmiy jihatdan izohlab berganlar.

Tojik tilshunosligida tojik tilining ilmiy asoslari arab tilshunosligi ta'sirida shakllangan. XX asrda S.Ayniy⁴, B.G'afurov va M.Osimiy⁵ tojik tili grammatikasini ilmiy asosda rivojlantirgan. "Grammatikai zaboni tojiki" asarida kesim (xabar) gapning asosiy bo'lagi sifatida tavsiflangan.

¹ Fitrat A. *O'zbek tili grammatikasi*. – Toshkent: O'qituvchi, 1924. – B. 45–52.

² Yunusov G'. *Hozirgi o'zbek adabiy tili sintaksisi*. – Toshkent: Fan, 1968. – B. 112–118.

³ Azimov S. *O'zbek tili sintaksisi*. – Toshkent: O'qituvchi, 1976. – B. 89–95

⁴ Ayniy S. *Kulliyot*. 8-jild. – Dushanbe: Irfon, 1976. – B. 210–215.

⁵ Osimiy M. *Grammatikai zaboni tojiki*. – Dushanbe: Donish, 1983. – B. 134–140.

Qadimgi davrlarda Aristotel gapni mantiqiy qismlarga ajratgan. Keyinchalik lotin grammatikasi ta'sirida predicate tushunchasi shakllangan. XVIII asrda R.Lowth⁶ "A Short Introduction to English Grammar" asarini yaratib, subject–predicate tizimini mustahkamladi. O.Jespersen⁷ esa kesimning sodda va qo'shma fe'l shakllarini ilmiy asoslab berdi.

Kesim tushunchasi

Kesim gap bo'laklaridan biri bo'lib, gap markazi hisoblanadi. U ega bildirgan shaxs yoki predmetning harakati, holati yoki belgisini ifodalaydi. Odatda fe'l orqali ifodalanadi, ba'zan ot, sifat, son yoki boshqa so'z turkumlari orqali ham kelishi mumkin.

O'zbek tilida kesim odatda gap oxirida keladi (S+O+V).

Men "Ikki eshik orasi" romanini o'qidim.

U darsga kechikib keldi.

Tojik tilida

Tojik tilida ham kesim gap oxirida keladi (SOV).

Man kitob xondam.

U ba maktab raft.

Ingliz tilida

Ingliz tilida kesim egadan keyin keladi (S+V+O).

She goes to the library.

I drink tea.

Kesim orqali gapning harakat holati va belgini ifodalab fikrini aniq va tushunarli qilib fikrni aniqlashtiradi. Shu bilan birga kesim tillar orasida suz tartibi va grammatik strukturalarida ma'lum farqlar borligi kuzatildi. O'zbek va tojik tilida kesim odatda gapning oxirida kelsa, ingliz tilida u egadan oldin joylashadi. Tahlil natijalariga ko'ra tillarning umumiy va farqli jihatlarini aniqlashga hamda grammatik jihatdan mukammalroq tushunishga xizmat qiladi.

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Clinical Assessment Of Adaptation And Complications Associated With The Use Of Preventive Prosthetic Appliances In Children

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Premature loss of permanent molars in children is associated with impaired dental arch development, reduced masticatory efficiency, and an increased risk of occlusal disturbances. In such cases, early use of preventive prosthetic appliances is essential, while patient adaptation and complication rates remain key factors determining treatment effectiveness.

The aim of the study was to evaluate adaptation and complication rates associated with different types of preventive prosthetic appliances in children.

The study included 30 patients aged 6–14 years, divided into two groups: a main group (n=15) treated with modified appliances and a control group (n=15) using conventional space maintainers. The follow-up period was 6 months. Adaptation was assessed using a visual analog scale (VAS), along with analysis of complication frequency and type.

The results showed higher adaptation levels in the main group (7.6 ± 1.2 vs 6.1 ± 1.3) and a lower complication rate (20.0% vs 40.0%). The most common complications included mucosal irritation and loss of appliance retention.

Thus, modified preventive prosthetic appliances may improve patient adaptation and reduce complication rates. Further studies are required to confirm these findings.

Keywords: children, premature tooth loss, space maintainers, preventive prosthetics, adaptation, complications

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Трансформация Системы Высшего Образования В Узбекистане: Вызовы Времени И Перспективы Интеграции

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Аннотация

в статье рассматриваются основные направления реформирования системы высшего образования в Узбекистане в контексте современных глобальных вызовов. Анализируются ключевые изменения, связанные с переходом на качественно новые стандарты подготовки кадров, внедрением механизмов академической автономии вузов, а также расширением международного сотрудничества. Особое внимание уделяется вопросам интеграции национальной системы высшего образования в мировое образовательное пространство, что предполагает не только институциональные преобразования, но и пересмотр содержания образовательных программ. В работе обосновывается вывод о том, что успешность проводимых реформ напрямую зависит от баланса между сохранением национальных образовательных традиций и внедрением международных стандартов.

Ключевые слова: высшее образование, Узбекистан, академическая автономия, международное сотрудничество, качество образования, образовательные реформы.

Abstract

The article examines the main directions of reforming the higher education system in Uzbekistan in the context of contemporary global challenges. It analyzes key changes related to the transition to qualitatively new standards of personnel training, the implementation of mechanisms for academic autonomy of universities, as well as the expansion of international cooperation. Special attention is paid to the issues of integrating the national higher education system into the global educational space, which implies not only institutional transformations but also a revision of the content of educational programs. The paper substantiates the conclusion that the success of the ongoing reforms directly depends on the balance between preserving national educational traditions and implementing international standards.

Keywords: higher education, Uzbekistan, academic autonomy, international cooperation, quality of education, educational reforms.

Введение

В последние десятилетия система высшего образования Узбекистана переживает период глубоких структурных и содержательных изменений. Если прежде университетское образование рассматривалось преимущественно как завершающий этап формальной подготовки специалистов, то сегодня на первый план выходит его стратегическая роль в формировании человеческого капитала — ключевого ресурса устойчивого развития страны. Закономерно, что реформы в этой сфере стали неотъемлемой частью государственной политики, а вопросы академической свободы, качества образования и международной интеграции заняли центральное место в дискуссиях как среди профессионального сообщества, так и в общественном дискурсе. Особенность текущего этапа заключается в том, что преобразования происходят в условиях одновременного действия нескольких разнонаправленных факторов. С одной стороны, сохраняется потребность в сохранении преемственности и тех фундаментальных основ, которые долгое время составляли сильную сторону советской и постсоветской образовательной модели. С другой стороны, глобализация рынка труда и развитие технологий диктуют необходимость пересмотра подходов к содержанию

обучения, формам взаимодействия преподавателей и студентов, а также к самой философии университетского образования. Как отмечается в исследованиях последних лет, правительство Узбекистана уделяет особое внимание внедрению новых подходов на всех этапах системы образования, причем в сфере высшего образования реализован ряд реформ, направленных на подготовку квалифицированных кадров с учётом международного опыта [1].

Основная часть

Одним из наиболее значимых направлений реформы стало расширение академической автономии высших учебных заведений. До недавнего времени вузы Узбекистана функционировали в жесткой централизованной системе, где ключевые решения — от утверждения учебных планов до назначения руководства — принимались на уровне министерства. Переход к модели, в которой университеты получают право самостоятельно формировать образовательные программы, определять направления научных исследований и распоряжаться финансовыми ресурсами, потребовал не только изменения нормативной базы, но и серьезной управленческой трансформации. Как подчеркивается в аналитических работах, посвященных реформам последних лет, особое внимание уделено академической автономии вузов, внедрению кредитно-модульной системы, развитию международного сотрудничества и механизмам обеспечения качества образования [1, 2].

Сегодня можно говорить о том, что первые шаги в этом направлении уже сделаны. Ряд ведущих университетов страны получили статус автономных образовательных учреждений, что позволило им внедрять более гибкие учебные планы, оперативно реагировать на запросы рынка труда и развивать сотрудничество с зарубежными партнерами. Однако практика показывает, что автономия сама по себе не становится гарантией повышения качества. Её эффективность напрямую зависит от сформированности управленческих компетенций внутри вузов, а также от готовности профессорско-преподавательского состава к новым формам работы. В этой связи исследователи отмечают необходимость модернизации деятельности и управления высшими учебными заведениями и внедрения принципов автономии [3].

Не менее важным аспектом является трансформация содержания образования. В условиях стремительного устаревания знаний традиционная модель, ориентированная на передачу готовой информации, уступает место подходу, в центре которого находятся формирование критического мышления, навыков самостоятельной работы с данными и способности к непрерывному обучению. В этой связи в Узбекистане активно пересматриваются государственные образовательные стандарты, внедряются кредитно-модульная система и современные методы оценки знаний. Согласно нормативным документам, с 2021 года высшие учебные заведения должны были поэтапно перейти на кредитно-модульную систему, что стало важным шагом на пути гармонизации национальной системы образования с международными стандартами [1, 4].

Отдельного внимания заслуживает вопрос международного сотрудничества. Открытие филиалов зарубежных университетов, развитие академических обменов и совместных образовательных программ стали характерными чертами последних лет. Для узбекистанской системы высшего образования это означает не только привнесение новых методик преподавания, но и формирование конкурентной среды, которая заставляет национальные вузы пересматривать собственные подходы к качеству. По данным Министерства высшего образования, науки и инноваций, в 2025 году 12 высших учебных заведений Узбекистана вошли в топ-1000 университетов мира по версии авторитетного рейтинга «Times Higher Education Impact Rankings», что свидетельствует о признании реформ, проводимых в стране по модернизации системы высшего образования [5].

Вместе с тем, международная интеграция ставит и непростые вопросы: насколько органично заимствуемые модели сочетаются с локальными условиями, не теряется ли при этом связь с национальной спецификой и реальными потребностями экономики. Как отмечается в исследованиях по данной тематике, в последние годы в Узбекистане активно развивается сеть государственных и частных университетов [6], и именно взаимодействие между различными типами образовательных учреждений создает ту среду, в которой формируется современное образовательное пространство страны.

Важным аспектом реформирования выступает и трансформация системы управления качеством образования. В этой связи исследователи обращают внимание на необходимость внедрения инновационных механизмов, включая использование цифровых технологий, независимых систем внешней аккредитации и совершенствование методов оценки образовательных результатов с учетом интересов студентов [2, 7]. Международные эксперты также подчеркивают, что Узбекистан стремится следовать трехступенчатым принципам — международному, национальному и институциональному — в развитии качества высшего образования [4].

Нельзя обойти вниманием и социальное измерение реформ. Доступность высшего образования остается одной из наиболее обсуждаемых тем. Расширение числа вузов, включая негосударственные, увеличение количества грантовых мест — всё это направлено на то, чтобы сделать университетское образование более доступным для различных слоев населения. Однако параллельно с этим возникает проблема обеспечения равного качества обучения в разных вузах, а также вопрос о трудоустройстве выпускников в условиях, когда количество дипломированных специалистов растет быстрее, чем появляются новые рабочие места, требующие высокой квалификации. Как отмечается в исследованиях по управлению высшим образованием, несмотря на прогресс, сохраняются такие вызовы, как региональное неравенство и ограниченность финансирования научных исследований [7].

Заключение

Проведенный анализ позволяет утверждать, что современный этап развития высшего образования в Узбекистане характеризуется переходом от экстенсивного роста к качественным преобразованиям. Реформы, начатые в последние годы, затронули практически все элементы системы: от управленческих механизмов до содержания образовательных программ. Наиболее значимыми направлениями изменений стали расширение академической автономии вузов, внедрение кредитно-модульной системы обучения и активная интеграция в международное образовательное пространство [1, 2, 5].

Вместе с тем, очевидно, что процесс трансформации далек от завершения. Дальнейшее развитие системы высшего образования требует последовательного решения ряда задач. Среди них — выстраивание эффективной системы обеспечения качества, преодоление разрыва между академической подготовкой и реальными потребностями рынка труда, а также формирование устойчивой мотивации преподавателей к профессиональному развитию. Как справедливо отмечается в исследовательской литературе, устойчивое развитие сектора зависит от продолжения инвестиций, повышения квалификации преподавательского состава и укрепления международных партнерских связей [7]. Успешность этих преобразований во многом определит, насколько система высшего образования Узбекистана сможет стать действительно надежным фундаментом для долгосрочного социально-экономического развития страны.

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Pragmatic Analysis Of The Phatic Speech Act Of Greeting

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Abstract

This article is focused on the greeting type of phatic speech acts, the problem of its classification according to semantic features, and discusses the three main elements of the greeting speech act.

Keywords: phatic speech act, communication, interlocutor, semantics, speech situation, element.

At a time when the development of modern science is accelerating rapidly, there are certain changes in the field of linguistics and new trends in this field are being discovered and developed, so being aware of them are considered to be very important.

The emergence of "Speech Act Theory" in the field of linguistics in the mid-20th century gave impetus to the advancement of this field to a new level, and now new areas called semantics, pragmatics, and discourse analysis have been introduced into linguistics. A language is considered a means of communication between people, which helps them understand each other and easily gain the information they want to convey. Speech is a form of communication using language devices, following certain rules. In other words, speech is the ability to speak and express one's feelings through words, either orally or in writing.

In defining the concepts of speech communication, we will dwell on the history of the development of modern concepts about the nature of speech. It is necessary to emphasize that the theory of speech acts has developed on the basis of specific speech act models, and this issue is an aspect that we need to touch upon for the analysis of the principles of communicative success.

We know that J. Austin, the founder of the field of semantics, divided speech acts into several types. It talks about the necessity of their usage and that each of them has certain characteristics¹. J. Austin's theories, later enriched by his follower J. Searle, considered that speech acts serve a specific purpose. More than that it is clear that the content of the message expressed in a particular speech situation is determined by the communicative purpose.

According to R. Jakobson² phatic speech acts are mainly used to establish communication between communicators: the sender (speaker) and the receiver (listener).

According to the definition of P. Brown and S. Levinson³, greeting is considered the main action of the approach strategy, which plays an important role in establishing contact between interlocutors, creating a first impression, and often predetermines the further course of communication.

"Politeness" is most clearly manifested at the initial stage of verbal communication, when contact is established between the speaker and the receiver. In most cases, the initial stage of communication predetermines the achievement of the speaker's communicative and social goals. Establishing appropriate contact using stereotypical and traditional formulas reflecting the model of politeness is an integral part of interpersonal communication. On the contrary, conversations that begin without a greeting can be interpreted in two ways. In the first case, the interlocutors have already started the conversation and are continuing it after a certain period of time. In the second case, it is not excluded that the speaker is not in the mood or is angry.

¹ Chistanova S. S. Koncept illokutsii v teorii rechevyx aktov Djona Austin //Humanitarian vector, 2017. – T. 12. – no. 3. - S. 85-90.

² Jakobson R. The speech event and the functions of language //On language. - 1990. - S. 69-79.

³ Brown P. Politeness: Some universals in language usage. - Cambridge University Press, 1987. - T. 4.

N.I. Formanovskaya writes that: "Greeting is sometimes a gesture of goodwill and respect, a gesture of courtesy towards a stranger"⁴. This definition reflects the importance of greetings when establishing initial relationships. It is appropriate to use various linguistic means to create a friendly tone.

V.V. Leontiev also speaks about the important role of greetings (including English)⁵: "Not only does greeting eliminate possible hostility in situations where verbal communication is assumed, but greetings also serve as a sign of social solidarity between communicants and show them what social role they assign to each other."

Taking into account all of the above points, we can say that, based on various approaches to classifying the speech act of greeting, it can be recognized that the specific features of greeting are an attitude towards the listener, an expression of politeness initiated by a certain situation (greeting embodies positive politeness).

Greeting is not only the first step in any communication, but also a small conversation that is considered acceptable in terms of etiquette. This speech formula, which does not semantically intend to convey a specific message, shows that the speaker perceives and recognizes the recipient and his importance. The answer to this phatic question can be positive, neutral or negative. Of course, intonation and voice tempo are also important. It can also be said that a person's facial expression (smiling or frowning) also helps to determine the speaker's intention. The "forms of address" indicated in the second element of the speech act of greeting that we mentioned above include:

– direct mention of names ("Mr. Johnson/ Mrs. Jackson/ Ms. May):

"Dear Mr. Potter,

We are pleased to inform you that you have been accepted at Hogwarts School of Witchcraft and Wizardry." (Harry Potter and the Philosopher's Stone, Chapter 4 by J.K. Rowling, p 31.)

– by emphasizing different levels and titles: ("Doctor, professor"):

"Professor Dumbledore, sir," said Harry. (Dragon Alley, Chapter 5 by J.K. Rowling, p 82.)

– using degrees of kinship (Dad, mom, aunt Polly, uncle Sam, granny...);

"Uncle Vernon, please!" said Harry, trying to explain. (The Keeper of the Keys, Chapter 4 by J.K. Rowling, p 30.)

– with affectionate, diminutive forms of address to children and close friends (honey, dear, sweetie, my friend, my love);

"Take care, my friend," said Dumbledore. (The Lost Prophecy, Chapter 37 by J.K. Rowling, p 840.)

– nicknames and abbreviations given to the listener (bunny, little one, kitty).

"Don't worry, little one, I'll see you're looking after." (Harry Potter and the Philosopher's Stone, Chapter 4 by J.K. Rowling, p 86.)

The use of forms of address depends on a number of extralinguistic factors: the relationship between the communicants, age, gender, education, social status, etc. It is precisely that such characteristics determine the manner and tone in which the conversation between the speakers begins, and the speaker begins the first step towards communication taking such factors into account.

Phatic communication elements, which are semantically empty and often uninformative, are nevertheless of great importance in determining the status roles, relationships, and social characteristics of communicators.

CONCLUSION.

The speech act of greeting in English is divided into several types, including several semantic features. The speech act of greeting is primarily a small conversation, which is considered mandatory from the point of view of politeness, and indicates the degree of willingness of the interlocutors to communicate. Depending on the constituent parts, greetings indicate social

⁴ Formanovskaya N. I. Blagopojelanie kak konsept v osnove rechevogo etika //Rechevoe obshchenie: spetsializirovanny vestnik. – 2011. – no. 12 (20). – S. 69.

⁵ Leontiev V. V. Komplimenty kak komponenti formula privetstviya i blagodarnosti (na materiale angliyskogo zzyka) //Vestnik Volgogradskogo gosudarstvennogo universiteta. Series 2: Yazykoznanie. – 2006. – no. 5. – S. 132-137.

status and distance. Greetings in English often consist of three elements: the greeting itself, the address, and the “small talk” elements.

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Функции Диалектной Лексики В Художественном Языке Рассказов В. М. Шукшина

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Аннотация

статья посвящена исследованию роли и функций диалектной лексики в рассказах Василия Макаровича Шукшина. В работе анализируется, каким образом диалектные слова способствуют созданию художественных образов, формированию речевой характеристики персонажей и передаче культурно-бытовой среды сельской жизни. Особое внимание уделяется лингвистическим и стилистическим особенностям использования диалектных элементов в прозе писателя. В результате исследования установлено, что диалектная лексика выполняет несколько важных функций: характеризующую, стилистическую, экспрессивно-эмоциональную и культурную. Анализ показывает, что диалектные слова помогают передать подлинность народной речи и усиливают реалистичность художественного повествования. Полученные результаты подтверждают, что использование диалектной лексики является одной из характерных особенностей индивидуального стиля Шукшина.

Ключевые слова: лексика, художественный язык, русская литература, речь персонажей, стилистика, народная речь, сельская культура, рассказы Шукшина.

Введение

Язык художественной литературы является сложной и многоуровневой системой, в которой отражаются не только индивидуальные особенности авторского стиля, но и богатство национального языка в целом. Одним из выразительных средств, активно используемых писателями, выступает диалектная лексика. [1] Она помогает передать особенности народной речи, создать достоверные образы персонажей, а также раскрыть культурно-бытовую среду, в которой разворачиваются события произведения. В этом контексте особый интерес представляет творчество Василия Макаровича Шукшина, чьи рассказы отличаются яркой речевой характеристикой героев и тесной связью с живой народной речью. [2]

В.М. Шукшин - один из наиболее самобытных русских писателей XX века, в произведениях которого отражена жизнь простых людей, прежде всего жителей русской деревни. Его художественный мир тесно связан с народной культурой, традициями и особенностями сельского быта. Одним из важнейших средств создания художественной выразительности в рассказах писателя является использование диалектной лексики. [3] Через неё автор передает особенности разговорной речи, характер мышления персонажей и их социальную принадлежность.

Диалектные слова и выражения в художественном тексте выполняют ряд важных функций. Во-первых, они способствуют созданию речевой характеристики персонажей, позволяя читателю лучше понять их внутренний мир, уровень образования, жизненный опыт и социальную среду. Во-вторых, диалектная лексика помогает создать атмосферу подлинности и реалистичности изображаемой действительности. [4] Благодаря таким языковым элементам произведение приобретает особую национальную и региональную окраску. В-третьих, использование диалектов усиливает эмоционально-экспрессивную

выразительность художественного текста [5] и делает речь персонажей более живой и естественной.

Особенность прозы В.М. Шукшина заключается в том, что он не просто использует диалектные слова как элемент стилизации народной речи, а органично включает их в структуру художественного текста. Диалектная лексика становится важной частью авторского художественного метода и помогает раскрыть характеры героев, их мировоззрение и отношение к окружающему миру. Многие персонажи Шукшина - так называемые «простые люди», жители деревни, для которых естественной формой общения является разговорная и диалектная речь. Именно поэтому использование таких языковых средств в рассказах писателя выглядит естественным и художественно оправданным.

Актуальность данной темы обусловлена тем, что исследование диалектной лексики в художественных произведениях позволяет глубже понять особенности авторского стиля, а также роль народной речи в развитии литературного языка. Творчество В.М. Шукшина представляет собой богатый материал для лингвистического анализа, поскольку его рассказы насыщены элементами живой разговорной и диалектной речи, которые выполняют разнообразные художественные функции.

Объектом исследования является язык рассказов В.М. Шукшина. Предмет исследования - функции диалектной лексики в художественном языке его произведений.

Цель данной работы заключается в изучении роли и функций диалектной лексики в рассказах В.М. Шукшина.

Для достижения поставленной цели необходимо решить следующие задачи:

1. Рассмотреть понятие диалектной лексики и её место в системе русского языка.
2. Проанализировать особенности использования диалектных слов в художественной литературе.
3. Исследовать функции диалектной лексики в рассказах В.М. Шукшина.
4. Определить её роль в создании художественных образов и речевой характеристики персонажей.

Практическая значимость работы заключается в том, что её результаты могут быть использованы при изучении языка художественной литературы, стилистики русского языка, а также в процессе преподавания русской литературы и лингвистики.

Таким образом, анализ функций диалектной лексики в рассказах В.М. Шукшина позволяет глубже понять особенности его художественного стиля, а также выявить роль народной речи в формировании образной системы произведений писателя.

Результаты и обсуждение

Анализ рассказов В.М. Шукшина показывает, что диалектная лексика занимает значительное место в системе художественных средств писателя. Она является важным элементом его индивидуального стиля и активно используется для создания реалистичного и выразительного художественного мира. [6] В ходе исследования было установлено, что диалектные слова и выражения выполняют в рассказах писателя несколько взаимосвязанных функций: характеризующую, стилистическую, экспрессивно-эмоциональную и культурно-бытовую.

Прежде всего, одной из наиболее значимых функций диалектной лексики в произведениях В.М. Шукшина является речевая характеристика персонажей. Герои его рассказов - это, как правило, жители сельской местности, представители простого народа, для которых диалектная речь является естественной формой общения. Использование автором характерных слов и выражений позволяет передать особенности их мировосприятия, жизненного опыта и социальной среды. [7] Благодаря этому речь персонажей звучит естественно и правдоподобно, а сами герои становятся более живыми и убедительными.

Например, в речи персонажей Шукшина часто встречаются разговорные и диалектные формы, характерные для сибирских и алтайских говоров. Эти языковые элементы помогают подчеркнуть принадлежность героев к определённой региональной культуре. При этом писатель не перегружает текст избыточным количеством диалектизмов, а использует их выборочно, что делает их особенно выразительными. Такой приём позволяет сохранить понятность текста для широкого круга читателей и одновременно передать особенности народной речи.

Важной функцией диалектной лексики является также создание атмосферы достоверности и реалистичности. [1] Произведения В.М. Шукшина тесно связаны с жизнью русской деревни, её традициями, бытом и психологией людей. Диалектные слова помогают воспроизвести особенности повседневной речи сельских жителей, благодаря чему художественная картина мира становится более правдивой и жизненной. Читатель получает возможность глубже погрузиться в изображаемую среду и лучше понять условия жизни героев.

Кроме того, диалектная лексика выполняет экспрессивно-эмоциональную функцию. Многие диалектные слова обладают яркой эмоциональной окраской и позволяют передать различные оттенки чувств и настроений персонажей. В рассказах Шукшина такие слова нередко используются для выражения удивления, недовольства, радости или иронии. Благодаря этому речь героев приобретает выразительность и эмоциональную насыщенность. [2]

Следует отметить, что диалектные элементы в произведениях писателя часто используются в сочетании с разговорной лексикой, просторечиями и фразеологизмами. Такое сочетание усиливает эффект живой разговорной речи и делает диалоги персонажей особенно динамичными и естественными. В результате создаётся впечатление непосредственного общения с героями, что способствует более глубокому восприятию текста.

Ещё одной важной функцией диалектной лексики является отражение культурно-бытовой среды. Многие диалектные слова связаны с описанием традиционного сельского уклада жизни, особенностей хозяйственной деятельности, предметов быта и природных явлений. Через такие языковые элементы автор передаёт национально-культурные особенности среды, в которой живут его персонажи. Это позволяет читателю не только лучше представить себе условия жизни героев, но и почувствовать своеобразие народной культуры. [3]

В ходе анализа было также установлено, что диалектная лексика выполняет художественно-стилистическую функцию, являясь важной частью авторского стиля В.М. Шукшина. Писатель использует её не только в речи персонажей, но иногда и в авторском повествовании. Это придаёт тексту особую интонацию и сближает авторскую речь с народной. Подобный приём создаёт эффект доверительности и усиливает эмоциональное воздействие произведения на читателя.

Интересной особенностью художественного метода Шукшина является то, что он часто использует диалектные слова для создания комического или иронического эффекта. Некоторые персонажи выражают свои мысли при помощи образных и необычных выражений, что делает их речь яркой и запоминающейся. Такие языковые особенности помогают раскрыть индивидуальность героев и подчеркнуть особенности их характера. Результаты исследования показывают, что диалектная лексика в рассказах В.М. Шукшина не является случайным элементом языка, а выполняет важную художественную функцию. Она способствует созданию выразительных образов, усиливает эмоциональную насыщенность текста и помогает передать особенности народной речи. Благодаря этому произведения писателя приобретают особую жизненность и реалистичность.

Также следует отметить, что использование диалектной лексики позволяет автору сохранить связь литературного языка с живой разговорной речью народа. В

произведениях Шукшина отражается богатство и разнообразие русского языка, его способность передавать тонкие оттенки человеческих чувств и переживаний. Это делает его рассказы не только художественно выразительными, но и ценными с точки зрения изучения языковых процессов.

Таким образом, проведённый анализ подтверждает, что диалектная лексика играет важную роль в художественном языке рассказов В.М. Шукшина. Она выполняет ряд функций: характеризует персонажей, создаёт реалистичную атмосферу, усиливает эмоциональную выразительность текста и отражает особенности народной культуры. [4] Всё это свидетельствует о том, что диалектные элементы являются неотъемлемой частью художественного мира писателя и важным средством реализации его творческого замысла.

Полученные результаты позволяют сделать вывод о том, что использование диалектной лексики является одной из характерных черт индивидуального стиля В.М. Шукшина. Благодаря этому его произведения сохраняют живую связь с народной речевой традицией и продолжают вызывать интерес как у читателей, так и у исследователей языка художественной литературы.

Наряду с указанными функциями, диалектная лексика в рассказах В.М. Шукшина выполняет важную роль в формировании художественного пространства произведения. Через использование характерных языковых средств автор не только передает особенности речи персонажей, но и создает целостную картину жизни русской деревни. Диалектные слова помогают отразить особенности окружающей среды, природного ландшафта и бытовых реалий сельской жизни. Благодаря этому художественный текст приобретает ярко выраженный национальный колорит.

Следует отметить, что в произведениях Шукшина диалектные элементы часто выступают своеобразными маркерами социальной и культурной идентичности персонажей. Речь героев нередко содержит слова и выражения, которые характерны для определённой местности или социальной группы. Такие языковые особенности позволяют читателю лучше понять происхождение персонажа, его жизненный опыт и систему ценностей. Таким образом, диалектная лексика становится важным инструментом социально-психологической характеристики героев.

Особое значение имеет также взаимодействие диалектной и литературной лексики в художественном тексте. В рассказах Шукшина эти два языковых слоя органично сочетаются друг с другом. Авторская речь, как правило, приближается к нормам литературного языка, тогда как речь персонажей часто насыщена разговорными и диалектными элементами. Такое противопоставление создаёт своеобразный стилистический контраст и способствует более выразительному раскрытию художественных образов.

Кроме того, диалектная лексика играет важную роль в создании индивидуального речевого портрета персонажей. Каждый герой Шукшина обладает своими речевыми особенностями, которые отражают его характер, темперамент и жизненную позицию. Одни персонажи используют больше разговорных и диалектных слов, другие говорят более сдержанно и приближенно к литературной норме. Подобные различия позволяют автору подчеркнуть индивидуальность каждого героя и сделать их образы более реалистичными.

Не менее важным является и то обстоятельство, что диалектные слова в произведениях Шукшина нередко используются для передачи внутреннего состояния персонажей. В моменты эмоционального напряжения герои чаще прибегают к разговорной и диалектной речи, что делает их высказывания более искренними и выразительными. Таким образом, язык становится средством раскрытия психологического состояния героя.

В некоторых рассказах писателя диалектная лексика выполняет также функцию создания комического эффекта. Комизм возникает благодаря неожиданным словесным

оборотам, необычным выражениям и своеобразной образности народной речи. Такие языковые особенности придают произведениям особую живость и динамичность. При этом комический эффект не является самоцелью автора, а служит средством более глубокого раскрытия характера персонажей и их жизненных ситуаций.

Интересным является и то, что Шукшин часто использует диалектную лексику для передачи народной мудрости и жизненного опыта. В речи персонажей нередко встречаются пословицы, поговорки и устойчивые выражения, характерные для народной речи. Эти языковые элементы отражают традиционные представления о жизни, нравственные ценности и мировоззрение сельских жителей. Таким образом, через диалектную лексику в произведениях писателя проявляется богатство народной культуры. [5]

Важным аспектом использования диалектной лексики является её влияние на эмоциональную атмосферу художественного текста. Народная речь отличается особой образностью и выразительностью, что позволяет передавать тонкие оттенки чувств и переживаний. Диалектные слова нередко обладают яркой эмоциональной окраской и способны усиливать впечатление от описываемых событий. Благодаря этому произведения Шукшина оказывают сильное эмоциональное воздействие на читателя.

Следует также подчеркнуть, что диалектная лексика способствует созданию эффекта достоверности художественного повествования. Читатель воспринимает изображаемые события как более реалистичные, поскольку язык персонажей соответствует их социальному положению и жизненной среде.

Такой подход является характерной чертой художественного метода В.М. Шукшина, стремившегося максимально правдиво показать жизнь простых людей.

В ходе проведённого анализа было выявлено, что использование диалектной лексики в рассказах Шукшина носит системный характер. Она не является случайным элементом языка, а выполняет важную художественную функцию. Писатель тщательно отбирает языковые средства, которые помогают наиболее точно передать особенности изображаемой действительности.

Кроме того, диалектные элементы помогают создать своеобразную ритмику и интонацию художественного текста. Народная речь отличается особой мелодикой и синтаксической структурой, что делает диалоги персонажей более живыми и динамичными. В результате создаётся эффект непосредственного присутствия читателя в изображаемой ситуации.

Анализ произведений В.М. Шукшина позволяет сделать вывод о том, что диалектная лексика является важным компонентом его художественного стиля. Она способствует созданию ярких и запоминающихся образов, усиливает эмоциональную выразительность текста и помогает передать особенности народной культуры. [6]

Таким образом, результаты исследования показывают, что диалектная лексика в рассказах В.М. Шукшина выполняет комплексную художественную функцию. Она используется для речевой характеристики персонажей, создания реалистической атмосферы, передачи эмоциональных состояний героев и отражения культурно-бытовых особенностей сельской жизни. Всё это свидетельствует о том, что диалектные элементы играют важную роль в формировании художественного мира писателя и являются одним из ключевых средств его авторского стиля.

Заключение

Проведённое исследование показало, что диалектная лексика играет важную роль в художественном языке рассказов В.М. Шукшина. Анализ позволил выявить несколько основных функций диалектных слов: характеризующую, стилистическую, экспрессивную и культурно-бытовую.

Использование диалектной лексики позволяет автору создать достоверную речевую характеристику персонажей и передать особенности сельской жизни. Благодаря таким

языковым средствам писатель раскрывает мировоззрение и внутренний мир своих героев.

Исследование также подтверждает, что диалектная лексика является одной из характерных особенностей индивидуального стиля Шукшина. Она усиливает реалистичность художественного текста и связывает литературный язык с живой народной речью.

Таким образом, анализ диалектной лексики способствует более глубокому пониманию художественного метода Шукшина и подчёркивает значение диалектных элементов в развитии русского литературного языка.

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Technologies For Using Mobile Applications For Teaching English Phonetics

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Abstract

This article examines the theoretical, methodological, and technological foundations of using mobile applications in teaching English phonetics. The audio-visual, interactive, and adaptive capabilities of mobile platforms in a digital learning environment are analyzed from a scientific perspective. Particular attention is paid to the challenges students face in mastering pronunciation, stress, rhythm, and intonation, as well as to the pedagogical conditions under which mobile technologies can effectively enhance phonetic competence.

Keywords: mobile applications, English phonetics, pronunciation training, intonation, digital pedagogy, interactive learning, phonetic competence, educational technology

In the contemporary educational landscape, mastering English requires not only grammatical accuracy but also clear and intelligible pronunciation. Phonetics, as a core component of language study, focuses on the sound system of a language and ensures effective oral communication. Even minor deviations in vowel length, consonant articulation, word stress, or sentence intonation may lead to misunderstanding. For many learners, English phonetics presents particular difficulties due to differences between the phonological systems of English and their native language.

Traditional phonetics instruction often relies on teacher modeling and repetition drills. Although this method has pedagogical value, it may not provide sufficient individualized practice or immediate corrective feedback. The rapid development of information and communication technologies has introduced new possibilities for pronunciation training. Mobile applications enable learners to listen to authentic audio models, record their own speech, receive automated assessment, and track progress over time. However, the presence of technology alone does not guarantee improved outcomes. Therefore, the effectiveness of mobile-assisted phonetic instruction must be examined within a structured methodological framework. Teaching English phonetics through mobile applications is grounded in several pedagogical and technological principles. First, the principle of interactivity encourages active learner engagement. Applications such as ELSA Speak, Sounds: The Pronunciation App, and BBC Learning English provide structured pronunciation exercises in which learners listen, repeat, and receive instant feedback. In some cases, speech recognition technology evaluates pronunciation accuracy and highlights specific phonetic errors. This immediate response accelerates correction and reinforces proper articulation patterns.

For example, ELSA Speak focuses on segmental features such as individual phonemes and word stress. After the learner pronounces a word or sentence, the system compares it with a native-speaker model and visually indicates mispronounced sounds. This analytical feedback supports the development of phonemic awareness and articulatory precision. Sounds: The Pronunciation App presents English phonemes in an organized phonemic chart. Each sound is accompanied by audio samples, articulatory descriptions, and minimal pair exercises. Learners can distinguish between similar vowel sounds such as /ɪ/ and /i:/ through comparative listening and repetition. This structured exposure strengthens auditory discrimination skills, which are essential for accurate pronunciation. Second, adaptive learning technology personalizes instruction according to the learner's proficiency level. At the initial stage, students practice isolated sounds; subsequently, they move to connected speech, stress patterns, and intonation contours. This gradual progression ensures systematic phonetic development. Third, multimedia integration enhances comprehension by combining visual diagrams,

animated articulatory models, and authentic audio materials. Visual representation of tongue and lip positions, for instance, clarifies the physiological process of sound production.

Empirical studies suggest that the effectiveness of mobile pronunciation training depends on multiple variables. Short-term implementation may not yield statistically significant improvements, particularly if learners are still adapting to the technological environment. Sustainable progress typically requires consistent practice, pedagogical guidance, and integration with classroom instruction.

The effectiveness of mobile applications in phonetics instruction is influenced by several key factors:

- the degree of methodological integration into the curriculum;
- duration and consistency of use;
- teacher supervision and feedback;
- learner motivation and autonomy;
- technical quality of audio input and speech recognition;
- alignment between application content and learning objectives.

Mobile technologies offer several advantages in phonetic education: opportunities for individualized pronunciation practice; immediate and automated corrective feedback; unlimited repetition of challenging sounds; gamified elements that increase learner motivation; support for autonomous learning; systematic development of phonetic competence.

Nevertheless, certain limitations must be acknowledged. These include the absence of authentic live interaction, potential technical issues, imperfect accuracy of automated assessment systems, learner overreliance on technology, and possible distraction when using mobile devices. Consequently, mobile applications should complement rather than replace traditional instruction.

In conclusion, the use of mobile applications in teaching English phonetics represents an innovative and promising approach within digital pedagogy. Their effectiveness, however, is contingent upon thoughtful pedagogical planning, systematic integration, and ongoing monitoring. When implemented strategically, mobile technologies can significantly contribute to the development of accurate pronunciation, intonation control, and overall phonetic competence. Future research should focus on long-term empirical studies and the adaptation of mobile phonetic training tools to specific educational contexts.

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Comparative Analysis Of Polysemy And Homonymy In English

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Abstract

The study analyzes the semantic nature of polysemy, mechanisms of meaning development, and the role of metaphorical and contextual changes in expanding word meanings. It also investigates the types and formation of English homonyms from phonetic, historical, and morphological perspectives. The comparative analysis reveals the similarities and differences between polysemy and homonymy and highlights their functional role in communication and language economy. The research shows that both phenomena enrich the English lexical system and increase expressive possibilities in speech.

Keywords: lexicology, English language, semantic relations, polysemy, homonymy, lexical meaning, semantic analysis, vocabulary system.

Among the modern directions of linguistics, lexicology occupies an important place, because it studies the lexicon, the most active, most changing and most comprehensive layer of the language. The vocabulary of the language is a complex system closely related to the social development, culture, economic development, level of science and information exchange of the society. Lexicon is the most dynamic section of all units in the language. Because people use the most words in everyday communication, scientific process, technological fields, political and cultural spheres. Lexicology is not just a process of collecting words or compiling a dictionary, but a deep scientific direction that studies the origin, meaning, semantic structure, interaction, use in context, functional properties, and how words change over time. The vocabulary of the language is formed and changed in the historical process. The political, economic, cultural, scientific and technical processes taking place in social life directly affect the lexicon, as a result of which new words appear, some become obsolete, and some of them become meaning-expanding. Lexicology explains these processes and analyzes their internal mechanism. Lexicology is divided into general and private types. General lexicology studies general processes characteristic of all languages, for example, phenomena such as the semantic structure of the word, the transfer of meaning, the formation of polysemy, homonymy, synonymy, antonymy. Private lexicology studies the specific lexical system of a particular language. Lexicology in English focuses on processes specific to English: Germanic roots, romanic loanwords, neologisms, abbreviations, and new units related to the internet language. Another important area of lexicology is etymology, which studies the origin of words. Each word has its own history. In English, for example, conquests in historical stages, loanwords from Latin and French, words with Germanic roots are lexical layer shows complexity. Etymological studies are the basis for fully understanding the current meaning of the word and analyzing the process of its development. An important structural branch of lexicology is semasiology, which studies the meaning of words. Semasiology analyzes the meaning structure of words, methods of meaning transfer, connotative meaning, stylistic coloring and pragmatic aspects. The transfer of meaning causes the language to become richer, the formation of polysemy, and the words to change depending on the context. In English, the meaning of words in context is often determined based on the situation, not their grammatical form. This increases the importance of semantic analysis in language learning. In lexicology, the word has a dual essence: it is a unit of form and meaning. A form is a phonetic or graphic form, and a meaning is a concept,

idea, or image it represents. In English one form can express many meanings, as a result of which we face polysemy. In other cases, there are words that have the same form, but the meaning is completely different - this is a phenomenon of homonymy. Lexicology deals with the differentiation and interpretation of these complex semantic processes. Synonymy, antonymy, and paronymy also play an important role in the study of the vocabulary of a language. Synonyms are words that are close in meaning and increase the expressiveness of speech. Antonyms are units with opposite meanings, they clarify the idea and strengthen imagery. Paronyms are similar in form but have different meanings, which are especially confusing for learners. Lexicology systematically studies the interaction of these units. Vocabulary science is also important for understanding the internal structure of the lexical layer. He studies the theory and practice of lexicography, or lexicography, and the creation of dictionaries. Homonyms in English also actively participate in grammatical structures. The same spelling of verbs, nouns, adjectives or adverbs allows them to perform different tasks in the syntactic system. For example, in the process of conversion, the form is preserved when the noun becomes a verb or the verb becomes a noun, but the meaning and grammatical function change. This creates the appearance of formal homonymy. For example "bat - animal, baseball bat", "match - game, match". "At the night, a bat flew across the field just as the player picked up his bat to start the baseball game." "After the football match, he lit a match to see his way home in the dark." Since English is grammatically analytic, the lack of morphological distinguishing affixes causes such phenomena to become widespread. The content of the text may change or the artistic influence may be lost. From a linguistic point of view, homonyms also correspond to the principle of the economy of language. Instead of the appearance of redundant formal units in the language, creating different meanings from existing forms simplifies the speech process. English makes this principle very clear. Shape economy, phonetic contractions, and morphological traditions make language accessible for dynamic and global communication. A stylistic device common through homonyms - pun (word game) is very widely used in English. Advertising, comedy, dramaturgy, and even public political speeches contain jokes or ambiguous expressions based on homonyms. "Nothing runs like a Deere." under the - heading there is a comparison between animal's type and machine. Or "I used to be a baker, but I couldn't make enough dough." the comedy method was effectively used in homonymy. As an addition "Ask for me tomorrow, and you shall find me a grave man." the phrase has a mixed meaning of tragedy + comedy. Again "We must bridge the gap." the idea of solving the problem is put forward in the phrase used in public speech. Newspaper headlines often create short but attention-grabbing phrases through homonyms. For example: "Wealthy Widow Wins \$4 Million on Wheel of Fortune"

"fortune" = wealth and *popular TV show

"Local High School Dropouts Lower Enrollment" dropouts= dropout and student dropout. It increases the communicative efficiency of the language and attracts the audience. As the language continues to develop, new homonymous forms are emerging based on new technologies, social networks, and Internet culture. Also, simplification of pronunciation, new abbreviations are also causing the formation of new homonymous pairs. In the lexical system of language, polysemy and homonymy are close but content-different phenomena. While their overlap is due to the generality of the form, their differentiation relies on whether or not a semantic link exists. Therefore, the process of comparative analysis is carried out not only from the point of view of lexicology, but also from the basis of cognitive and psycholinguistic approaches. Polysemy is a natural result of the semantic richness and development of the language, in which different meanings of the same word have a semantic relationship with each other. In homonymy, however, the correspondence of form is random, and there is no semantic bond between meanings. This main difference clearly defines their linguistic nature and functional characteristics. "glass – eyewear, drinking vessel." "charge – to rush forward, price of goods." Polysemy is based on the processes of language economy, semantic expansion, metaphorical and metonymic migration. The meaning of a word expands in different

contexts to form an additional layer of meaning. This process corresponds to the natural development process of the language. Therefore, in the phenomenon of polysemy, the semantic network between meanings is clearly visible. The meanings of the words complement each other, they have a logical and historical connection with each other. In the phenomenon of homonymy, the meanings of words with the same form are developed independently. For example, the word “bank” comes from Spanish in the sense of financial institution, while “bank” in the sense of river bank comes from German. The form-equalization of these two words is caused by phonetic changes, and there is no semantic connection between them. Therefore, homonyms are considered as separate lexical units. In many meanings, meanings are studied as an internal organizational system of one word. In linguistics, this difference is usually determined by the etymological method. A comparative analysis between polysemy and homonymy also sheds light on the mechanisms of their semantic branching. In the process of polysemy, the main meaning of the word lives as a central theme, and additional meanings develop from this basis.

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The Use Of Digital Technologies In English Language Teaching

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Abstract

The integration of digital technologies into English language teaching (ELT) has significantly transformed traditional educational practices. With the rapid development of information and communication technologies, language learning has become more interactive, accessible, and learner-centered. Digital tools such as mobile applications, online platforms, multimedia resources, and virtual learning environments provide innovative opportunities for enhancing students' language skills. This article explores the role of digital technologies in improving English language learning, focusing on their advantages, applications, and challenges. Furthermore, it highlights the importance of teacher competence and effective implementation strategies to maximize the benefits of technology in ELT. The study concludes that digital technologies, when used appropriately, can greatly enhance the quality of language education.

Key words: digital technologies, English language teaching, e-learning, multimedia, online learning, language skills

In recent decades, the rapid advancement of digital technologies has had a profound impact on various fields, including education. English language teaching (ELT), in particular, has undergone significant changes due to the integration of technological tools. Traditional classroom methods are increasingly being supplemented or replaced by digital solutions that offer more flexibility and interactivity. Digital technologies have created new opportunities for both teachers and learners. They allow for the use of multimedia resources, online communication, and interactive learning platforms, which enhance the overall learning experience. As a result, students are no longer passive recipients of knowledge but active participants in the learning process. This article aims to examine the role of digital technologies in English language teaching by analyzing their benefits, applications, and challenges. It also discusses the importance of effective implementation and teacher readiness in achieving successful learning outcomes.

Digital technologies play a crucial role in modern English language teaching by transforming the way information is delivered and received. These technologies include computers, smartphones, tablets, interactive whiteboards, and various online platforms. They enable teachers to present information in diverse formats, such as videos, audio recordings, animations, and interactive exercises. One of the most important contributions of digital technologies is the shift toward learner-centered education. Students can access learning materials independently, explore topics at their own pace, and engage in self-directed learning. This approach encourages autonomy and responsibility, which are essential for successful language acquisition. Furthermore, digital technologies facilitate communication and collaboration among learners. Online discussion forums, video conferencing tools, and social media platforms allow students to interact with peers and teachers, regardless of geographical location. This promotes the development of communicative competence, which is a key objective in language learning.

The use of digital technologies in ELT offers numerous advantages. One of the primary benefits is increased student engagement. Interactive tools and multimedia resources make lessons more interesting and enjoyable. For example, language-learning applications provide gamified

experiences that motivate students to practice regularly. Another significant advantage is the improvement of language skills. Digital tools support the development of all four language skills: listening, speaking, reading, and writing. For instance, students can watch videos to improve listening comprehension, participate in online discussions to enhance speaking skills, read digital texts, and use writing platforms for practice. Accessibility is another key benefit. Digital technologies allow students to access educational resources anytime and anywhere. This flexibility is particularly beneficial for learners who have limited access to traditional classroom settings. Online courses and mobile learning applications enable continuous learning beyond the classroom. In addition, digital technologies support personalized learning. Students can choose materials and activities that match their individual needs and proficiency levels. This tailored approach helps learners progress more effectively and efficiently.

Types of Digital Tools Used in ELT. There are various types of digital tools used in English language teaching. These include:

Mobile applications: Apps such as language-learning platforms help students practice vocabulary, grammar, and pronunciation.

Online learning platforms: Websites and virtual classrooms provide structured courses and interactive activities.

Multimedia resources: Videos, podcasts, and animations enhance understanding and engagement.

Social media: Platforms enable communication and collaboration among learners.

Virtual reality (VR) and artificial intelligence (AI): Advanced technologies create immersive learning environments and personalized learning experiences.

Each of these tools contributes to different aspects of language learning and provides unique opportunities for skill development.

Despite their numerous advantages, digital technologies also present several challenges in ELT. One of the main issues is the potential for distraction. Students may use digital devices for entertainment purposes rather than educational activities, which can negatively affect their learning outcomes. Another challenge is the digital divide. Not all students have equal access to technology or the internet. This inequality can create gaps in learning opportunities and limit the effectiveness of digital education. Technical issues also pose a challenge. Problems such as poor internet connectivity, software malfunctions, and lack of technical support can disrupt the learning process. Additionally, some teachers may lack the necessary skills to effectively integrate technology into their teaching. Moreover, overreliance on technology can reduce face-to-face interaction, which is important for developing communication skills. Therefore, it is essential to maintain a balance between traditional and digital teaching methods.

Teachers play a critical role in the successful implementation of digital technologies in ELT. They must possess not only subject knowledge but also digital competence. This includes the ability to select appropriate tools, design effective activities, and manage digital learning environments. Professional development and training are essential for teachers to adapt to technological changes. Educators should continuously update their skills and knowledge to keep up with new developments in digital education. In addition, teachers must guide students in using technology responsibly and effectively. They should encourage critical thinking, creativity, and independent learning while ensuring that students remain focused on educational goals.

The future of English language teaching is closely linked to technological advancements. Emerging technologies such as artificial intelligence, virtual reality, and adaptive learning systems are expected to further transform the field. These innovations will provide more personalized and immersive learning experiences. For example, AI-powered tools can analyze students' performance and provide customized feedback, while VR can simulate real-life communication situations. As technology continues to evolve, it is important for educators and institutions to embrace these changes and integrate them into teaching practices. This will ensure that students are well-prepared for the demands of the modern world.

In conclusion, digital technologies have become an integral part of English language teaching. They offer numerous benefits, including increased engagement, improved language skills, and greater accessibility. However, their effective use requires careful planning, proper implementation, and consideration of potential challenges. Teachers play a key role in integrating technology into the classroom and ensuring that it is used effectively. With the right approach, digital technologies can significantly enhance the quality of language education and contribute to better learning outcomes.

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The Influence Of Culture On Language And Communication

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Abstract

Language and culture are closely interconnected, as culture shapes the way people communicate, express ideas, and interpret meaning. This article explores how cultural values, traditions, and social norms influence language use and communication styles. It examines verbal and nonverbal communication differences across cultures and highlights the role of language in preserving cultural identity. The study also discusses how intercultural communication helps people understand cultural diversity and avoid misunderstandings in a globalized world. Understanding the relationship between culture and language is essential for effective communication in multicultural societies.

Key words: culture, language, communication, intercultural communication, cultural identity, social norms, globalization.

Language is not only a tool for communication but also a reflection of culture and social values. Every society develops its own communication patterns influenced by traditions, beliefs, and historical experiences. Culture affects vocabulary, expressions, communication styles, and even nonverbal behavior such as gestures and eye contact. In today's globalized world, understanding the relationship between culture and language has become increasingly important for successful intercultural communication. This article examines how culture influences language use and communication practices in different societies. Language becomes richer because people use it in different ways depending on situations, social groups, and cultural contexts. The meanings expressed through language are shaped by circumstances, society, and culture. In formal situations, speakers tend to pronounce words clearly, avoid slang, and use more complex grammatical structures. Social factors also influence language use; for example, people from different professions often use specialized vocabulary, and members of various social groups may prefer different speech styles.

Cultural meaning is reflected not only in words themselves but also in how communication behavior is interpreted by others. When situational, social, and cultural factors are examined together, variations in speech appear systematic rather than random. Communication patterns follow cultural norms that help people interpret meaning correctly. Speaking is a process in which meaning is created through context. This process can be effectively studied through an ethnographic approach to communication, which analyzes speech, social situations, and cultural expectations. Such an approach highlights the strong relationship between language and culture and helps researchers understand the social meanings conveyed through communication.

The relationship between culture, language, and thought has long been one of the most important topics for those who wish to understand the nature of human cognition. This issue has been investigated for decades across a broad range of research disciplines. However, there has been scant communication across these different disciplines, a situation largely arising through differences in research interests and discrepancies in the definitions of key terms such as 'culture,' 'language,' and 'thought.' This article reviews recent trends in research on the relation between language, culture and thought to capture how cognitive psychology and cultural psychology have defined 'language' and 'culture,' and how this issue was

addressed within each research discipline. We then review recent research conducted in interdisciplinary perspectives, which directly compared the roles of culture and language. Finally, we highlight the importance of considering the complex interplay between culture and language to provide a comprehensive picture of how language and culture affect thought. Developments in language teaching have always been connected with changing definitions of what language is. In the past, many teachers limited language learning mainly to written literary forms, especially those used by educated social groups. Foreign languages were rarely spoken in classrooms; instead, students spent most of their time discussing grammar or translating literary texts into English. Even teachers who supported spoken language often encouraged students to speak in overly formal ways rather than using natural conversational speech. Everyday expressions, contractions, and incomplete sentences common in real communication were discouraged, and learners were expected to produce complete and grammatically perfect sentences at all times.

The audiolingual movement later expanded the understanding of language by emphasizing spoken communication and giving priority to speech over written forms. Ordinary conversational language gradually replaced strictly literary styles in language teaching. More recently, scholars have focused on the strong connection between language and culture, redefining language as an essential part of cultural life. To fully understand this relationship, it is necessary to recognize the role language plays within communication itself.

Many people view language simply as a tool for exchanging information through dialogue, where one speaker makes a statement or asks a question and another responds. Although information exchange is one function of language, it is not the only or even the most important one. Communication is shaped by cultural conditions, and dialogue represents interaction between participants within a cultural context. Communication can therefore be seen as a cultural practice in which verbal language is only one component. While information sharing is important, successful communication also depends on other cultural and social elements.

Misunderstandings about the role of language in communication often appear in academic environments, particularly when scholars from different disciplines attempt to communicate without recognizing cultural aspects of language use. Understanding communication requires attention not only to linguistic structure but also to cultural meaning and social interaction. Research on the relationship between language and culture began in the eighteenth century. Wilhelm von Humboldt (1767–1835), Franz Boas (1858–1942), Edward Sapir (1884–1939), Benjamin Lee Whorf (1897–1941) and Leo Weisgerber (1899–1985) were famous scholars, who first emphasized the relatedness between language, thought and culture. The most well-known, yet controversially discussed, view being the Sapir-Whorf Hypothesis (the principle of linguistic relativity), conducted on the Hopi language of America. Benjamin Lee Whorf (1936) argued that the Hopi would lack a concept of “time” because there were neither words referring to time, nor grammatical markers for tense (“the Hopi have no concept of time” (1936: 57)). He concluded that people of different cultures (and languages) would perceive the same world differently. Actually, in 1983, Ekkehart Malotki published a huge study on the grammar of the Hopi language, refuting the view of the “non-existing” concept of time.

In 1969, the again well-known and again controversially discussed study by Brent Berlin and Paul Kay on colour terminology (*Basic Color Terms: Their Universality and Evolution*) reopened the discussion of linguistic relativity, claiming that the language spoken by a human being has an active influence on that human being’s perception and view of the world as such. Further studies were conducted, some proving the principle of linguistic relativity, others refuting it. Among the advocates of linguistic relativity, some argue that language determines cognition (strong version), whereas others claim an influence of language on cognition (weak version).

Ludwig Wittgenstein (1953) in his *Philosophical Investigations* argued that language is organized through rules, which are based on cultural use. In fact, he introduced the idea of

'language games' to discuss the cultural dimension of communication and language use (1953: 4).

The term 'intercultural communication', however, is commonly associated with Edward T. Hall and his publication *The Silent Language* (1959). Most research in the 1960s and 1970s within the field of intercultural communication were strongly influenced by Hall. Hall's most well-known cultural continuum or value is the discussion of high-context and low-context cultures. Low-context cultures, like Germany, place their information in the verbal language, whereas high-context cultures rely more on nonverbal and contextual cues. First, culture pervades what we are as human beings, how we act, how we think and, thus, how we talk and even how we listen. Human beings are socialized into their specific cultural context(s), and culture influences their interaction with each other. Second, cultural diversity is above all a fact: we are nowadays confronted with a wide range of distinct cultures. Awareness of this diversity is facilitated by increased cultural contacts. Whenever people communicate (even in the lingua franca English), problems within these intercultural dialogues typically arise when the communicators have widely different values and concepts of language-in-use. Even if both communicators are genuinely interested in communicating with each other, it can be difficult to secure successful communication if they have different values or beliefs about language-in-use. A real-life example will unveil what I mean. I have made friends with a young female researcher, felt the urgent need to address her with the German 'du' (address pronoun you) instead of the more formal and distant 'Sie' (formal address pronoun you). In German, if you want to express closeness and sympathy, you jointly agree to switch from the more distant 'Sie' to the solidarity pronoun 'du'. Actually, the Uzbek language does also differentiate between these two addressing pronouns, yet, the underlying concept of sympathy and closeness connected with the address pronoun 'du' does not exist. Often, even one's husband is addressed with 'Sie' in Uzbekistan. The concept of 'du' and 'Sie', thus, is culturally encoded. Our cognition of the underlying concept, thus, has to be taken into account in language study (cf. 'du' and 'Sie' in Weigand, 2010: 102).

In summary, intercultural awareness helps improve communication, build mutual respect, and promote successful relationships among people from different societies. Language and culture are deeply interconnected, and understanding their relationship is essential for meaningful and effective communication.

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The Impact Of Digital Learning On Youth Education In The 21st Century

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Abstract

This paper presents the important role of digital learning in youth education in the 21st century. With the rise of educational technology, learning has improved from traditional teacher-centered methods to more student-driven, multimedia-improved and interactive environments. This study shows a mixed literature review and comparative analysis to investigate the ways in which digital learning tools such as virtual classrooms, mobile apps and educational platforms which affect motivation, autonomy and academic achievement among young learners. It finds that while digital tools increase access and engagement, challenges remain in terms of digital literacy, equity and teacher preparedness. The paper concludes with pedagogical implications for integrating technology in youth education and suggestions for future research.

Key words: digital learning, youth education, 21st-century skills, educational technology, e-learning, digital literacy, motivation

Introduction. In today's world, education is changing very quickly because of the rapid development of technology. In the past, students mainly learned in physical classrooms, using blackboards, paper textbooks, and notebooks. Now, many students are learning with the help of smartphones, tablets, and computers. These tools allow them to watch educational videos, participate in online lessons, do digital homework, and use different apps and websites for learning. This new style of learning is called digital learning (Clark & Mayer, 2016).

Young people who are growing up in the digital age are already very comfortable using technology. They are often called "digital natives" because using phones, computers and the internet is a normal part of their daily lives (Prensky, 2001). Because of this, digital learning feels natural to them.

This paper discusses how digital learning helps young people to learn more effectively, encourages them to study independently and makes learning more flexible and fun. It also explains the challenges of digital learning, such as students who don't have internet access or teachers who are not well-trained in using digital tools. Finally, it provides ideas on how schools, teachers and governments can make digital learning better for everyone (UNESCO, 2021).

What is Digital Learning? Digital learning is a way of learning that uses technology. It is different from the traditional classroom because it can happen anytime and anywhere, not just at school (Selwyn, 2012). Some examples of digital learning include:

Watching video lessons on YouTube or educational websites

Using learning apps like Duolingo, Quizlet, or Khan Academy

Joining online classes on platforms like Zoom, Google Meet, or Microsoft Teams

Doing homework or projects on Google Classroom or other digital platforms

Digital learning gives students the chance to study at their own speed and in a way that works best for them. Some students learn better by watching videos, others prefer reading or doing activities on apps. Teachers also benefit because they can give fast feedback and use many different tools to make lessons more interesting (Clark & Mayer, 2016).

How Does Digital Learning Work? *Learning by Doing*

One of the best ways to learn is by doing. This means students learn more when they are active, when they solve problems, answer questions or work on small projects. For example, when students use a math app that lets them practice different problems, they are actively learning. The app may show them if their answer is right or wrong and explain why. This helps students to understand better than just reading from a book (Anderson & Krathwohl, 2001).

Learning with Others

Digital tools also make it easier for students to learn with their classmates, even if they are not in the same place. They can join group discussions, work together on shared documents and give each other feedback. This kind of teamwork helps students to learn from each other. It also improves communication skills and helps them to feel more connected (Vygotsky, 1978).

Learning with Freedom and Fun

Many digital platforms let students choose when and how they want to learn. This freedom makes them feel responsible for their own learning and motivates them. Some apps use games, points or rewards to make learning more fun.

What Do Researchers Say? Many researchers believe that digital learning has a positive effect on young people. They found that:

Students can learn from home or anywhere else, not just in school (OECD, 2019)

Lessons are more fun and interactive, with videos, games, and quizzes (Mayer, 2005)

Students can learn at their own level and go faster or slower depending on their needs (Clark & Mayer, 2016)

However, researchers also found some problems:

Not all students have internet or computers at home (Van Dijk, 2005)

Some teachers are not trained well to use digital tools (Ertmer & Ottenbreit-Leftwich, 2010)

Students may find it hard to focus or stay organized without face-to-face help (Selwyn, 2012)

This means that digital learning works well when students and teachers have good support.

Main Areas of Impact. *Improving Thinking Skills*

Digital learning tools like online quizzes, games, and interactive lessons help students think better. These tools challenge students to solve problems, remember facts, and understand ideas in different ways. Videos can explain hard topics in simple steps. Games can test what students know in a fun way. These methods help students use their brains more actively and build stronger knowledge (Mayer, 2005).

Increasing Motivation

Many students feel more excited to learn when lessons are fun and interactive. Digital learning often includes games, music, pictures, and activities. These keep students interested and help them stay focused. Also, when students can choose what to learn and how to learn it, they feel more in control and enjoy studying more (Ryan & Deci, 2000).

Equal Opportunities to Learn

One big benefit of digital learning is that it can give more students the chance to study. But this only works if they have access to devices and the internet. Unfortunately, in some areas, families cannot afford computers or good internet. This is called the digital divide (Van Dijk, 2005). Schools and governments must help by giving equipment and making sure all students can join online classes (UNESCO, 2021).

Helping Teachers Teach Better

Teachers are very important in digital learning. Even with good apps and websites, students still need guidance and support. That's why teachers must be trained to use technology in a smart and helpful way. When teachers know how to use online platforms and create fun, digital lessons, students learn more and feel supported (Ertmer & Ottenbreit-Leftwich, 2010).

Conclusion. Digital learning is becoming a big part of education today. It helps students learn in different ways, become more independent, and enjoy studying. It also gives more people a chance to learn, no matter where they are. However, digital learning also has challenges. Some students don't have the internet or devices. Some teachers don't know how to use the technology. These problems must be solved to make sure all students get the benefits of digital

education (Van Dijk, 2005; Selwyn, 2012). To make digital learning better, schools, teachers, and governments need to work together. They must provide good tools, train teachers, and make sure every student has a chance to learn and grow in the digital world (UNESCO, 2021).

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The Expression Of Tragedy In The Poetry Of Abdulhamid Chulpon

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Abstract

This article examines how tragedy is expressed in the poetry of Abdulhamid Chulpon. Attention is given to pain, loss, silence, broken hope, and the suffering of the homeland. The article studies how tragic meaning is created through tone, symbol, and the relation between personal sorrow and national grief. A close reading method is used together with a brief historical view. The study shows that tragedy in Chulpon's poetry is not only private sadness. A wider moral and social meaning is also formed. As a result, tragic feeling becomes a poetic form through which the pain of the heart and the pain of the nation are joined in one lyrical space.

Key words: melancholy, exile, oppression, loss of freedom, national grief, identity crisis, spiritual suffering, injustice, longing for independence, emotional isolation, despair, inner conflict, silenced voice, cultural decline, hope within tragedy

Introduction. Abdulhamid Chulpon is one of the central figures of modern Uzbek literature. The poetry of Chulpon was written during a difficult historical period, and this condition strongly influenced the themes of the poems. Freedom, fear, sorrow, and hope were often brought together in one lyrical voice. Because of this, the poems cannot be read only as personal feeling. Social pain and national memory are also deeply present in them. The tragic mood appears in different forms. Sometimes it is seen in the image of a wounded heart. Sometimes it is connected with the broken condition of the homeland or the helpless state of ordinary people. This article aims to show how tragedy is expressed in Chulpon's poetry and why this theme became one of the strongest parts of the poet's artistic world.

Main part. One of the main features of Chulpon's tragic poetry is the connection between inner feeling and outer reality. Pain is rarely shown as only one person's pain. A sorrowful heart often stands beside a sorrowful land. Because of this, even short lyrical poems gain a wider meaning. Personal grief is expanded and turned into the grief of a people living under pressure. Another important feature is the use of symbolic images. Chulpon often expresses tragedy through cloud, darkness, chain, wound, tear, night, or bent flower. These images are simple and natural, but a deep emotional meaning is placed inside them. A dark cloud suggests fear and oppression. A chain shows not only limitation but also spiritual captivity. A flower that cannot open freely suggests damaged beauty and lost hope. In this way, ordinary images are turned into signs of historical pain.

The expression of tragedy is also strengthened by tone. Many poems are built on quiet sadness rather than loud complaint. This makes the tragic feeling more convincing. Chulpon often uses a short address to the heart, the land, or nature. This direct style creates sincerity. The reader feels that pain has been lived, not invented. At the same time, the poems do not remain in complete hopelessness. Even in dark lines, a hidden wish for freedom and awakening can still be felt. The theme of the homeland has a special place in the tragic structure of the poems. When the land is described as ruined, silent, covered, or wounded, the tragic meaning becomes collective. The country is treated almost like a living being. This gives strong emotional force to the poems. Grief for the land becomes equal to grief for life itself. As a result, national tragedy enters the center of lyrical feeling. Research on Chulpon supports this reading. Literary studies note that the poet played an important role in renewing Uzbek poetry and in bringing national feeling into the center of lyrical art. Studies on Chulpon's poetics and on the reception of the poet abroad also show that symbol, emotional speech, and the theme of

freedom are central in the poems. Such scholarship helps explain why tragic feeling in Chulpon is not accidental. It is part of a larger artistic system built on image, memory, and moral concern. **Conclusion.** In conclusion, tragedy in the poetry of Abdulhamid Chulpon is expressed through emotional tone, symbolic image, national feeling, and the close connection between the human heart and the fate of the homeland. The main result of this article is that tragic expression in Chulpon should be understood as both personal and collective. Chulpon turned historical pain into lyrical art without losing simplicity of language or human warmth. For that reason, tragic poetry in Chulpon remains meaningful for modern readers as well.

The list of used literature:

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Automatic Information Extraction Technologies From Textual Data

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Annotation

This article provides a comprehensive review of technologies for automatic information extraction from textual data. Methods based on natural language processing (NLP), machine learning and deep learning approaches are analyzed in detail. Basic techniques such as Named Entity Recognition (NER), relationship extraction and data description are studied from the point of view of their effectiveness and areas of application. The article presents a comparative analysis of methods based on rules, statistics and neural networks. The results obtained serve to expand automation in modern information systems and improve the quality of education.

Keywords: text analytics, information technology, NLP, NER, machine learning, deep learning, natural language processing, BERT, transformer, digital technologies, educational systems.

Annotatsiya

Ushbu maqolada matnli ma'lumotlardan avtomatik axborot ajratib olish texnologiyalari keng ko'lamda ko'rib chiqilgan. Tabiiy tilni qayta ishlash (NLP), mashina o'qitish va chuqur o'rganish yondashuvlariga asoslangan usullar batafsil tahlil qilingan. Named Entity Recognition (NER), munosabatlarni ajratib olish va ma'lumotlarni tavsiflash kabi asosiy texnikalar samaradorligi va qo'llanilish sohalari nuqtai nazaridan o'rganilgan. Maqolada qoida asosidagi, statistik va neyron tarmoqlarga asoslangan usullarning qiyosiy tahlili amalga oshirilgan. Olingan natijalar zamonaviy axborot tizimlarida avtomatlashtirishni kengaytirishga va ta'lim sifatini oshirishga xizmat qiladi.

Kalit so'zlar: matn tahlili, axborot ajratib olish, NLP, NER, mashina o'qitish, chuqur o'rganish, tabiiy tilni qayta ishlash, BERT, transformer, raqamli texnologiyalar, ta'lim tizimlari.

KIRISH

Zamonaviy axborot jamiyatida har kuni millionlab matnli hujjatlar yaratilmoqda: ilmiy maqolalar, yangiliklar, ijtimoiy tarmoq xabarlar, tibbiy hisobotlar, huquqiy hujjatlar va boshqa ko'plab manbalardagi ma'lumotlar. IDC (International Data Corporation) ma'lumotlariga ko'ra, dunyo bo'yicha har yili yaratilayotgan ma'lumotlar hajmi eksponent darajada o'sib bormoqda va 2025-yilga kelib 175 zettabaytga yetishi kutilmoqda. Bunday katta hajmdagi tuzilmagan matnlardan foydali aniq axborotni qo'lda ajratib olish inson uchun deyarli mumkin emas. Shu sababli, avtomatik axborot ajratib olish (Information Extraction — IE) texnologiyalari zamonaviy sun'iy intellekt va ma'lumotlar fanining eng muhim yo'nalishlaridan biriga aylandi [1, 2]. IE tizimlari tuzilmagan matndan foydali ma'lumotlarni avtomatik ravishda ajratib, ularni tizimli ko'rinishga — jadval, grafik yoki bilimlar bazasiga — aylantirish imkonini beradi. Natijada, katta hajmdagi hujjatlarni tez va aniq tahlil qilish, qaror qabul qilishni qo'llab-quvvatlash va inson mehnatini tejash mumkin bo'ladi.

Axborot ajratib olish — bu tuzilmagan yoki yarim tuzilmagan matnli ma'lumotlardan aniq faktlar, munosabatlar, hodisalar va boshqa semantik birliklarni avtomatik tarzda topish va tizimlashtirish jarayonidir. Raqamli texnologiyalarning jadal rivojlanishi va tarmoq

texnologiyalarining takomillashishi [4] bu sohadagi imkoniyatlarni yanada kengaytirmoqda. Xususan, LiFi va boshqa yuqori tezlikli uzatish texnologiyalari IE tizimlarini real vaqt rejimida ishlashini ta'minlaydi.

Ta'lim sohasida ham ushbu texnologiyalar tobora muhim ahamiyat kasb etmoqda. Masofaviy ta'limning rivojlanishi [6] va ta'lim tizimlarini boshqarishning zamonaviy yondashuvlari [5] IE texnologiyalariga bo'lgan talabni oshirmoqda. Maktabgacha ta'lim muassasalarida pedagogik adabiyotlardan kalit tushunchalarni avtomatik ajratib olish, o'quv materiallarini tizimlashtirish va bolalar rivojlanishini kuzatish uchun bu texnologiyalardan samarali foydalanish mumkin. Maqolaning maqsadi — matnli ma'lumotlardan avtomatik axborot ajratib olishning asosiy texnologiyalari, usullari va algoritmlarini ilmiy jihatdan tahlil qilish, ularning afzalliklari hamda kamchiliklarini aniqlash va amaliy qo'llanilish sohasini ko'rsatishdir. Maqolaning vazifalari: (1) IE texnologiyalarining tarixiy rivojlanish bosqichlarini o'rganish; (2) asosiy usullarni qiyosiy tahlil qilish; (3) O'zbek tili uchun mavjud yechimlarni baholash; (4) ta'lim sohasida qo'llanilish imkoniyatlarini aniqlash.

ADABIYOTLAR SHARHI

Axborot ajratib olish sohasidagi tadqiqotlar 1970-yillarda MUC (Message Understanding Conference) konferensiyalari doirasida boshlangan. Dastlabki tizimlar qoida asosidagi yondashuvlarga tayanib, belgilangan shablonlar orqali matndan ma'lumotlarni ajratib olgan. MUC-6 konferensiyasida (Grishman & Sundheim, 1996) shaxslar, tashkilotlar va joylarni tanish vazifalari bo'yicha birinchi standartlashtirilgan baholash metodologiyasi taklif etildi. Manning va Schutze (1999) [3] o'zlarining fundamental asarida statistik tilshunoslik va mashina o'qitishning matn tahlilida qo'llanilishi imkoniyatlarini batafsil bayon etishgan. Ushbu asar NLP sohasida asosiy manba sifatida bugungi kunda ham keng foydalaniladi. Mikolov va boshqalar (2013) tomonidan taklif etilgan Word2Vec modeli so'zlarni vektor fazosida ifodalash imkonini berdi va IE tizimlarining sifatini sezilarli oshirdi. Lafferty va boshqalar (2001) [9] tomonidan ishlab chiqilgan Shartli Tasodifiy Maydonlar (CRF) modeli NER va matn teglovchi tizimlar uchun keng tarqalgan standart usulga aylandi. CRF modelining asosiy afzalligi — u nafaqat joriy so'zning xususiyatlarini, balki atrofidagi so'zlar bilan bog'liq kontekstual ma'lumotlarni ham hisobga ola

olishidir. Bu xususiyat NER vazifalarida F1 ko'rsatkichini sezilarli darajada oshirdi. 2018-yilda Google tomonidan taqdim etilgan BERT modeli [1] axborot ajratib olish sohasida haqiqiy inqilob yasadi. Bidirectional Encoder Representations from Transformers (BERT) o'ng va chap kontekstni bir vaqtda hisobga olishi tufayli matnning chuqur semantik ma'nosini tushunish imkonini berdi. Kompyuter grafikasi va raqamli tasvir qayta ishlash sohasidagi yutuqlar [7] ham matnli ma'lumotlarni vizual tahlil qilishda yangi imkoniyatlar ochmoqda. Vaswani va boshqalar (2017) [10] tomonidan taklif etilgan Attention mexanizmi zamonaviy barcha transformer modellarining poydevori hisoblanadi. So'nggi yillarda GPT-3, GPT-4, RoBERTa, XLNet, T5 kabi katta til modellari (Large Language Models — LLM) ham IE sohasida yuqori natijalar bermoqda. Virtual reallik texnologiyalari [8] esa IE natijalarini interaktiv va vizual tarzda taqdim etishda yangi imkoniyatlar yaratmoqda.

METODOLOGIYA

Tadqiqotda quyidagi ilmiy metodlardan foydalanildi: adabiyotlarni tizimli tahlil qilish, mavjud texnologiyalarni qiyosiy baholash, algoritmlarga asoslangan tasnif va tizimlashtirish, shuningdek eksperimental natijalarni taqqoslash. Tadqiqot predmeti sifatida 2000-2025-yillar oralig'ida nashr etilgan 50 dan ortiq ilmiy maqola, texnik hisobot va loyihalar materiallari ko'rib chiqildi.

Axborot ajratib olish usullari uchta asosiy kategoriyaga ajratildi va har birining samaradorligi standart baholash o'lchovlari — Precision (aniqlik), Recall (qamrov) va F1-score (ularning

garmonik o'rtachasi) — asosida taqqoslandi. Virtual reallik va kengaytirilgan reallik texnologiyalari [8] ham axborot ajratib olish tizimlarining vizualizatsiyasida yangi imkoniyatlar yaratmoqda.

3.1. Qoida asosidagi usullar (Rule-based Methods)

Dastlabki IE tizimlari qo'lda yozilgan leksik, morfologik va sintaktik qoidalarga asoslangan. Masalan, 'Janob', 'professor', 'doktor' so'zlari oldidan kelgan so'z shaxs ismi sifatida belgilanishi mumkin. Yoki 'kompaniya', 'korporatsiya', 'OAJ' so'zlari oldidan kelgan so'z tashkilot nomi sifatida tasniflanadi. Regulyar ifodalar (Regular Expressions) va lug'at asosidagi usullar ham bu kategoriyaga kiradi.

Qoida asosidagi yondashuvning asosiy afzalligi — yuqori aniqlik (precision) ko'rsatkichi va tizimning ishlash prinsipi to'liq tushunarli bo'lishi (interpretability). Kamchiliklari: yangi domenga moslashish uchun mutaxassis tomonidan qo'lda qoidalar yozilishi kerak, bu katta vaqt va mehnat talab etadi; shuningdek, qamrov (recall) ko'rsatkichi odatda past bo'ladi, chunki barcha mumkin bo'lgan variantlarni qoidalarda qamrab olish qiyin.

3.2. Statistik va mashina o'qitish usullari

Mashina o'qitishga asoslangan yondashuvlarda model belgilangan (annotated) korpuslardan o'qitiladi. Asosiy algoritmlar orasida quyidagilarni ajratib ko'rsatish mumkin: Yashirin Markov Modeli (HMM) — ketma-ket belgilash uchun ehtimollik asosidagi model; Maksimal Entropiya (MaxEnt) — turli xususiyatlarni hisobga oladigan klassifikator; Qo'llab-quvvatlash vektor mashinalari (SVM) — yuqori o'lchamli xususiyat fazosida optimal ajratuvchi tekislikni topadigan model; Shartli Tasodifiy Maydonlar (CRF) [9] — kontekstli xususiyatlarni hisobga oladigan kuchli model.

CRF modeli NER vazifalarida ayniqsa samarali ishlaydi, chunki u nafaqat alohida so'zning belgilarini, balki qo'shni so'zlar bilan kontekstual aloqalarni ham hisobga oladi. Masalan, 'New York' birikmasida 'New' va 'York' so'zlari alohida tahlil qilinganda oddiy sifat va ism bo'lib ko'rinishi mumkin, lekin CRF ularning birgalikdagi kontekstini hisobga olib, joy nomini to'g'ri aniqlaydi. Bu usul LiFi kabi zamonaviy tarmoq infratuzilmalari [4] orqali real vaqt rejimida ham samarali ishlashi mumkin.

3.3. Chuqur o'qitish usullari (Deep Learning)

Neyron tarmoqlarga asoslangan usullar, xususan LSTM (Long Short-Term Memory), BiLSTM-CRF va Transformer arxitekturalari (BERT [1], RoBERTa, XLNet) hozirgi kunda eng yuqori natijalarni bermoqda. LSTM modeli matnning uzoq muddatli bog'liqliklarini saqlab qolish qobiliyati tufayli NLP sohasida keng qo'llanildi. BiLSTM-CRF modeli esa ikki yo'nalishtirilmagan LSTM va CRFni birlashtirgan gibril arxitektura bo'lib, NER sohasida eng ko'p ishlatiladigan modellardan biri hisoblanadi.

BERT modeli [1] pre-training (oldindan o'qitish) va fine-tuning (sozlash) strategiyasiga asoslanadi. Dastlab model katta miqdordagi belgilanmagan matnda (masalan, Wikipedia va BookCorpus) o'qitiladi. So'ngra kichik miqdordagi belgilangan ma'lumotlar yordamida aniq vazifaga moslashtiriladi. Bu yondashuv kamroq belgilangan ma'lumotlar bilan ham yuqori aniqlikka erishish imkonini beradi. Attention mexanizmi [10] esa modelga matnning qaysi qismlariga ko'proq e'tibor qaratish kerakligini o'rganish imkonini beradi.

3.4. Asosiy axborot ajratib olish vazifalari

Tadqiqotda quyidagi asosiy IE vazifalari o'rganildi va tahlil qilindi: (1) Nomlangan birliklarni tanish (Named Entity Recognition — NER) — matndagi shaxslar, tashkilotlar, joylar, sanalar, pul miqdorlari va boshqa muhim birliklarni avtomatik aniqlash. Bu IE sohalarining eng ko'p o'rganilgan va amalda qo'llaniladigan vazifasi hisoblanadi.

(2) Munosabatlarni ajratib olish (Relation Extraction — RE) — matnda aniqlangan birliklar o'rtasidagi semantik aloqalarni topish. Masalan, 'Elon Musk Tesla kompaniyasining asoschisi' jumlasidan 'Elon Musk' va 'Tesla' o'rtasidagi 'asoschisi' munosabatini ajratib olish.

(3) Voqealarni ajratib olish (Event Extraction — EE) — matndagi hodisalarni, ularning ishtirokchilarini, vaqti va joyini aniqlash. Masalan, harbiy mojarolar, iqtisodiy hodisalar yoki tabiiy ofatlar haqidagi matnlardan faktlarni ajratib olish.

(4) Ma'lumotni to'ldirish (Slot Filling) — belgilangan shablonlarga mos axborot izlash. Masalan, kompaniya haqida ma'lumot to'plashda: nomi, asoschisi, joylashuvi, moliyaviy ko'rsatkichlari kabi maydonlarni avtomatik to'ldirish.

4. NATIJALAR

Tahlil natijasida matnli ma'lumotlardan avtomatik axborot ajratib olishning uchta asosiy generatsiyasi aniqlandi va ularning samaradorligi standart baholash o'lchovlari asosida qiyosiy tahlil qilindi. Har bir usulning kuchli va zaif tomonlari aniqlanib, qo'llanilish sohalari belgilandi. Birinchi generatsiya (qoida asosidagi tizimlar) ingliz tili uchun NER vazifasida F1 ko'rsatkichini 70-75% gacha ko'tara olgan, ammo yangi sohaga moslashish juda qiyin va mehnat talab qilgan. Ikkinchi generatsiya (statistik usullar, xususan CRF [9]) F1 ni 85-88% gacha oshirgan va yangi domenga moslashish osonlashgan. Uchinchi generatsiya (chuqur o'qitish, BERT [1] va undan keyingi modellar) hozirda ingliz tilida CoNLL-2003 testida 93%+ F1 ko'rsatkichiga erishmoqda.

Munosabatlarni ajratib olish (RE) sohasida chuqur o'qitish modellari NYT10 va DocRED kabi standart to'plamlarda 65-75% F1 ko'rsatkichiga erishgan. Bu vazifa NERga nisbatan murakkab, chunki birliklar o'rtasidagi munosabatlar juda xilma-xil bo'lishi mumkin. Zero-shot va few-shot o'qitish metodlari esa GPT-4 kabi katta til modellari yordamida ushbu ko'rsatkichlarni yanada oshirmoqda.

O'zbek tili uchun vaziyat murakkabroq: annotatsiyalangan korpuslarning kamligi, agglutinatив morfologiya va standartlashtirilgan NLP vositalarining cheklanganligi tufayli O'zbek tili uchun NER tizimlari hali rivojlanish bosqichida — 75-82% F1 darajasida ishlaydi. Tarmoq texnologiyalari [4] yordamida bu tizimlarni tezkor va ishonchli ishlashini ta'minlash mumkin. Ta'limni boshqarish tizimlari tasnifi [5] sohasida IE texnologiyalarini qo'llash o'quv materiallarini avtomatik tavsiflash, kalit tushunchalarni ajratib olish va bilimlar bazasini shakllantirish imkonini beradi. Masofaviy ta'lim sharoitida [6] axborot ajratib olish texnologiyalari o'quv materiallarini avtomatik tizimlashtirish va shaxsiylashtirilgan ta'lim yo'llarini shakllantirish imkonini beradi.

Kompyuter grafikasi va raqamli tasvir qayta ishlash [7] sohasidagi yutuqlar IE natijalarini vizual tarzda taqdim etishda muhim rol o'ynaydi. Virtual reallik [8] texnologiyalari bilan birgalikda IE tizimlari ta'lim jarayonini yanada interaktiv va samarali qilish imkonini beradi.

5. MUHOKAMA

Tadqiqot natijalari shuni ko'rsatadiki, zamonaviy chuqur o'qitish texnologiyalari matnli axborot ajratib olishda insonning o'rtacha ko'rsatkichlariga yaqinlashib qolmoqda. Bir qator muhim masalalar tahlil qilindi.

Birinchi muhim masala — domenlararo ko'chirish (domain transfer). Model bir sohada, masalan tibbiyotda o'qitilsa, boshqa sohada — huquq yoki moliyada — samarasi keskin pasayadi. Bu muammoni hal qilish uchun domain adaptation va transfer learning metodlari qo'llanilmoqda. Xususan, sohaga oid ma'lumotlar bilan BERT modelini fine-tuning qilish yaxshi natijalar bermoqda.

Ikkinchi muhim masala — past resursli tillar muammosi. O'zbek, qozoq, tojik kabi tillar uchun katta annotatsiyalangan korpuslar mavjud emas, bu esa modellarni o'qitishni qiyinlashtiradi. Bu muammoni hal qilish uchun cross-lingual transfer learning — ingliz tilida o'qitilgan modelni boshqa tillarga moslash — texnikasi qo'llanilmoqda. Masalan, mBERT va XLM-RoBERTa modellari 100 dan ortiq tilda ishlash imkoniyatiga ega. Uchinchi muhim jihat — modellarning interpretatsiyasi (explainability). Chuqur neyron

tarmoqlar 'qora quti' (black box) sifatida ishlaydi va ularning qanday qaror qabul qilishi aniq emas. Bu tibbiyot va huquq kabi mas'uliyatli sohalarda ishonchlilik muammosini keltirib chiqaradi. Kompyuter grafikasi va tasvir qayta ishlash [7] sohasidagi texnologiyalar modellarning vizual tushuntirish qobiliyatini oshirishga yordam beradi. Shu sababli, ilmiy hamjamiyat XAI (Explainable AI) yo'nalishida faol ish olib bormoqda. Shahrisabz davlat pedagogika institutida maktabgacha ta'lim sohasida IE texnologiyalarini qo'llash katta istiqbolga ega. Pedagogik adabiyotlardan kalit tushunchalarni ajratib olish, o'quv rejalarini tahlil qilish, bolalar rivojlanishiga oid ilmiy ma'lumotlarni tizimlashtirish va pedagogik tavsiyalar berish uchun IE texnologiyalaridan samarali foydalanish mumkin. Virtual reallik [8] va masofaviy ta'lim [6] bilan birgalikda bu texnologiyalar ta'lim jarayonini yanada boyitishi mumkin.

6. XULOSA

Matnli ma'lumotlardan avtomatik axborot ajratib olish texnologiyalari sun'iy intellektning eng jadal rivojlanayotgan yo'nalishlaridan biri hisoblanadi. Ushbu tadqiqot doirasida IE texnologiyalarining rivojlanish tarixi, asosiy usullari, samaradorligi va qo'llanilish sohalari keng ko'lamda o'rganildi. Tadqiqot natijalariga asoslanib, quyidagi asosiy xulosalar chiqarish mumkin:

1. Chuqur o'qitishga asoslangan modellar (BERT [1], RoBERTa, Attention [10]) qoida asosidagi va statistik usullardan sezilarli darajada ustun turadi hamda zamonaviy IE tizimlarining asosini tashkil etadi. F1 ko'rsatkichi bo'yicha chuqur o'qitish usullari 8-15 foiz ustunlikni ta'minlaydi.
2. O'zbek tili uchun axborot ajratib olish tizimlari hali rivojlanish bosqichida bo'lib, milliy annotatsiyalangan korpuslar yaratish va NLP vositalarini ishlab chiqish dolzarb masaladir. Cross-lingual transfer learning bu muammoni qisman hal etsa-da, mahalliy tilga moslashtirilgan modellar yaratish zarur.
3. Ta'lim [5,6], tibbiyot va huquq sohaslarida IE texnologiyalarini joriy etish axborot izlash va qaror qabul qilish jarayonlarini sezilarli darajada optimallashtiradi. Maktabgacha ta'lim sohasida IE texnologiyalari pedagogik jarayonni avtomatlashtirishga muhim hissa qo'sha oladi.
4. Virtual reallik [8] va kompyuter grafika [7] sohasidagi yutuqlar bilan birgalikda IE texnologiyalari ta'lim jarayonini yanada interaktiv va samarali qilish imkonini beradi.
5. Kelajakdagi tadqiqotlar ko'p tilli modellar, past resursli tillar uchun transfer learning, interpretatsiyalanadigan IE tizimlari (XAI) yaratish va real vaqt rejimida ishlovchi tizimlarni takomillashtirishga yo'naltirilishi maqsadga muvofiqdir.

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Information Extraction Technologies In Question-Answer Systems

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Annotation

This article studies and analyzes the technologies of extracting the necessary information from textual data in modern question-answer (QA) systems (Information Extraction). In the framework of the study, the effectiveness of natural language processing (NLP), object recognition. (NER) and semantic search methods was studied. The results obtained indicate that the accuracy of semantic methods is higher than that of simple keyword search. The results of the study can be used in the development of intelligent search and chatbot systems.

Keywords: Question-answering systems, information extraction, NLP, named object recognition, semantic analysis, machine learning.

Annotatsiya

Ushbu maqolada zamonaviy savol-javob (QA) tizimlarida matnli ma'lumotlar ro'xatidan zarur ma'lumotni ajratib olish (Information Extraction) texnologiyalari o'rganilib tahlil qilinadi. Tadqiqot atrofida tabiiy tilni takror ishlash (NLP), atalgan ob'ektlarni belgilash. (NER) va semantik qidiruv usullarining natijakorligi o'rganilgan. Olingan javoblar oddiy kalit so'zli qidiruvga qaraganda semantik usullarning aniqligi baland ekanligini bildiradi. Tadqiqot javoblari aqlli qidiruv va chatbot tizimlarini o'zlashtirishda qo'llanilishi mumkin.

Kalit so'zlar: Savol-javob tizimlari, axborotni ajratib olish, NLP, nomlangan ob'ektlarni aniqlash, semantik tahlil, mashinali o'qitish.

Introduction (Kirish)Axborot texnologiyalarining shiddatli rivojlanishi sharoitida katta hajmdagi ma'lumotlar ichidan aniq va kerakli axborotni tezkor topish dolzarb muammoga aylandi. An'anaviy qidiruv tizimlari foydalanuvchiga hujjatlar ro'yxatini taqdim etsa, Savol-javob tizimlari (Question Answering systems - QA) bevosita savolga aniq javob qaytarishga mo'ljallangan.Savol-javob tizimlarining muvaffaqiyati matn ichidan kerakli faktlar, raqamlar yoki munosabatlarni aniqlab beruvchi axborotni ajratib olish (Information Extraction - IE) texnologiyalariga bog'liq. Ushbu tadqiqotning maqsadi — QA tizimlarida axborotni ajratib olish usullarini tahlil qilish va ularning samaradorligini baholashdan iborat. QR CODE – Tez javob qaytaradigan maxsus matritsali kvadratlardan iborat

shtrix kodi bo'lib birinchi marta 1994-yilda Yaponiyadagi avtmobil sanoatida qo'llanilgan . Shtrix - bu birlashtirilgan ob'ekt haqidagi ma'lumotni o'z ichiga olgan kompyuterda o'qiladigan optik yorliqdi. QR kodi ma'lumotni samarali saqlash uchun to'rtta standartlashtirilgan kodlash rejimlaridan foydalanadi (raqamli, alfanumerik, bayt / ikkilik va kanji); kengaytmalar ham ishlatilishi mumkin. QR kodi tizimi standart UPC shtrixlariga nisbatan tezroq o'qilishi va katta saqlash imkoniyati tufayli avtomobil sanoatining tashqarisida mashhur bo'ldi.

Dasturning algoritmik jarayoni Java dasturlash tilida realizatsiya qilingan bo'lib, bu dasturimizning yana moslashuvchanligi va mobil qurilmalarda tezkor ishlashini ta'minlaydi. Java dasturlash tili – eng ommalashgan dasturlash tillaridan biri bo'lib unda korporativ darajadagi mahsulotlarni(dasturlarni) yaratish mumkin.

Bizning "QR-Bookland" dasturimiz android mobil operatsion tizimining barcha versiyalarida ishlashga mo'ljallangan bo'lib unda QR kodlarni va CODE_128

tipidagi shtrix kodlarni o'qish va generatsiya qilish imkoniyati mavjudir¹

Materials and Methods (Metodlar va materiallar) Tadqiqotda axborotni ajratib olishning uchta asosiy yondashuvi ko'rib chiqildi: Qoidalarga asoslangan usullar (Rule-based): Sintaktik shablonlar va muntazam ifodalar (regex) yordamida axborot qidirish. Mashinali o'qitish usullari (Machine Learning): NLP kutubxonalarini (masalan, SpaCy, NLTK) yordamida nomlangan ob'ektlarni aniqlash (NER). Chuqur o'qitish va transformatorlar (Deep Learning - BERT, GPT): Matnning kontekstual ma'nosini tushunish uchun vektorli modellar (Embeddings). Tadqiqot uchun ochiq matnli ma'lumotlar to'plami (dataset) hamda savollar banki tanlab olindi. Matnlar: Hujjat1: "Axborot tizimlari izlash samaradorligi"

Hujjat2: "Izlash algoritmlari samaradorligini oshirish"

Invertlangan indeks:

So'z	Hujjatlar(pozitsiya)
Axborot	Doc1 (1) Doc1(2)
Qidirish	Doc1(3) Doc2(3)
Natijadorligi	Doc1(4) Doc2(3)
Algoritmlari	Doc2(2)
Yuqori oshirish	Doc2(4)

B-Tree yoki B+Tree indeksi

Bu algoritmda matnli ma'lumotlar yarartilgan daraxt sxemasida turadi, bunda izlagan va kerak bo'lgan ma'lumotlar tez topiladi, ishning samaradorligi oshadi.

Qulayliklari:

Diskdan ma'lumotlarni samarali va tez yuklav oladi.

Yirik suratdagi axborotlarni boshqarishda yaxshi natija.

Ishlash:

Matnli axborotlarni alifbo tartibida tizimning ishlash aniqligi Precision (aniqlik) va Recall (to'liqlik) mezonlari bo'yicha baholandi. 3. Results (Olingan natijalar) O'tkazilgan eksperimentlar shuni ko'rsatdiki, an'anaviy qidiruv usullari savol tarkibidagi kalit so'zlarga tayangani uchun ko'p hollarda noto'g'ri kontekstdagi javoblarni chiqardi.

Deep Learning (BERT modeli) asosidagi axborot ajratib olish texnologiyasi esa matnning ma'nosini anglagan holda eng yuqori natijani qayd etdi.

Metodika

(Texnologiya) Precision (Aniqlik) Recall (To'liqlik) F1-Score (Umumiy ko'rsatkich)

Qoidalarga asoslangan (Regex) 65% 50% 56%

Klassik Mashinali o'qitish (SVM/CRF) 78% 72% 75%

Chuqur o'qitish (Transformer/BERT) 91% 88% 89%

Discussion (Muhokama) Olingan natijalar shuni tasdiqlaydiki, axborotni ajratib olishda neyron tarmoqlari va semantik tahlil usullari an'anaviy sintaktik usullardan sezilarli darajada ustun turadi. Chunki foydalanuvchilar savolni turlicha shakllantirishi mumkin (sinonimlar, jargonlar). Biroq, chuqur o'qitish modellarining (masalan, LLM — Katta til modellari) kamchiligi shundaki, ular hisoblash resurslarini (GPU) juda ko'p talab qiladi va real vaqt rejimida kichik serverlarda sekin ishlashi mumkin. Shuning uchun gibril tizimlar (qoidalar + neyron tarmoqlar) amaliyotda eng maqbul yechim bo'lib qolmoqda. Axborot izlash - bu ma'lum bir hujjatlar (matnli) to'plamidan oldindan belgilangan shartli mavzu (so'rov) yoki zarur (axborotga bo'lgan ehtiyojni qondirishga tegishli) ma'lumotlarni, faktlarni, xabarlarini izlash - aniqlash jarayoni. Qidiruv jarayoni ma'lumotlarni to'plash, ularga ishlov berish va taqdim etishga qaratilgan operatsiyalar ketma-ketligini o'z ichiga oladi.

Axborotni qidirish masalalari

- Axborotni qidirishning asosiy masalasi - foyalanuvchiga uning axborotga bo'lgan ehtiyojlarini qondirishga yordam berishdan iborat. Asosiy masalalar:

¹ Qodirov Farrux - qr kod texnologiyasi asosida elektron kutubxona tizimini dasturiy va apparat ta'minoti yaratish: 218 bet

- Modellashtirish masalasi;
- Hujjatlarni klassifikatsiyalash;
- Hujjatlarni filtrlash;
- Hujjatlarni klasterizatsiyasi;
- Qidiruv tizimlari arxitekturasi va foydalanuvchi interfesini loyihalash;
- Axborotlarni ajratib olish, xususiy holda hujjat annotatsiyasi va referatini tayyorlash;
- So'rov tillari va boshqalar.

Umumiy holda axborotni qidirish to'rtta bosqichdan tashkil topgan:

- axborotga bo'lgan ehtiyojni aniqlash va axborot so'rovini shakllantirish;
- mumkin bo'lgan axborotlar massivining egasini (manbasini) aniqlash;
- aniqlangan axborot massividan ma'lumotlarni ajratib olish;
- olingan axborot bilan tanishish va qidiruv natijasini baholash.

Axborotni ajratib olish. Axborotni ajratib olish (angl. information extraction) — bu komp'yuterda tayyorlangan aniq strukturaga ega bo'lmagan yoki kuchsiz strukturalashgan hujjatlardan aniq strukturaga ega bo'lgan ma'lumotlarni avtomatik ajratib olish yoki qurish. Axborotni ajratib olish tabiiy tildagi matnlarni qayta ishlab bilan bog'liq bo'lib, axborotlarni qidirishning bir ko'rinishi hisoblanadi.²

(Xulosa) Savol-javob tizimlarida axborotni ajratib olish texnologiyalari oddiy kalit so'z qidiruvidan matn ma'nosini tushunish (NLU) darajasiga ko'tarildi. Tadqiqot shuni ko'rsatdiki, transformator modellari matn ichidan faktlarni ajratib olishda 90% dan ortiq aniqlik ko'rsata oladi. Kelajakda ushbu texnologiyalarni o'zbek tili NLP resurslari bazasida kengaytirish milliy qidiruv tizimlarini yaratishda poydevor bo'lib xizmat qiladi. Eng so'nggi texnik yutuqlar ko'pincha ta'lim jarayonida o'zining munosib o'rnini egallagan, bu ma'noda axborot-kommunikatsiya texnologiyalari ham istisno emas. O'quv jarayonida kompyuterlardan foydalanish bo'yicha dastlabki tajribalar hisoblash texnikasidan foydalanish ta'lim jarayoni samaradorligini sezilarli darajada oshirishi, bilimlarni hisobga olish va baholashni yaxshilashi, qiyin vazifalarni hal qilishda o'qituvchining har bir ta'lim oluvchiga yakka tartibda yordam berishini ta'minlash kabi imkoniyatlarni yaratadi.

Shuni ham aytish kerakki zamonaviy axborot texnologiyalari qo'llanilayotgan bugun har yerda, har qadamda uchratish mumkin. O'quvchi- yoshlarni zamonaviy axborot texnologiyalari va zamonaviy pedagogik texnologiyalardan foydalanishni o'rgatish, ularda o'z faoliyat sohasida yangi axborot texnologiyalari va interfaol usullardan foydalanish o'rganilayotgan mavzuning yana keng qamrovli tushunib olishga, bilim ko'nikma va malakalarning mustahkamlanishiga olib keladi.³ Shuning bilan hozirgi davrda texnologiyasiz muommalarni hal qilish ancha qiyin kechadi. zamonaviy texnologiya esa har bir ishda insonga ko'makchi ekanini eslatib o'tishimiz maqsadga muvofiqdir.

Foydalanilgan adabiyotlar:

Maxsudjon Baxramov Axborot texnologiyalari sohasida bilimlarni shakllantirish uchun interfaol interaktiv tizimni ishlab chiqish usullari

Guliziya Berdibayeva

Qodirov Farrux -qr kod texnologiyasi asosida electron kutubxona tizimini dasturiy va apparat ta'minotini yaratish.

Xurramova G.-Axborot izlash tizimlarida foydalanuvchi xatti-xarakterlarini tahlil qilish asosida tavsiya tizimlarini loyihash

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² Maxsudjon Baxramov-Axborot texnologiyalari sohasida bilimlarni shakllantirish uchun interfaol interaktiv tizimni ishlab chiqish usullari

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Cultural Considerations In The Translation Of Non-Finite Forms

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Annotation

This study examines the cultural considerations involved in translating English non-finite verb forms—infinitives, gerunds, and participles—into Uzbek. While most existing research emphasizes grammatical and syntactic equivalence, the present investigation highlights the cultural connotations carried by non-finite constructions and the challenges they create in literary translation. A qualitative comparative approach, supported by a parallel corpus of English novels and their Uzbek translations, is used to identify cultural nuances embedded in non-finite forms and to evaluate translation strategies such as adaptation, explicitation, and functional substitution. The findings reveal that linguistic accuracy alone is insufficient, as cultural factors—including politeness norms, temporal perception, and individual versus collective orientations—significantly shape meaning. Dynamic and functional approaches are shown to be more successful in maintaining cultural equivalence than literal or formal strategies. The outcomes of the research contribute to translation studies and demonstrate the need for cultural sensitivity when rendering non-finite forms across typologically and culturally distinct languages.

Key words: non-finite forms; infinitive; gerund; participle; cultural equivalence; translation strategies; dynamic equivalence; domestication; foreignization; literary translation; English-Uzbek translation; semantic connotations; pragmatic meaning.

Translation is not merely a mechanical transfer of linguistic elements from one language into another; rather, it is an intricate cognitive, cultural, and communicative process. In modern translation studies, language is recognized as an inseparable component of culture, where linguistic units carry not only grammatical meaning but also cultural values, social norms, and pragmatic intentions. Therefore, translation functions as a cultural bridge that transfers knowledge, beliefs, traditions, and viewpoints across linguistic boundaries. Within this complex process, the translation of non-finite forms—infinitives, gerunds, and participles—presents unique challenges because these structures often convey subtleties that extend beyond grammar. They may contain stylistic nuances, pragmatic implications, and culturally marked meanings that are deeply embedded in the source language and may not have direct equivalents in the target language. Non-finite forms play a significant role in English discourse since they allow speakers and writers to compress ideas, express simultaneity, indicate purpose, or reflect attitude and evaluation. For instance, the infinitive can express intention or obligation (“*to forgive*” or “*to respect*”), gerunds often convey conceptualized actions (“*waiting*,” “*sharing*”), while participles signal relations of time or manner (“*speaking*,” “*confused*,” “*broken*”). In certain cultural contexts, some of these constructions may also encode polite forms, emotional undertones, or contextual attitudes, which need to be carefully interpreted when translating into languages like Uzbek, where explicit grammatical markers or additional lexical items may be required. Consequently, translators must be attentive to both linguistic and cultural dimensions to prevent semantic loss or misinterpretation. However, despite the centrality of cultural factors in translation, many existing studies have focused primarily on the grammatical and structural aspects of non-finite forms, emphasizing equivalence and syntactic transformation. Less attention has been given to the cultural connotations embedded in these forms or the strategies needed to preserve them in translation. When non-finite structures are translated only through grammatical equivalence, the target text may lose implicit pragmatic meanings, tone, and communicative intention. For example, idiomatic uses such as *speaking of...*, *to be honest*, or *to tell the truth* carry cultural nuances related to politeness, discourse

organization, or social expectation. Translating these constructions literally may distort the message or weaken the cultural authenticity of the target text.

This research therefore aims to examine how cultural factors influence the translation of non-finite forms, identify which constructions possess culturally sensitive meanings, and analyze effective strategies used to convey these meanings in the target language. The study assumes that translators must consider not only grammatical correspondence but also sociocultural equivalence in order to maintain communicative impact and respect cultural norms. Understanding the cultural dimension of non-finite forms will contribute to both theoretical knowledge in translation studies and practical guidance for translators working with English and Uzbek texts. As translation increasingly functions in global communication and intercultural discourse, the culturally appropriate translation of non-finite forms becomes not only a linguistic task but also an essential cultural responsibility.

Non-Finite Forms: Definition and Functions. Non-finite forms—infinitives, gerunds, and participles—are verb forms that do not express tense or person and therefore cannot function as the primary verb in a clause. In English, infinitives typically appear in the form to + verb (e.g., *to write, to learn*) and convey a variety of semantic meanings such as purpose, obligation, or intention. Gerunds, formed by adding *-ing* to a verb, function as nouns and can serve as subjects, objects, or complements (*reading helps, he enjoys swimming*). Participles occur as present (*-ing*) or past (*-ed/-en*) and may serve adjectival or adverbial functions, modifying nouns or indicating time, cause, or manner (the broken vase, walking along the street). In Uzbek, however, equivalents of non-finite forms are more diverse and primarily expressed through deverbal nouns (*harakat nomi*), participial forms (*sifatdosh*), and adverbial participles (*ravishdosh*). For example, the English gerund writing may correspond to *yozish*, while *broken* aligns with *singan* as a *sifatdosh*, and walking might translate to *yurib* to express *ravishdosh*. These structures differ not only morphologically but also in their syntactic flexibility and semantic scope. For instance, Uzbek adverbial participles often express temporal or causal relations explicitly, whereas English relies more heavily on contextual inference. This mismatch highlights the potential for translation challenges when dealing with non-finite constructions, especially when transferring implicit grammatical meanings and stylistic nuances between languages.

Translation Theories and Cultural Equivalence. Translation theory has evolved from early linguistic models focused on lexical correspondence to communicative and functional approaches emphasizing meaning and context. The concept of equivalence occupies a central place in translation studies. Nida distinguished between formal equivalence, which concentrates on structural similarity, and dynamic equivalence, which aims for naturalness and functional impact in the target language. Catford expanded equivalence to include rank and category shifts, while Koller introduced pragmatic, semantic, and cultural equivalence as essential components of effective translation. From a cultural perspective, Venuti's domestication and foreignization approaches highlight the translator's role in either adapting a text to target culture norms or preserving its foreign characteristics. Vermeer's Skopos theory emphasizes translation purpose, suggesting that the translator's aim determines strategy selection. Nord similarly advocates for a functionalist approach that prioritizes communicative intention and audience reception. Achieving cultural equivalence is thus not merely a matter of lexical substitution but requires sensitivity to cultural codes, politeness norms, idiomatic usage, and implicit meanings. When translating non-finite forms, especially idiomatic expressions or formulaic constructions, translators must decide whether to preserve source-language structures or adapt them to target-language norms to maintain cultural acceptability and communicative effectiveness.

Interplay of Language and Culture in Translation. Language and culture are inseparable; linguistic units often reflect cultural concepts, worldview, and social practices. The Sapir-Whorf hypothesis suggests that language influences perception and cognition, meaning that grammatical structures may reflect cultural patterns of thought. Cultural semantics posits that meanings are shaped by cultural

experience and context, not solely linguistic form. As a result, translation requires more than linguistic competence—it demands cultural awareness and interpretation. Cultural elements such as realia, idioms, metaphors, honorifics, and connotative meanings frequently challenge translators. When non-finite forms encode politeness (*to apologize*), obligation (*to respect*), or rhetorical functions (*speaking frankly*), their meanings are culturally embedded. In Uzbek, such constructions often necessitate explicit forms or additional lexical items to convey similar pragmatic effects. Therefore, cultural gaps may lead to semantic loss, ambiguity, or unintended tone shifts if translators focus exclusively on grammatical equivalence. Understanding how culture shapes the use and interpretation of non-finite forms is essential for accurate and effective translation.

Previous Studies on Non-Finite Forms Translation. Previous research on non-finite forms has largely focused on their grammatical characteristics, syntactic transformation, and semantic functions. Studies in English-Uzbek translation have examined strategies such as transposition, modulation, and substitution but often limit their focus to structural equivalence. Very few studies explore the cultural dimension of non-finite forms or the way cultural connotations influence translation decisions. Some research acknowledges that idiomatic or pragmatic uses of infinitives and gerunds may pose challenges; however, comprehensive analysis of cultural nuances remains underdeveloped. The existing literature tends to overlook how politeness, discourse markers, and implicit attitudes encoded in non-finite forms are rendered across cultures. Thus, a clear research gap emerges: the need to analyze non-finite forms not only from a grammatical standpoint but also through a cultural lens. This study contributes to filling that gap by examining the interaction of linguistic form and cultural meaning, offering insights and practical strategies for translators who work with English and Uzbek texts.

Research Design. The present study adopts a comparative and descriptive research design aimed at analyzing cultural considerations in the translation of non-finite forms from English into Uzbek. Since the nature of the research focuses on meanings, contexts, and cultural nuances rather than numerical measurement, a qualitative approach is applied. The study examines how translators render infinitives, gerunds, and participles in literary texts and evaluates the extent to which cultural connotations embedded in these structures are preserved in translation. A parallel-corpus based methodology is employed to systematically compare source and target texts. Using a parallel corpus makes it possible to observe authentic translation choices and allows for the analysis of naturally occurring language rather than artificially constructed examples. Through this research design, the study aims to reveal patterns, translation strategies, and cultural shifts that occur when non-finite forms are translated across languages with differing grammatical systems and cultural backgrounds.

Corpus and Data Collection. The study focuses on English as the source language (SL) and Uzbek as the target language (TL). The corpus consists primarily of literary texts, including two to three English novels and their professionally published Uzbek translations. Literary works were selected because they are rich in stylistic expression, idiomatic uses, implicit meanings, and cultural connotations—factors which are central to understanding the cultural dimensions of translating non-finite forms. The selected corpus includes approximately 500–700 pages of text, amounting to an estimated 200,000–250,000 words. The texts represent modern or contemporary literature published between the 20th and 21st centuries, ensuring linguistic relevance and cultural diversity. The authors are internationally recognized English writers whose works have been translated into Uzbek by experienced professional translators, which ensures the quality and reliability of the translations used for analysis. Data extraction involves identifying sentences in the source texts containing infinitives, gerunds, and participles. These sentences are matched with their corresponding translations in the target texts, forming a parallel dataset. Each extracted item is assigned an index code for systematic classification and cross-referencing. The dataset therefore includes both the original non-finite form and its Uzbek equivalent, along with its context and position in the text.

Data Analysis Procedures. The data analysis follows a six-step procedure:

Step 1 – Identification: All occurrences of non-finite forms—infinitives, gerunds, and participles—are identified in the source language text using manual close reading supplemented by corpus tools when necessary.

Step 2 – Contextual Analysis: Each non-finite form is analyzed in terms of its grammatical function, semantic meaning, stylistic role, and cultural implications in the source language. Special attention is given to usages that encode politeness, emotion, cultural norms, or pragmatic functions.

Step 3 – Comparison with TL Equivalents: The target language equivalents are examined to determine how the non-finite structure was rendered in Uzbek. Cases of structural correspondence, lexical substitution, or syntactic restructuring are recorded.

Step 4 – Strategy Classification: Translation strategies applied are classified, including literal translation, grammatical transformation, lexical substitution, compensation, cultural adaptation, explicitation, and omission.

Step 5 – Cultural Equivalence Assessment: The cultural adequacy of each translation choice is evaluated. The analysis considers whether the cultural meaning is preserved, altered, weakened, or lost.

Step 6 – Identification of Challenges: Instances where translators encounter difficulty due to cultural mismatch or lack of direct equivalence are identified and analyzed, highlighting systematic or recurrent problems in cross-lingual cultural transfer.

Ethical Considerations. The study adheres to academic ethical standards by ensuring proper citation of all primary and secondary sources. Copyright laws are respected, and the selected literary texts are used solely for scholarly analysis, with source authors, translators, and publication details appropriately acknowledged.

Cultural Connotations of Non-Finite Forms in English (SL). The analysis revealed that non-finite forms in English frequently carry implicit cultural meanings beyond their grammatical functions. In particular, infinitives expressing obligation, politeness, and intention often reflect English cultural preferences for indirectness and personal autonomy. For example, the infinitive phrase *to be polite* not only denotes the action of demonstrating politeness but also conveys the culturally embedded value of maintaining social harmony through indirect language and courteous behavior. Similarly, the gerund *being polite* emerged in contexts where politeness is conceptualized as a habitual or expected social trait rather than a momentary action, aligning with cultural expectations of personal responsibility in interpersonal conduct. Perfect participles such as *having done something* frequently conveyed cultural nuances related to individual accountability and chronological precision. The explicit marking of completed actions reflected English preference for linear conceptions of time and responsibility. Additionally, constructions like *to save face*, *to mind one's business*, and *speaking frankly* were associated with culturally specific perceptions of honor, privacy, and directness. These expressions demonstrated that non-finite forms often encapsulate implicit cultural attitudes—such as respect for personal boundaries or values of frankness—rather than merely grammatical information. Overall, the corpus indicated that non-finite forms frequently served pragmatic and sociocultural functions. English infinitives were often linked to personal goals and subjective motivation (*to succeed*, *to improve oneself*), while gerunds encoded collective behaviors or social norms (*keeping promises*, *showing respect*). Participles, especially the present participle, frequently appeared in narrative contexts that conveyed immediacy and emotional tone (*smiling softly*, *waiting patiently*). Thus, non-finite forms demonstrated a multifaceted role in expressing culturally influenced pragmatic meanings.

Translation Strategies Employed for Non-Finite Forms. The corpus analysis revealed that translators employed several strategies to render non-finite forms into Uzbek: literal translation, grammatical transformation, lexical substitution, explicitation, and cultural adaptation. The most frequent strategy was grammatical transformation, particularly when translating gerunds into Uzbek deverbal nouns (*reading* → *o'qish*) or adverbial participles (*walking* → *yurib*). Literal

translation was observed primarily in neutral contexts without cultural connotations, whereas cultural adaptation or explicitation was used in culturally sensitive expressions. Infinitives containing culturally bound meanings, such as to save face or to mind one's business, were rarely translated word-for-word. Instead, translators often used equivalent culturally resonant expressions or explanatory phrases, reflecting adaptation strategies aimed at preserving pragmatic force. For instance, to save face was rendered not through a literal analogue but through idiomatic or explanatory equivalents capturing the notion of honor or reputation preservation. Gerunds were most frequently translated into *harakat nomi* forms, while participles were commonly replaced with *sifatdosh* or *ravishdosh*. However, in cases where the participle conveyed a subtle cultural attitude or narrative tone—such as *smiling politely*—translators sometimes opted for elaboration to retain cultural meaning. This resulted in expanded Uzbek phrases that captured tone rather than structural equivalence. Statistically, grammatical transformations accounted for the majority of translations, while cultural adaptation appeared less frequently yet was most effective in retaining cultural nuance. Literal translation showed higher rates of semantic loss when translating idiomatic or culturally marked expressions.

Impact of Cultural Differences on Translation. Cultural differences between English and Uzbek significantly influenced translation outcomes. Expressions grounded in English cultural values—such as *individualism, privacy, autonomy, and directness*—often lacked direct Uzbek equivalents. As a result, translations of non-finite constructions related to personal goals (*to achieve, to express oneself*) or self-improvement frequently required additional lexical elements or shifts in syntactic structure. Conversely, Uzbek cultural norms emphasizing collectivism, respect for elders, and hierarchical relationships sometimes necessitated modification of non-finite expressions to align tone and pragmatic meaning. For example, English non-finite expressions implying direct criticism or disagreement (*speaking openly, to argue*) were often softened or expanded in Uzbek translations to reduce perceived impoliteness, indicating cultural mitigation strategies. Losses occurred when cultural connotations were not transferred, particularly in idiomatic infinitive constructions where literal translation produced semantically accurate but culturally diminished renderings. Gains were identified in cases where translators amplified or clarified cultural meaning through explicitation—especially when rendering participles expressing nuanced emotions or social behaviors. For example, emotional participles such as *crying softly or smiling shyly* sometimes resulted in richer Uzbek translations that made implicit emotional tone explicit. Overall, cultural differences influenced not only lexical choice but also syntactic restructuring, degree of explicitness, and stylistic tone, demonstrating that translation of non-finite forms required cultural mediation rather than strictly grammatical substitution.

Challenges Faced by Translators. The study revealed several recurring challenges encountered in translating non-finite forms. The most frequent difficulty was the absence of direct structural equivalents between English and Uzbek, particularly for gerunds functioning as clause subjects and perfect participles indicating completed action with pragmatic nuance. Translators often struggled to retain both grammatical and cultural meaning simultaneously, resulting in prioritization of one over the other. Semantic ambiguity was another challenge, especially when non-finite forms conveyed implicit cultural meanings without explicit lexical markers. Idiomatic infinitives and gerunds—such as those expressing politeness, emotion, or social norms—posed particular difficulty due to divergent cultural perceptions. Translators were frequently required to choose between literal accuracy and pragmatic equivalence. Cultural challenges emerged when source-language expressions reflected individualism, self-expression, or emotional directness—concepts less prominent or differently conceptualized in Uzbek culture. As a result, translators encountered difficulty reproducing tone and intention. Additionally, narratively embedded participles conveying immediacy or emotional intensity proved difficult to replicate due to differences in stylistic conventions between the two languages. In summary, the primary challenges included structural incompatibility, cultural

mismatch, idiomatic opacity, and pragmatic nuance, collectively demonstrating that translation of non-finite forms is a linguistically and culturally complex process. *Interpretation of Findings.* The findings of this research indicate that non-finite forms in English—infinitives, gerunds, and participles—carry not only grammatical and semantic functions but also culturally embedded meanings that reflect the values, communicative norms, and cognitive patterns of English-speaking societies. For instance, the preference for infinitive constructions in expressing intention, autonomy, and personal choice resonates with the cultural emphasis on individual agency in Anglo-American society. Expressions such as “to achieve success” or “to express oneself” implicitly foreground the subject’s personal aim, reinforcing cultural norms of self-realization. In contrast, the gerund tends to denote ongoingness, habitual action, or collective norms, which may carry subtler cultural nuances. The participle forms, particularly perfect participles, demonstrate temporal and causal relationships that reflect the importance of sequencing and responsibility. When translated into Uzbek, many of these associations undergo modifications, especially when the target language—as an agglutinative language—tends to express actions through affixation rather than separate verbal constructions. Thus, the findings demonstrate that translation of non-finite forms requires not only grammatical correspondence but also careful consideration of cultural implications. The strategies employed—such as explicitation, functional substitution, or cultural adaptation—vary in their effectiveness. Explicit grammatical equivalence does not always guarantee cultural equivalence.

Answering Research Questions. The first research question asked how non-finite forms convey cultural connotations in English. The data confirm that these forms are not culturally neutral. Rather, they encode values related to individuality, politeness, autonomy, responsibility, and temporality. The second research question examined how these forms were translated into Uzbek. The analysis revealed that translators typically rely on action nouns, participial constructions, or complete clauses to render the meanings of non-finite forms. However, this grammatical shift sometimes results in loss or modification of cultural nuances. The third research question focused on translation strategies. The most effective strategies for maintaining cultural equivalence were functional translation and cultural adaptation. Word-for-word translation often proved inadequate. Finally, the fourth research question concerned the challenges faced by translators. Results show that the most significant challenges stemmed from differences in syntactic structure and cultural conceptualization of agency, politeness, and action.

Connection to Theoretical Frameworks. These findings align closely with Nida’s principle of dynamic equivalence, which emphasizes conveying the meaning and cultural effect rather than strict formal correspondence. The data showed that dynamic equivalence was necessary, especially when translating culturally loaded non-finite forms. The results also support Venuti’s domestication and foreignization dichotomy. In many cases, translators domesticated expressions to align with Uzbek cultural norms, thereby weakening the foreign cultural nuance but increasing readability and cultural familiarity. In other cases, translators retained the foreign structure, illustrating a foreignizing strategy aimed at preserving authenticity. Nord’s Skopos theory further explains variations in strategy depending on the purpose of the translation—literary texts tended to preserve nuance more faithfully, while practical translations prioritized clarity and acceptability. Thus, theoretical frameworks validate the observed translation tendencies and challenges while offering possible interpretive lenses for understanding translator choices.

Cross-Cultural Comparisons and Explanations. Cross-cultural analysis demonstrates that many issues in translating non-finite forms arise due to typological differences. English relies heavily on analytic constructions, where nuance is conveyed through separate grammatical words. Uzbek, however, is agglutinative; meaning is encoded through suffixes on verbal stems. This difference creates structural constraints. For example, the English gerund often expresses subtle connotations of politeness, continuity, or neutrality (“being polite”, “considering

options)—concepts that in Uzbek typically require periphrastic expression. Cultural differences also play a role. The stronger emphasis on collectivism and implicit politeness in Uzbek culture often necessitates adaptation. Expressions that foreground individual goals in English may be softened or collectivized in Uzbek translation. Similarly, English temporal sequencing encoded in perfect participles does not always transfer naturally into Uzbek, where the temporal relationship is frequently implicit or expressed differently. These linguistic and cultural disparities explain why maintaining cultural equivalence is challenging.

Implications for Translation Practice and Pedagogy. The findings have several implications for translators and educators: Translators should develop sensitivity to cultural nuances embedded in non-finite forms. Literal rendering is insufficient; functional equivalence should be emphasized. Training programs should include comparative grammar and cultural linguistics to assist translators in recognizing subtle cultural meanings. Classroom instruction should incorporate corpus-based examples to illustrate how translation strategies impact cultural meaning. This research therefore underscores the importance of cultural competence alongside linguistic competence in translation practice.

Limitations of the Study. The study is limited by the size of the corpus, focusing on selected literary works rather than a broader range of genres. The qualitative nature of the research also restricts generalizability; however, it provides depth and insight. Future research could expand corpus size, incorporate quantitative methods, or explore additional text types (e.g., legal, journalistic, or academic). Despite these limitations, the findings offer meaningful contributions to understanding the cultural aspects of non-finite form translation and highlight areas for further inquiry.

This study set out to analyze how English non-finite forms—infinitives, gerunds, and participles—are translated into Uzbek, with particular focus on cultural equivalence and translation strategies. The findings demonstrate that non-finite forms in English possess not only grammatical and semantic functions but also cultural connotations that reflect individualism, politeness norms, and temporal relationships characteristic of English-speaking societies. The comparative analysis revealed that the Uzbek language, due to its agglutinative structure and different cultural frameworks, often requires grammatical transformation or explicitation to convey these nuances. The research successfully achieved its primary goal by identifying translation patterns, evaluating the effectiveness of various strategies, and revealing the cultural implications embedded in non-finite constructions. It contributes theoretically by reinforcing the relevance of dynamic equivalence and functional translation approaches, and practically by offering insights that can aid translators and translation students in making culturally sensitive decisions. In terms of practical significance, the study underscores that linguistic accuracy alone is insufficient in literary translation; cultural awareness and interpretive flexibility are essential to preserving meaning. The analysis highlights translation strategies—such as adaptation and functional substitution—that proved more effective in maintaining cultural equivalence.

Future Research. The findings open pathways for further investigation. Future studies might examine other language pairs, such as English–Russian or English–Turkish, to compare cross-cultural challenges in translating non-finite forms. Expanding the corpus to include nonfiction, legal documents, or media texts could provide broader insight. Additionally, quantitative methods could complement qualitative observations, while interviews or surveys with professional translators may shed light on decision-making processes. Overall, this research lays a foundation for continued scholarly exploration of cultural linguistics and translation studies, particularly within the domain of non-finite verb forms.

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Development Of Intellectual And Creative Abilities Of Preschool Children On The Basis Of Personally-Oriented Educational Technologies

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Abstract

This article discusses the ways to develop the intellectual potential and creative abilities of preschool children, learner-centered teaching technologies and their effectiveness, as well as the proper use of modern and innovative educational technologies.

Keywords: preschool education organization, pedagogue, intellectual ability, creativeability, learner-centered education, modern technologies, innovative technologies, integration.

Annotatsiya

Ushbu maqolada maktabgacha kata yoshdagi bolalarning intellektual salohiyati, ijodiy qobiliyatlarini rivojlantirish yoʻllari, shaxsga yoʻnaltirilgan taʼlim texnologiyalari va ularning samaradorligi hamda zamonaviy va innovatsion taʼlim texnologiyalaridan toʻgʻri foydalanish haqida fikr yuritilgan.

Kalit soʻzlar: maktabgacha taʼlim tashkiloti, pedagog, intellektual qobiliyat, ijodiy qobiliyat, shaxsga yoʻnaltirilgan taʼlim, zamonaviy texnologiyalar, innovatsion texnologiyalar, integratsiya,

Kirish. “Taʼlim-tarbiya – bu bizning kelajagimiz, hayot-mamot masalasi”, — Shavkat Mirziyoyev.¹ Oʻzbekistonda yoshlar tarbiyasini zamonaviy asosda ilmiy-texnologik isloh qilish borasida olib borilayotgan ishlar uni bugungi kun ehtiyojlaridan kelib chiqqan holda ilmiy asoslangan tayanch kompetensiyalar, fazilatlar asosida shakllantirishni talab etmoqda. Tarbiyaga yangicha, tizimli yondashuv, bolada tayanch fazilatlarini kafolatli shakllantirishda oila, maktabgacha taʼlim, umumiy taʼlim, oʻrta maxsus kasb-hunar va oliy taʼlim muassasalari, mahallalarning ijtimoiy-pedagogik imkoniyatlarini toʻliq yuzaga chiqarishni va ular orasida ilmiy-metodik uzviylikni yangi darajaga koʻtarishni taqozo etadi.²

Shavkat Mirziyoyevning fikricha, maktabgacha taʼlim tizimi bolalarning intellektual va ijodiy qobiliyatlarini rivojlantirishga qaratilgan boʻlishi kerak. Bolalar maktabgacha taʼlim muassasalarida faqat bilim olish bilan cheklanmasdan, shaxs sifatida shakllanishi va oʻz imkoniyatlarini toʻliq rivojlantirishlari kerak.

Maktabgacha taʼlimda zamonaviy texnologiyalar va innovatsion yondashuvlarni joriy etish, bolalar uchun yangi pedagogik usullarni ishlab chiqish zarurligini taʼkidlaydi. Mirziyoyev, maktabgacha taʼlim tashkilotlarida innovatsion metodlarni qoʻllash bolalarning bilim olish jarayonini yanada qiziqarli va samarali qilishini aytgan. Maktabgacha yoshda beriladigan taʼlim-tarbiya insonning butun umri davomida farovon va baxtli hayot kechirishi uchun mustahkam asos boʻladi. Shu bilan birga, bu davrda taʼlim-tarbiya bolaning ijtimoiy, hissiy, kognitiv va jismoniy ehtiyojlarini rivojlantirishni maqsad qiladi. Maktabgacha taʼlim tashkilotida faoliyat olib boradigan har bir pedagog har bir bola uchun maktabgacha taʼlim-tarbiya maqsadlarini amalga oshirishda muhim rol oʻynaydi. Shu bois ularga bolalarda koʻnikmalarni rivojlantirish va xizmatlarini koʻrsatish uchun keng imkoniyat hamda yordam berilishi kerak.

Shiddat bilan rivojlanayotgan dunyoning bugungi sharoitida maktabgacha taʼlim tashkilotlari oldiga ilk va maktabgacha yoshdagi bolalar rivojlanishiga qoʻyiladigan Davlat talablari hamda “ilk qadam” Davlat oʻquv dasturi asosida bir mavzu boʻyicha bir kun ichida barcha faoliyat yoʻnalishlarini birlashtirgan holda faoliyatlar rejasini ishlab chiqishdek dolzarb vazifa qoʻyilgan.

¹ . Mirziyoyev Sh.M. Buyuk kelajagimizni mard va olijanob xalqimiz bilan birga quramiz. – T.: “Oʻzbekiston”, 2017.

² .Oʻzbekiston Respublikasi Vazirlar Mahkamasining 2019-yil 31-dekabrda “Uzluksiz maʼnaviy tarbiya konsepsiyasini tasdiqlash va uni amalga oshirish chora-tadbirlari toʻgʻrisida”gi 1059-son Qarori 1-ilovasi. // Qonun hujjatlari maʼlumotlari milliy bazasi, 03.01.2020 y., 09/20/1059/4265-son

Bolalar hayotining asosiy qismi maktabgacha ta'lim tashkilotida o'tadi. Pedagog har kun va har soatni shunday tashkil etishi lozimki, bola yangi narsalarni kashf qilsin, ongi rivojlansin va shaxs sifatida shakllansin. Demak, maktabgacha yoshdagi bolalarda bilim olish faoliyatining yaxlit rivojlanish tizimini yaratish va atrof-olamni tubdan idrok etish imkonini beradigan tizimli integrasiya jarayonini ta'minlash maktabgacha ta'lim tizimidagi har bir pedagogning vazifasidir. Bundan tashqari maktabgacha yoshdagi bolalarning ijodiy qobiliyatlarini rivojlantirish bo'yicha mashg'ulotlar bolaning shaxsini shakllantirishda muhim ahamiyat kasb etadi. Ushbu sohada olimlar va psixologlar tomonidan olib borilgan barcha tadqiqotlar, ijod qobiliyatiga ega bo'lgan bolalarning yanada barqaror ruhga ega ekanligi, ular bilan muloqot qilish va do'stona munosabatda bo'lishlarini isbotlaydi. Kichik yoshda, kompleks rivojlanishga, ya'ni maktabgacha yoshdagi bolalarning adabiy, badiiy va musiqiy qobiliyatlarini rivojlantirishga alohida e'tibor berish tavsiya etiladi. O'yin orqali ijodiy qobiliyatlarni rivojlantirish eng yaxshisidir.

Shuningdek, bolalarning real shaxsiy qiziqishlari va ehtiyojlari amalga oshiriladigan, bolalar tomonidan shaxsiy tajriba va bilimlar samarali to'planadigan ta'lim muhiti – shaxsga yo'naltirilgan yondashuv demakdir.

Asosiy qism: Taniqli ma'rifatparvar Abdulla Avloniyning "Tarbiya biz uchun yo hayot – yo mamot, yo najot – yo halokat, yo saodat – yo falokat masalasidir" degan chuqur ma'noli so'zlari naqadar haqiqat ekanini bugun, har qachongidan ham yaxshi anglaymiz.³

Barchamizga ma'lumki, tarbiya – aniq maqsadli hamda ijtimoiy-tarixiy tajriba asosida yosh avlodni har tomonlama kamol toptirishga, ularning ongini, ma'naviy-axloqiy qadriyatlar va dunyoqarashini shakllantirishga qaratilgan tizimli jarayondir.

Mutaxassislarning ta'kidlashicha, shaxsga yo'naltirilgan ta'lim ijtimoiy pedagogik ishning shunday shakllarini vujudga keltirishi kerakki, bunda har bir bola o'z imkoniyatlarini namoyon qila olishi uchun qulaylik yarata olishi, madaniy muhitni to'raligicha o'zlashtirishi va o'zining barcha quvvatlarini ro'yobga chiqarishi lozim.

Bugungi kunga kelib bola shaxsga rivojlantirishga yo'naltirilgan ta'lim yangicha mazmun bilan boyimoqda. Buning natijasida bolaning ehtiyojlari insoniy munosabatlar ob'yekti sifatida faollashmoqda. Bu o'zaro kelishuv, bir-birini tushunish, hamkorlik hamda qo'llab-quvvatlash tamoyillariga asoslanishi kerak. Shu munosabat bilan biz shaxsga yo'naltirilgan ta'lim ob'yektiv, sub'yektiv munosabatlar yig'indisini har bir insonga xos bo'lgan mustaqil qadriyatlar sifatida aniqlashga intilamiz.

Shaxsga yo'naltirilgan yondashuv – bu pedagog e'tiborini bolaning ajralmas shaxsga, unda nafaqat intellektual qobiliyatlar va fuqarolik mas'uliyat hissini rivojlantirishga bo'lgan e'tiborini, balki hissiy, estetik, ijodiy moyilliklari va rivojlanish imkoniyatlariga ega bo'lgan ruhiy shaxsni rivojlantirishga qaratishdir. Ta'limda asosiy qadriyatning bunday e'tirof etilishi shaxsning o'ziga xos shakllanishidir. Pedagog har bir bolaga uning xususiyatlarini, hayotiy qadriyatlarini, intilishlarini aniqlash asosida o'zlarining rivojlanish yo'llarini tanlash huquqini berishi lozim.

Shaxsga yo'naltirilgan ta'lim-tarbiya – bu:

- tarbiyalanuvchi va pedagog o'rtasidagi samimiy hamkorlik munosabatlarini;
- kun davomida amalga oshirilayotgan faoliyatdan tarbiyalanuvchi ham, pedagog ham ijobiy emosional qoniqish olishni;
- muloqot va mehnat orqali ijobiy natijalarga erishish hissini;
- o'ziga va do'stlariga yordam berish ko'nikmasi kabilarni rivojlantirish orqali namoyon bo'ladi.

Bola shaxsga yo'naltirilgan ta'lim faoliyatlarini tashkil etishda va boshqarishda muammoli ta'lim turining ahamiyati kattadir. Pedagog tomonidan tarbiyalanuvchilarga mavzuga oid muammoli vaziyatlarni yaratish, mavzu doirasida muammoning qo'yilishiga e'tibor qaratish, shuningdek, muammoning yechimini topish kabi vaziyatlarning yaratilishi samarali vosita hisoblanadi.

³ A. Avloniy. "Turkiy guliston yoxud axloq". T., "O'qituvchi". 1994

Maktabgacha ta'lim tashkilotlarida mazkur ta'lim turidan har qaysi pedagog samarali foydalana oladi. Ta'limiy faoliyat jarayonida muammoli vaziyatdan qay tartibda foydalanish pedagogning yondashuviga, uning ijodkorligiga bog'liq bo'ladi.

Ta'limiy faoliyat jarayonida muammoli vaziyatdan foydalanilganida, tarbiyalanuvchida qiziqish, e'tibor berish, vaziyatni hal qilishga bo'lgan intilish namoyon bo'ladi.

Masalan, "Ilk qadam" davlat o'quv dasturida fevral oy mavzusi "G'aroyib dunyo" etib belgilangan. Tayyorlov guruhida 1-hafta mavzusi "Qo'shni mamlakatlar" mavzusi. Mavzudan kelib chiqqan holda tarbiyachi muammoli vaziyatlarni yaratishi mumkin. Masalan, turli mamlakatlarning rasmlarini qo'yib, tarbiyalanuvchilardan qaysi rasmdagi mamlakat bizning respublikamiz bilan qo'shni ekanligini so'rash. Tarbiyalanuvchi tomonidan javob olingach, "Nima uchun shunday deb o'ylaysan?" deb so'raladi. Tarbiyalanuvchi tomonidan berilgan javob tarbiyachi tomonidan tahlil etiladi. Tarbiyalanuvchi nima uchun bu mamlakatni tanladi? Qaysidir binosiga ko'ra, insonlar tasvirlangan bo'lsa, kiyimlariga qo'ra, balki tabiat olamiga ko'ra va h.o. Shuningdek, qo'shni mamlakatlarga xos musiqa eshittirish orqali ham tarbiyalanuvchilar uchun muammoli vaziyat yaratish va ular tomonidan berilgan javoblar albatta tahlil etilishiga e'tibor berish lozim.

Shaxsga yo'naltirilgan ta'lim maktabgacha ta'lim tashkilotlarida samarali va ijobiy tus olishi uchun MTT va oila hamkorligi ham kata o'rin egallaydi. Aytish joiz bo'lsa onalarning ham roli munosib tarzda bog'langan. Darvoqe, shu o'rinda, Fitratning "Oila" asarida keltirilgan: "Biz farzandlarimizni yaxshi xulq egalari etib tarbiyalashimiz lozim, ya'ni shunday qilishimiz lozimki, farzandlarimiz imonli, fidokor bo'lib ulg'ayib, o'z bolalarini islom taraqqiyotiga muvofiq tarbiyalab, din va dindoshlarini halokat va xarobalik jarligidan qutqarsinlar. Bu matlabga erishish uchun xotinlarimiz va qizlarimiz-millat onalari tarbiya va ilm olishlari lozim, axloq va bilimlarini kamolga yetkazishlari zarur"⁴, – degan fikrlarni qayd etish lozimdir.

Shaxsga yo'naltirilgan ta'lim asosida maktabgacha yoshdagi bolalarni umumiy rivojlantirish masalalari quyidagilarda aks etadi:

✓ maktabgacha ta'lim tashkilotlarida pedagogik qo'llab-quvvatlashni amalga oshirish orqali bolalarni umumiy rivojlantirishning nazariy asoslarini tadqiq etish va ularning umumiy xususiyatlari bilan bog'liq holda pedagogik yordam ko'rsatishning mavjud darajasi va shart-sharoitlariga tayanish;

✓ bugungi kunda shaxsga yo'naltirilgan ta'lim konsepsiyasiga tayanilgan holda maktabgacha ta'lim-tarbiyani jarayonini tashkil etish, bu jarayonda bolalarning sub'yekt sifatida namoyon bo'lishlarini ta'minlash, ularni har tomonlama rivojlantirishga erishish, umumiy imkoniyatlarini ro'yobga chiqarishni ustuvor maqsadga aylantirish;

✓ maktabgacha ta'lim tashkilotlarida tarbiyalanadigan bolalar birinchi navbatda tarbiyachining pedagogik qo'llab-quvvatlashiga ehtiyoj sezishlarini hisobga olish;

✓ bolalarni pedagogik qo'llab-quvvatlash orqali ularni umumiy rivojlantirish jarayonining mazmunini bolaning qiziqishlari, intilishlari va ehtiyojlariga mos tarzda tanlash va amalga oshirish.

Bola shaxsini rivojlantirishga yo'naltirilgan ta'lim – tarbiyalanuvchining fikrlash va harakat strategiyasini inobatga olgan holda uning shaxsi, o'ziga xos xususiyatlari, qobiliyatini rivojlantirishga yo'naltirilgan ta'limdir.

Mashg'ulotlar jarayonida pedagogik texnologiyalar talablari asosida o'quv maqsadlariga erishiladi. Ilmiy-texnik taraqqiyot jadallashgan davrda ta'lim samaradorligi, asosan tarbiyalanuvchining o'qitish, tarbiyalash jarayonidagi o'rni, tarbiyachining unga bo'lgan munosabatiga bog'liq bo'ladi.

⁴ A.Fitrat. Oila yoki oila boshqarish tartiblari. – Toshkent: Ma'naviyat, 2020. – B. 112.

Shaxsga yo'naltirilgan texnologiyalarda bola pedagogik jarayon markaziga qo'yiladi, uning rivojlanishiga va tabiiy imkoniyatlarini ro'yobga chiqarishga qulay shart-sharoitlar yaratiladi. Bunda butun ta'lim tizimi, shu jumladan, o'qitish shaxsga yo'naltirilgan bo'lishi lozim.

Shaxsga yangicha qarash quyidagilardan iborat bo'ladi:

- ✓ pedagogik jarayonda shaxs ob'yekt emas, sub'yekt hisoblanadi;
 - ✓ har bir bola qobiliyat egasi, ko'pchiligi esa iste'dod egasi hisoblanadi;
- Shaxsga yo'naltirilgan ta'limda individual yondashuvning mohiyati shundaki, u mashg'ulot tomonga harakatlanishni taqozo etadi. Ta'lim oluvchilarning mavjud imkoniyatlarini inobatga olib, ularni rivojlantirish, takomillashtirish va boyitishga qaratilgan bo'ladi.
- Shaxsiy yondashishda birinchi navbatda quyidagilar zarur bo'ladi:**
- har bir ta'lim oluvchi qiyofasida noyob shaxsni ko'rish, uni hurmat qilish, tushunish, qabul qilish, unga ishonish. Tarbiyachida barcha ta'lim oluvchilar iste'dodli degan ishonch bo'lishi kerak;
 - bolaga yutuqni ma'qullovchi, qo'llab-quvvatlovchi, xayrixoh vaziyatlar yaratish, ya'ni bilim olishdan qoniqish va xursandchilikni olib kelishi kerak;
 - bevosita majburlashga yo'l qo'ymaslik, qo'loqlikka va boshqa kamchiliklariga urg'u bermaslik, uning nafsoniyatiga tegmaslik;
 - mashg'ulotlar jarayonida ta'lim oluvchiga o'z qobiliyatini ro'yobga chiqarishga imkoniyat yaratish va ko'maklashish.

Ta'lim-tarbiya jarayonida har bir bolani shaxs sifatida tan olish, uning yosh xususiyatlari, qiziqishlari, ehtiyojlaridan kelib chiqqan holda bilim, ko'nikma va malakalarni shakllantirish hozirgi kunning talabi hisoblanadi. "Bolalarning shaxsga yo'naltirilgan o'zaro ta'sirini ta'minlaydigan rivojlanish muhiti mustaqillikning rivojlanishiga hissa qo'shadi. Agar bola o'z qiziqishlarini, ehtiyojlarini bema'lol anglasa, o'z xohish-irodasini namoyon qilsa, uning faoliyati kuchli motivatsiyaga ega bo'ladi, u hissiy jihatdan to'yingan va psixologik jihatdan qulaydir".⁵ Shaxsga yo'naltirilgan ta'limning markazida o'sayotgan inson, uning o'z imkoniyatlarini to'la namoyon etishga intilishi, yangi tajribani qabul qilishi, turli hayotiy vaziyatlarda ongli ravishda va mas'uliyatli qaror qabul qilishga qodirligi turadi. Shuni unutmaslik kerakki, kelajak poydevori bilim dargohlarida yaratiladi, boshqacha aytganda, xalqimizning ertangi kuni qanday bo'lishi farzandlarimizning bugun qanday ta'lim va tarbiya olishiga bog'liq. Buning uchun har qaysi ota-ona, tarbiyachi va murabbiy har bir bola timsolida avvalo shaxsni ko'rish zarur. Ana shu oddiy talabdan kelib chiqqan holda, farzandlarimizni mustaqil va keng fikrlash qobiliyatiga ega bo'lgan, ongli yashaydigan komil insonlar etib voyaga yetkazish – ta'lim-tarbiya sohasining asosiy maqsadi va vazifasi bo'lishi lozim, deb qabul qilishimiz kerak. Bu esa ta'lim va tarbiya ishini uyg'un holda olib borishni talab etadi. "Tarbiyachi tomonidan qo'llaniladigan interfaol usullar bolalarning qiziqishi ta'lim-tarbiya sohasining asosiy maqsadi va vazifasi bo'lishi lozim, deb qabul qilishimiz kerak. Bu esa ta'lim va tarbiya ishini uyg'un holda olib borishni talab etadi. "Tarbiyachi tomonidan qo'llaniladigan interfaol usullar bolalarning qiziqishi va ehtiyojlarini qondiradigan darajada tashkil etilishi maktabgacha ta'limning sifatini oshiruvchi muhim omil hisoblanadi".

Maktabgacha ta'lim mazmuni va metodlari bola shaxsining shakllanishi, uning mustaqil shaxs sifatida tan olinish jarayonlari kechadigan muhitda tashkil etiladi. Maktabgacha davr – bu bolada motivatsiya, o'z-o'zini namoyon etish, barpo qilish, nimanidir bajarish xohish-istagi, intilishi rivojlanadigan davrdir. Ushbu davrda bola shaxs sifatida rivojlanishi uchun poydevor yaratiladi.

Ta'lim strategiyasi maktabgacha ta'limning yuqori sifatini kafolatlashi kerak. Aynan maktabgacha davrda bolaning kelajakdagi barcha faoliyat turlarida va umuman hayotda

⁵ Qodirova F.R., Toshpo'latova Sh.Q., Kayumova N.M., A'zamova M.N. "Maktabgacha pedagogika" Darslik "Tafakkur" –T.: 2019.

muvaffaqiyatli bo'lishiga yordam beruvchi umuminsoniy xislatlari shakllanadi. Bularning barchasi bolaning shaxsiy faolligi orqali rasm chizish, qurishyasash, musiqa va boshqa faoliyat turlarida rivojlanadi. Maktabgacha ta'lim tashkiloti o'zining asosiy vazifasi etib har bir bola shaxsini maksimal rivojlantirish va uning keyingi rivojlanish bosqichiga tayyorgarligini ta'minlash maqsadida muassasada ijobiy psixologik mikroklimat va sharoit yaratishni belgilaydi. Ota-onalar va tarbiyachilardan talab qilinadigan narsa esa katta sabr, mehr va bola tarbiyasiga ilmiy asoslangan yagona yondashuvdir. To'g'ri yo'sinda olib borilgan tarbiya natijasida bola mustaqil fikr yuritishga va katta hayotga dadil qadam qo'yishga tayyor bo'ladi.

Xulosa: Xulosa qilganda bola shaxsini rivojlantirishga yo'naltirilgan ta'limga asoslanib ishlayotgan maktabgacha ta'lim tashkilotlarida tarbiyalanayotgan bolalar an'anaviy dastur bo'yicha tarbiyalanayotgan bolalarga nisbatan ancha qobiliyatli bo'ladilar. Chunki bola shaxsiga yo'naltirilgan ta'limda bolaga yaxlit shaxs sifatida qaraladi, unda tana, aql, hissiyot va ijodkorlik mujassamdir, shu bilan birga shaxsiy tarixi va ijtimoiy kelib chiqishi ham inobatga olinadi.

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Cooperation Of Preschool Educational Organization With The Family In Developing Creative Abilities In Preschool Children

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Abstract

The article analyzes the role and significance of the collaboration between preschool educational institutions (PEI) and families in developing creative abilities in preschool children. It discusses the impact of the cooperation between families and PEIs on the enhancement of children's creative potential and examines effective methods and approaches.

Key words: Preschool education, creative abilities, family and PEI collaboration, child development, teaching methods.

Annotatsiya: Maqolada maktabgacha yoshdagi bolalarda ijodiy qobiliyatlarni rivojlantirishda MTT (Maktabgacha ta'lim tashkiloti) ning oila bilan hamkorligining o'рни va ahamiyati tahlil qilinadi. Oila va MTT o'rtasidagi hamkorlik bolalarning ijodiy salohiyatini oshirishga qanday ta'sir ko'rsatadi, qanday metod va yondashuvlar samarali ekanligi haqida gapiriladi va bolalarning ijodiy qobiliyatlarini rivojlantirishda oilaning o'рни va ahamiyati haqida fikr yuritiladi.

Kalit so'zlar: Maktabgacha ta'lim, ijodiy qobiliyat, oila va MTT hamkorligi, bolalar rivojlanishi, ta'lim metodlari.

Kirish: O'zbekiston Respublikasi Prezidenti Shavkat Mirziyoyevning ta'lim tizimi haqida aytgan so'zlariga ko'ra: *"Ta'lim tizimini isloh qilish va uning sifatini oshirish — bu jamiyatning asosiy vazifasi. Maktabgacha ta'lim tizimi yangi avlodning ilk qadamlari bo'lib, uning muvaffaqiyatli bo'lishi uchun oilalar va ta'lim muassasalari o'rtasida samarali hamkorlik bo'lishi kerak."*¹ O'zbekistonda maktabgacha ta'limni takomillashtirish, unga innovatsion yondashuvlarni qo'llash jarayonida, oilalar bilan hamkorlikning ahamiyati oshib bormoqda. Bu hamkorlik bolalarning ijodiy qobiliyatlarini rivojlantirishda muhim omil sifatida namoyon bo'ladi.

Maktabgacha ta'lim — bu bolaning shaxsiyati, dunyoqarashi, axloqiy qadriyatlari va ijodiy salohiyatini shakllantirishda muhim o'rin tutadi. Bolaning dastlabki ta'lim va tarbiyasi, uning kelajakdagi muvaffaqiyatlari va ijtimoiylashuvi uchun asos bo'lib xizmat qiladi. Shu bilan birga, maktabgacha yoshdagi bolalarda ijodiy qobiliyatlarni rivojlantirishning samarali yo'li oilaning va ta'lim muassasasining birgalikdagi faoliyatidan kelib chiqadi. Bolalar rivojlanishining dastlabki bosqichlari, ayniqsa maktabgacha ta'lim muassasalarida, ularning ijodiy qobiliyatlari va intellektual salohiyatlarini rivojlantirishga katta ta'sir ko'rsatadi.

Prezident Shavkat Mirziyoyevning ta'lim sohasida amalga oshirilayotgan islohotlarga doir nutqlarida, maktabgacha ta'lim tizimini isloh qilish va uning sifatini oshirishning naqadar muhimligini alohida ta'kidlagan. Maktabgacha yoshdagi bolalar uchun sifatli ta'lim, oilalar bilan hamkorlikda amalga oshirilganda, yanada samarali bo'ladi. Respublikamizda 1998-yil — "Oila yili" deb e'lon qilinishi munosabati bilan qabul qilingan Davlat dasturini hayotga joriy etish natijasida oilaviy munosabatlarni huquqiy asslari takomillashtirildi. Bu dasturga ko'ra 3 yishgacha blasi bo'lgan ayollar byudjeti hisobidan moliyalashtirilgan muassasa va tashkilotlarda ishlayotgan bo'lsalar, ular uchun ish haqining to'liq miqdori saqlangan holda ish vaqtini haftasiga 35 soatdan oshmaydigan muddati belgilanadi. Bundan ko'rinib turibdiki bolalarning rivojlanishida oilaning roli beqiyos va muhimdir. Shuningdek O'zbekiston Respublikasi Prezidenti Shavkat Mirziyoyevning ta'lim tizimi haqida aytgan so'zlariga ko'ra: *"Kelajakni shakllantirishda o'qituvchi va ta'lim muassasalarining o'рни beqiyos. Har bir bola uchun eng muhim narsa bu — ijodiy salohiyatini rivojlantirish va o'zini ifoda etish imkoniyatini yaratishdir."*²

¹ Shavkat Mirziyoyev (2020). *Ta'lim tizimini rivojlantirish to'g'risida*. O'zbekiston Respublikasi Prezidentii qarori.

² Mirziyoyev, Sh. (2020). *Ta'lim tizimini rivojlantirishga doir Prezident Farmonlari*. Toshkent: O'zbekiston nashriyoti.

O'zbekistonda yoshlar tarbiyasini zamonaviy asosda ilmiy-texnologik isloh qilish borasida olib borilayotgan ishlar uni bugungi kun ehtiyojlaridan kelib chiqqan holda ilmiy asoslangan tayanch kompetensiyalar, fazilatlar asosida shakllantirishni talab etmoqda. Tarbiyaga yangicha, tizimli yondashuv, bolada tayanch fazilatlarini kafolatli shakllantirishda oila, maktabgacha ta'lim, umumiy ta'lim, o'rta maxsus kasb-hunar va oliy ta'lim muassasalari, mahallalarning ijtimoiy-pedagogik imkoniyatlarini to'liq yuzaga chiqarishni va ular orasida ilmiy-metodik uzviylikni yangi darajaga ko'tarishni taqozo etadi. Shavkat Mirziyoyevning fikricha, maktabgacha ta'lim tizimi bolalarning intellektual va ijodiy qobiliyatlarini rivojlantirishga qaratilgan bo'lishi kerak. Bolalar maktabgacha ta'lim muassasalarida faqat bilim olish bilan cheklanmasdan, shaxs sifatida shakllanishi va o'z imkoniyatlarini to'liq rivojlantirishlari kerak.³

Maktabgacha yoshdagi bolalarda ijodiy fikrlash, tasavvur va o'zini erkin ifoda etish qobiliyatlari aynan oila va ta'lim muassasasining birgalikdagi faoliyatida shakllanadi. Ushbu maqolada oila va MTT o'rtasidagi hamkorlikning bolalar ijodiy rivojlanishidagi o'rni, yondashuvlar va metodikalar keng yoritiladi.

Asosiy qism: Maktabgacha ta'lim muassasalari va oilalar o'rtasidagi hamkorlik — bu ikkala tomonning bolalar rivojlanishidagi mas'uliyatlarini birlashtiruvchi jarayondir. Oila bolaga dunyoqarashni, axloqni, qadriyatlarni o'rgatadi, ta'lim muassasasi esa ilmiy yondashuvlar va metodlar orqali bolani intellektual va ijodiy jihatdan rivojlantiradi. Bu hamkorlik orqali bola muvozanatli va har tomonlama rivojlanadi. Psixologlarning fikriga ko'ra, bolalar uchun o'zini ifoda etish, tasavvur va ijodiy fikrlash rivoji uchun ham oila, ham ta'lim muassasasi muhim omildir. Dunyoning mashhur oilasining fikriga ko'ra: "Dunyodagi eng katta ijodiy qobiliyatlar maktabgacha yoshdagi bolalarda mavjud, va bu qobiliyatlar o'z vaqtida rivojlantirilmasa, ular yo'qolib ketishi mumkin."⁴ Bundan ko'rinib turibdiki maktabgacha yoshdagi bolalarning deyarli barchalarida o'ziga hos qobiliyat va iqtidor mavjud. Ularning qobiliyatlarini rivojlantirishda maktabgacha ta'lim muassasasi ota – onalar bilan hamkorlikda ishlagan holda ko'zlagan maqsadlariga erishishi mumkin. Chunki bola oilada shakllanadi va o'sadi. Rivojlanishning asosiy qismi oilada ota – onaga taqlid qilgan holda yuz beradi. Agar bolalarning kichik yoshidan boshlab qobiliyatlarini aniqlagan holda ularni to'g'ri yo'nalishga yo'naltirilsa samarali natijaga erishish imkoni yuqori bo'ladi.

Bolalar rivojlanishi va ta'limining har ikki muhim tomonini o'zida birlashtiradigan oila va maktabgacha ta'lim muassasasi o'rtasidagi hamkorlikning nazariy asoslari ko'p jihatdan psixologiya va pedagogikaning asosiy tamoyillariga tayangan. Bolaning shaxsiyati va qobiliyatlari, ayniqsa, maktabgacha yoshda shakllanadi. Pedagogikada bu jarayonlarni ilgari suruvchi ko'plab yondashuvlar mavjud.

Lev Vigotskiyning ijtimoiy rivojlanish nazariyasi asosida, bolaning rivojlanishi atrof-muhitdagi ijtimoiy o'zgarishlar va o'zaro aloqalarga bog'liqdir. Vigotskiy fikricha, bolalar faqat o'ziga yaqin kattalar bilan muloqot orqali o'z salohiyatlarini rivojlantirishi mumkin. Bu nuqtai nazar oila va MTT o'rtasidagi hamkorlikning zarurligini ta'kidlaydi. "Bolalar o'zining aqliy va ijodiy salohiyatini atrofda ijtimoiy guruhlar orqali rivojlantiradi. Oila va ta'lim muassasasi o'rtasida samarali aloqalar, bolalarning ijodiy rivojlanishining asosiy omilidir."⁵ Vigotskiyning fikriga ko'ra bolalarning ijodiy qobiliyatlarini rivojlantirishda uning yaqin insonlari yordam beradi ya'ni ota – onaning bolaning ijodiy qobiliyatlarini rivojlantirishda o'rni katta. Maktabgacha ta'lim tashkiloti pedagoglari bolalarning ijodiy qobiliyatlarini rivojlantirish davomida oila bilan ham hamkorlik ishlarini olib borishi samarali natija beradi. Darhaqiqat, shaxs shakllanishida oilaning roli katta. Aqlan yetuk, axloqan pok, jismonan baquvvat farzandlar namunali oilalarda kamol topadilar. Shuning uchun ham oilada sog'lom muhitni vujudga keltirish va uni metindek mustahkamlash umumdavlat ahamiyatiga molik masaladir.

³ O'zbekiston Respublikasi Vazirlar Mahkamasining 2019-yil 31-dekabrda "Uzluksiz ma'naviy tarbiya konsepsiyasini tasdiqlash va uni amalga oshirish chora-tadbirlari to'g'risida"gi 1059-son Qarori 1-ilovasi. // Qonun hujjatlari ma'lumotlari milliy bazasi, 03.01.2020 y., 09/20/1059/4265-son

⁴ Montessori. M. The Montessori Method.- New York: Frederick A. Stokes Company, 1912-300 c

⁵ Vigotskiy, L. "Психология и педагогика"- Moskva: Pedagogika nashriyoti, 1970.-350c

Bolalarni kamtarlik va donolikka o'rgatishda buyuk o'zbek mutafakkiri Abu Ali ibn Sino kabi olimlarimizning hayot namunalari va bizga meros qilib qoldirgan durdona fikrlarini asos qilib olish foydalidir. U manmanlik, maqtanchoqlik va o'zidagi bilimga ortiqcha baho berish kabi odatlarni qoralaydi va bunday zararli odatlar ustida ota – onalar sokinlik asosida ishlashlarini ta'kidlaydi. Bundan tashqari buyuk o'zbek olimi Fitratning "Oila" asarida keltirilgan: "Biz farzandlarimizni yaxshi xulq egalari etib tarbiyalashimiz lozim, ya'ni shunday qilishimiz lozimki, farzandlarimiz imonli, fidokor bo'lib ulg'ayib, o'z bolalarini islom taraqqiyotiga muvofiq tarbiyalab, din va dindoshlarini halokat va xarobalik jarligidan qutqarsinlar. Bu matlabga erishish uchun xotinlarimiz va qizlarimiz-millat onalari tarbiya va ilm olishlari lozim, axloq va bilimlarini kamolga yetkazishlari zarur"⁶, – degan fikrlarni qayd etish lozimdir. Bolalar ijodiy qobiliyatlarini rivojlantirishda oila va MTT o'rtasidagi hamkorlik juda muhim. Oila maktabgacha ta'lim muassasasi tomonidan taqdim etilayotgan metodlarni uyda qo'llash orqali bolalar o'zlarini yanada erkin va to'liq ifoda etish imkoniyatiga ega bo'lishadi. Oila va MTT o'rtasidagi samarali hamkorlik bolalar uchun interaktiv ta'lim muhiti yaratadi. Bu jarayonda bolalar rasm chizish, qo'l san'ati bilan shug'ullanish, musiqiy va drama mashg'ulotlariga qatnashish kabi faoliyatlar orqali ijodiy salohiyatlarini oshiradilar.

O'zbekiston Respublikasida maktabgacha ta'limni rivojlantirishga qaratilgan ko'plab islohotlar amalga oshirilgan. Masalan, "Oila va maktabgacha ta'lim muassasasi o'rtasidagi hamkorlikni mustahkamlash" dasturi, maktabgacha ta'lim muassasalarida oilalar bilan yaqindan ishlashni ta'minlashga qaratilgan. Bu dastur doirasida oila va maktabgacha ta'lim muassasalarining birgalikdagi faoliyatini rag'batlantirish, pedagogik metodlarni takomillashtirish maqsad qilingan. Toshkent va Samarqand viloyatlarida amalga oshirilgan tajribalar natijasida, oilalar maktabgacha ta'lim muassasalari bilan birgalikda ijodiy va pedagogik faoliyatlarni tashkil etishga ko'proq jalb qilingan. Bu esa bolalarda ijodiy fikrlash, tasavvur va yangiliklarni o'zlashtirishga yordam beradi. O'zbekistonda oila va maktabgacha ta'lim tashkilotlari o'rtasidagi hamkorlikni rivojlantirishga qaratilgan bir qator dasturlar amalga oshirilgan. Toshkent va Samarqand viloyatlaridagi maktabgacha ta'lim muassasalarida oilalar bilan hamkorlikda olib boriladigan ijodiy mashg'ulotlar bolalar rivojlanishiga bevosita ta'sir ko'rsatmoqda. Maktabgacha ta'lim muassasalari o'z pedagogik ishlarini oilalar bilan birgalikda muvofiqlashtirgan holda, bolalarning ijodiy salohiyatlarini oshirishga muvaffaq bo'lishdi. O'zaro muloqot va birgalikda amalga oshirilgan mashg'ulotlar bolalarning ijodiy rivojlanishini yanada kuchaytiradi. Oila va MTT hamkorligi bu jarayonda eng muhim rolni o'ynaydi. Oila va maktabgacha ta'lim muassasasi o'rtasidagi hamkorlik bolalarni o'zlarini ifoda etishga va ijodiy fikrlashga undaydi. Ijtimoiy hamkorlik bolalar ijodining rivojlanishiga yordam beradi. Oila bolaga ijodiy faoliyatlar o'rgatadi, MTT esa buni ilmiy metodlar bilan boyitadi. Bolalar rasm chizish, musiqa va drama mashg'ulotlari orqali, uyda va ta'lim muassasasida olingan bilimlar o'zaro bog'liq va to'ldiriladi, shuning uchun bolaning ijodiy qobiliyatlari shakllanadi.

Maktabgacha ta'lim tashkilotlarida pedagoglar bolalar bilan yakka tartibda ishlash bilan birga oila bilan ham hamkorlik tadbirlarini ham amalga oshirishi kerak. Bu tadbirlar bolalarning ijodiy qobiliyatini rivojlantirishda samarali usul hisoblanadi. Agar ota – ona bola bilan oila davrasida vaqt o'tkazolmaydigan xolatlar yuz beradigan bo'lsa pedagog ota – onalarni maktabgacha ta'lim tashkilotlariga jalb qilgan holda ularni bolalarning qiziqishlari va qobiliyatlari bilan batafsil tanishtirishlari mumkin. Bunda pedagog xorij tajribalaridan foydalanish samarali natija beradi. Bu borada biz Fransiya maktabgacha ta'lim tashkilotlaridagi "Onalar kulibi" faoliyatini misol qilib ko'rsatishimiz maqsadga muvofiq bo'ladi. Onalar klublari ko'plab mamlakatlarda maktabgacha ta'lim muassasalarida (MTT) tashkil etilgan. Bu klublar asosan oilalar va maktabgacha ta'lim muassasalarining o'rtasidagi hamkorlikni mustahkamlash, bolalar tarbiyasi va rivojlanishiga oid tajriba almashish, onalarga pedagogik bilimlar berish maqsadida tashkil etiladi. Onalar klublari asosiy maqsadlaridan biri oila va ta'lim muassasasi o'rtasidagi muloqotni rivojlantirishdir. Ba'zi davlatlarda bu tashabbus muvaffaqiyatli amalga oshirilgan, jumladan: Fransiya – Bu mamlakatda onalar klublari maktabgacha ta'lim tizimi bilan chambarchas bog'langan bo'lib,

⁶A.Fitrat. Oila yoki oila boshqarish tartiblari. – Toshkent: Ma'naviyat, 2020. – B. 112.

ular bolalarning ta'limiga oid turli mashg'ulotlar o'tkazishadi. Onalar uchun ijtimoiy va pedagogik tadbirlar, psixologik seminarlar o'tkaziladi. Bu faoliyatdan maqsad onalarga pedagogik va psixologik ko'mak va tavsiyalar berishdan iborat.

Xulosa: Maktabgacha ta'lim tizimida oila va MTT o'rtasidagi hamkorlik bolalarning ijodiy qobiliyatlarini rivojlantirishda muhim rol o'ynaydi. Bu hamkorlik bolalar rivojlanishida muhim omil bo'lib, o'zaro aloqalar orqali bolalar o'z fikrlarini erkin ifoda etish imkoniyatiga ega bo'ladi. O'zbekiston maktabgacha ta'lim tizimining rivojlanishi, oilalar bilan hamkorlikni yanada mustahkamlashga qaratilgan islohotlarni amalga oshirishda davom etmoqda. O'zbekiston maktabgacha ta'lim tizimiga xorij tajribalarini uyg'unlashtirgan xolda oila hamkorligini yo'lga qo'yish samarali natija beradi. Bolalar ijodiy salohiyatini rivojlantirish uchun ilmiy yondashuvlar va pedagogik metodlarni takomillashtirish zarur.

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Lexical-Semantic And Structural Analysis Of English Approaches In Modern Uzbekistan

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Abstract

This scientific article explores the lexical-semantic and structural characteristics of borrowings entering the Uzbek lexicon from the English language during the process of globalization. The primary objective of the research is to identify the mechanisms of formation for anglicisms as neologisms within the modern Uzbek vocabulary and to determine their functional-stylistic scope. While the object of the study comprises English loanwords actively used in the Uzbek linguistic context, the subject of the work focuses on the stages of their structural adaptation and semantic shifts.

Keywords: Globalization, Uzbek linguistics, lexicology, neologisms, anglicisms, borrowed words, lexical-semantic analysis, structural adaptation, terminology, vocabulary.

Annotatsiya: Ushbu ilmiy maqolada globallashuv jarayonida ingliz tilidan o'zbek tili leksikasiga kirib kelayotgan o'zlashmalarning leksik-semantik va struktur xususiyatlari tadqiq etiladi. Maqolaning asosiy maqsadi — zamonaviy o'zbek tili lug'at tarkibidagi anglisizmlarning neologizm sifatida shakllanish mexanizmlarini va ularning funksional-uslubiy doirasini aniqlashdan iborat. Tadqiqot obyekti sifatida o'zbek tili iste'molida faol qo'llanilayotgan inglizcha o'zlashmalar olingan bo'lsa, ularning strukturaviy adaptatsiyasi va ma'no ko'chishi bosqichlari ishning predmeti hisoblanadi.

Kalit so'zlar: Globallashuv, o'zbek tilshunosligi, leksikologiya, neologizmlar, anglisizmlar, o'zlashma so'zlar, leksik-semantik tahlil, struktur adaptatsiya, terminologiya, lug'at tarkibi.

KIRISH

Milliy o'zlikni anglash va xalqning ma'naviy merosini asrashda til eng asosiy poydevor hisoblanadi. O'zbekiston Respublikasining Birinchi Prezidenti I.A. Karimov ta'kidlaganidek, ona tilimizni asrab-avaylash, uning nufuzini oshirish va boyitib borish doimiy vazifamizdir. Ayniqsa, fundamental fanlar, zamonaviy axborot-kommunikatsiya texnologiyalari hamda bank-moliya tizimi kabi strategik sohalarida o'zbek tilining qo'llanish doirasini kengaytirish, yangi atama va tushunchalarni ilmiy asosda shakllantirish milliy taraqqiyotning garovidir.

O'zbekiston Respublikasi Prezidenti Shavkat Mirziyoyev rahbarligida amalga oshirilayotgan islohotlar doirasida ona tilimizning nufuzini oshirish va uni zamon talablari asosida rivojlantirish davlat siyosatining ustuvor yo'nalishlaridan biriga aylandi. Bu borada qabul qilingan huquqiy hujjatlar nafaqat tilning sof saqlanishiga, balki uning xalqaro terminologiya bilan boyishini ilmiy tartibga solishga xizmat qilmoqda.

Xususan, 2019-yil 21-oktabrdagi "O'zbek tilining davlat tili sifatidagi nufuzi va mavqeyini tubdan oshirish chora-tadbirlari to'g'risida"gi PF-5850-sonli Farmoni tilimiz rivojida yangi davrni boshlab berdi. Mazkur farmon bilan 21-oktabr sanasi "O'zbek tili bayrami kuni" deb e'lon qilindi hamda Vazirlar Mahkamasi huzurida Davlat tilini rivojlantirish departamenti tashkil etildi. Ushbu departament oldiga qo'yilgan asosiy vazifalardan biri — ilm-fan, IT va iqtisodiyot sohalariga kirib kelayotgan yangi atamalarni tartibga solish hamda o'zbek tilining sohaviy lug'atlarini boyitishdan iboratdir.

Shuningdek, 2020-yil 20-oktabrdagi "Mamlakatimizda o'zbek tilini yanada rivojlantirish va til siyosatini takomillashtirish chora-tadbirlari to'g'risida"gi PF-6084-sonli Farmoni bilan "2020—

2030-yillarda o'zbek tilini rivojlantirish va til siyosatini takomillashtirish konsepsiyasi" tasdiqlandi. Ushbu konsepsiyada:

- Davlat tilining zamonaviy axborot-kommunikatsiya texnologiyalari va jahon axborot tarmog'idagi o'rnini mustahkamlash;
- Yangi atamalarni (neologizmlarni) ilmiy asosda standartlashtirish;
- O'zbek tilining sohaviy atamalar lug'atlarini doimiy ravishda yangilab borish kabi strategik vazifalar belgilandi.

Prezidentimiz ta'kidlaganlaridek: "Dunyodagi qadimiy va boy tillardan biri bo'lgan o'zbek tili xalqimiz uchun milliy o'zlikni anglash va mustaqil davlatchilik timsoli, bebaho ma'naviy boylikdir". Shunga ko'ra, ingliz tilidan kirib kelayotgan neologizmlarni tahlil qilish va ularning o'zbek tili lug'at tarkibidan o'rin olishini ushbu islohotlar va huquqiy hujjatlar asosida ilmiy o'rganish bugungi kun filologiya fanining eng dolzarb vazifasidir.

Til jamiyat bilan uzviy bog'liq holda rivojlanadigan jonli organizm bo'lib, ijtimoiy hayotdagi barcha o'zgarishlar, eng avvalo, uning leksik qatlamida o'z aksini topadi. Bugungi jadal taraqqiyot davrida texnologik inqilob va geosiyosiy integratsiya jarayonlari natijasida tillararo muloqot va so'z o'zlashish sur'ati misli ko'rilmagan darajada o'sdi. Bu jarayon o'z navbatida o'zbek tili lug'at tarkibining yangi qatlam — neologizmlar hisobiga boyishiga zamin yaratmoqda.

ADABIYOTLAR TAHLILI VA METODOLOGIYASI

Etimologik jihatdan neologizm tushunchasi (yunoncha neos – "yangi", logos – "so'z") jamiyat ehtiyojidan kelib chiqib, yangi paydo bo'lgan ashyo yoki tushunchalarni ifodalovchi lisoniy birliklarni anglatadi. Neologizmlar tilda dastlab noodatiy unsurlar sifatida ko'rinsa-da, iste'mol darajasi oshishi bilan o'zining "yangilik" xususiyatini yo'qotib, tilning faol lug'at qatlamiga integratsiyalashadi.

O'zbek tili leksikasining boyish manbalari tarixan ichki va tashqi omillarga bo'linadi. XIX-XX asrlarda kechgan ijtimoiy-siyosiy evrilishlar so'z o'zlashish dinamikasini tezlashtirdi. Ushbu davrda ko'plab yevropa tillariga xos birliklar rus tili vositachiligida kirib kelgan bo'lsa, bugungi kunda bevosita o'zlashish jarayoni ustuvorlik qilmoqda.

Hozirgi kunda inglizcha o'zlashmalarning o'zbek tiliga kirib kelishi quyidagi yo'nalishlarda namoyon bo'ladi:

To'g'ridan-to'g'ri o'zlashish: O'zbek tilida aniq muqobili bo'lmagan yoki texnik ehtiyoj tufayli qabul qilingan so'zlar (masalan: chat, bifshteks, tender).

Sohaviy terminologik o'zgarishlar: Iqtisodiyot, media va IT sohalaridagi reyting, marketing, brifing, imidj kabi birliklar nutqning ilmiyilgini ta'minlash va xalqaro muloqotga moslashish maqsadida faol qo'llanilmoqda.

Tadqiqot jarayonida qiyosiy-tahliliy metoddan foydalanilib, inglizcha neologizmlarning o'zbek tili leksik-semantik tizimidagi o'rni va ularning funksional uslublardagi adaptatsiyasi o'rganildi.

MUHOKAMA VA NATIJALAR

Zamonaviy o'zbek tili leksikasini kuzatar ekanmiz, kundalik hayot ehtiyojiga aylangan, biroq "O'zbek tilining izohli lug'ati" (O'TIL) nashrlarida hali o'z aksini topmagan ko'plab neologizmlarga duch kelamiz. Masalan, minimarket, gipermarket, netbuk, sensor, flesh-xotira kabi so'zlar jamiyatda faol qo'llanilmoqda.

Tadqiqot jarayonida inglizcha o'zlashmalarning o'zbek tili muhitida semantik o'zgarishlarga uchrashini bir necha guruhga ajratish mumkin:

1. Etimologik va zamonaviy ma'no o'rtasidagi tafovut. Ayrim so'zlar o'zlashgan tildagi tub ma'nosidan uzoqlashib, o'zbek tilida mutlaqo boshqa semantik mazmun kasb etadi:

Yumor (ingl. humour — fe'l-atvor, kayfiyat; lot. humor — namlik) — o'zbek tilida faqat badiiy yoki nutqiy tasvir vositasi, kulgili hazil ma'nosida mustahkamlandi.

Kollej (ingl. college — birodar, o'quv yurti) — G'arbda umumiy o'quv yurti bo'lsa, o'zbek tilshunosligi va ta'lim tizimida o'rta maxsus kasb-hunar muassasasi sifatida terminologik qat'iylik kasb etdi.

Kokteyl (ingl. cocktail — xo‘roz dumi) — etimologik "xo‘roz dumi" ma‘nosidan uzoqlashib, turli ichimliklar aralashmasi (alkogolli yoki alkogolsiz) tushunchasiga o‘tdi.

2. Miqdoriy o‘shish va leksikografik tahlil. Inglizcha o‘zlashmalarning o‘zbek tili lug‘at tarkibidagi ulushi dinamik tarzda o‘shib bormoqda. Agarda O‘TILning eski nashrlarida inglizcha so‘zlar soni 80 taga yaqin bo‘lgan bo‘lsa, yangi nashrlarda bu ko‘rsatkich 500 dan ortdi. Sohaviy lug‘atlarni (IT, internet, moliya) hisobga olgan holda, bugungi kunda o‘zbek tilidagi anglisizmlar soni 1000 tadan oshganini kuzatish mumkin.

3. Sohaviy neologizmlarning funksional tahlili. Tadqiqot doirasida to‘plangan materiallar quyidagi sohaviy guruhlarga ajratildi:

Texnologik: Mikser (elektr asbob), Pleyer (audio moslama), Provayder (internet vositachisi).

Ijtimoiy-siyosiy: Miting (ommaviy yig‘ilish), Menejment (boshqaruv fani), Prodyuser (loyiha nazoratchisi).

Sport: Nokdaun (boks), Trening (mashg‘ulot).

4. Etimologik qiziqish va xalqona etimologiya. Ayrim neologizmlar o‘zining etimologik asosi bilan qiziqish uyg‘otadi. Masalan, Kovboy (cow-boy — sigir boquvchi yigit) va Xot-dog (hot-dog — issiq kuchuk). Ta‘kidlash joizki, xot-dog iborasi 1884-yildan boshlab sosiska ma‘nosida qo‘llanila boshlagan bo‘lib, u to‘g‘ridan-to‘g‘ri ma‘noni emas, balki ma‘lum bir ijtimoiy metaforani ifodalaydi.

Inglizcha o‘zlashmalarning o‘zbek tiliga kirib kelishida kuzatiladigan yana bir dolzarb muammo — bu variativlik, ya‘ni bir so‘z imlosining ikki xil ko‘rinishda uchrashidir. Masalan: noutbuk/notbuk, yogurt/yo‘gurt, pleyer/pleyyer, bluming/blyuming, kanistr/kanistra. Bunday holatlar yangi o‘zlashmalarda hali "yaxshi o‘zlashtirilmaganlik" (assimilatsiya bo‘lmaganlik) alomati hisoblanadi. Tilshunoslikda imlo variantdorligini kamaytirish va ularni yagona akademik normaga keltirish nutq madaniyatini yuksaltirishning muhim shartidir.

Mustaqillik yillarida o‘zbek tili leksikasiga ingliz tilining ta‘siri bevosita aloqalar natijasida tubdan o‘zgardi. Bugungi kunda inglizcha neologizmlar nafaqat yangi tushunchalarni nomlamoda, balki polisemantik (ko‘p ma‘noli) xususiyat kasb etib, nutqning ta‘sirchanligi va lo‘ndaligini oshirishga xizmat qilmoqda. Sport, harbiy ish, kulinariya va moda kabi sohalardagi anglisizmlarni o‘z o‘rnida va me‘yorida qo‘llash so‘zlovchi nutqining ham ilmiy, ham pragmatik sifatini ta‘minlaydi.

XULOSA

Tadqiqot natijalariga ko‘ra, neologizmlar jamiyat taraqqiyoti va zamon ehtiyoji mahsuli sifatida til tizimida doimiy o‘rin egallab bormoqda. O‘tkazilgan tahlillar asosida quyidagi xulosalarga kelindi:

❖ Leksik kengayish: O‘zbek tili lug‘at tarkibida inglizcha neologizmlarning miqdori eksponentsial tarzda ortmoqda va bu jarayon asosan axborot texnologiyalari hamda iqtisodiyot sohalari bilan bog‘liq.

❖ Ekvivalentlik muammosi: Ingliz tilidan kirib kelgan ko‘plab terminlarning o‘zbek tilida aniq muqobili (ekvivalent) mavjud emasligi sababli, ular to‘g‘ridan-to‘g‘ri o‘zlashtirilmoqda va lisoniy ehtiyojni qoplamoqda.

❖ Leksikografik bo‘shliq: Kundalik iste‘molda faol bo‘lgan ayrim yangi o‘zlashmalar hali amaldagi izohli lug‘atlarga kiritilmagan bo‘lib, bu kelgusida lug‘atchilik (leksikografiya) sohasida yangi tahrirlarni talab etadi.

❖ Ortografik unifikatsiya: Imlo bo‘yicha variantdorlikka (ikki xil yozilishga) barham berish, neologizmlarning yagona standartini ishlab chiqish tilning imlo qoidalarini tartibga solishda muhim ahamiyatga ega.

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Analysis Of Automatic Web Data Collection (Web Scraping) Technologies

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Annotation

Automatic web data collection (web scraping) is one of the important technologies for obtaining and analyzing information in today's digital age. Billions of data are stored on the Internet, but collecting them manually is time-consuming and error-prone. Web scraping technologies allow you to automatically extract data from websites. This article examines the basic definition, technical foundations, areas of application, advantages and disadvantages of web scraping. Libraries widely used for web scraping in programming languages such as Python, JavaScript, Java were analyzed. The article also addresses important questions about web scraping, including legal and ethical issues, robots.txt, API implementation, and data security. The results of the study show that, when used correctly and transparently, web scraping technologies can be a very effective tool for web applications, data analysis, sample research, and market monitoring.

Keywords: web scraping, web data collection, automation, data extraction, Python, BeautifulSoup, Selenium, web parsing, data security, digital technologies

Annotatsiya

Veb-ma'lumotlarni avtomatik yig'ish (web scraping) bugungi raqamli davrida ma'lumot olish va tahlil qilishning muhim texnologiyalaridan biri. Internet-tarmoqda milyardlab ma'lumotlar saqlanib turibdi, lekin ularni qo'lda yig'ish vaqt sarfi va xatolardan iborat. Web scraping texnologiyalari avtomatik ravishda veb-saytlardan ma'lumotlarni ekstraktatsiya qilish imkonini beradi. Ushbu maqolada web scraping-ning asosiy ta'rifi, texnik asoslari, qo'llanilish sohalari, afzalliklari va xavflari o'rganiladi. Python, JavaScript, Java kabi dasturlash tillarida web scraping uchun keng qo'llaniladigan kutubxonalar analiz qilindi. Maqolada web scraping-ning huquq va etika masalalari, robots.txt, API qo'llash va ma'lumot xavfsizligi haqida muhim savollari ham o'rin olgan. Tadqiqotning natijalari ko'rsatadiki, to'g'ri va shaffof tarzda qo'llanganda web scraping texnologiyalari veb-aplikatsiyalar, ma'lumot tahlili, tanlama tadqiqotlari va bozor monitoring uchun juda samarali vosita bo'lishi mumkin.

Kalit so'zlar: web scraping, veb-ma'lumotlarni yig'ish, avtomatsiyalash, ma'lumot ekstraktatsiyasi, Python, BeautifulSoup, Selenium, veb-parsing, ma'lumot xavfsizligi, raqamli texnologiyalar

1. Kirish

Zamonaviy raqamli davrda internetdagi ma'lumotlarning eksponensial o'sishi tadqiqotchilar, korxonalar va ma'lumotlar olimlari uchun ham imkoniyatlar, ham muammolarni keltirib chiqaradi. Har kuni yaratilayotgan ma'lumotlar hajmi misli ko'rilmagan darajaga yetdi; taxminlarga ko'ra, har kuni taxminan 2,5 kvintillion bayt ma'lumot yaratilmoqda. Biroq, bu ulkan raqamli makondan mazmunli ma'lumotlarni ajratib olish murakkab vosita va metodologiyalarni talab etadi. Veb-manbalardan avtomatlashtirilgan ma'lumot yig'ish uchun eng keng tarqalgan texnologiyalardan biri veb-scraping, ya'ni veb ma'lumotlarini ajratib olish yoki veb hosil qilish deb ataladi.

Veb-scraping maxsus dasturiy vositalar yoki dasturlash skriptlari yordamida veb-saytlardan strukturaviy va no-strukturaviy ma'lumotlarni avtomatlashtirilgan tarzda olish jarayonini anglatadi. Veb-saytlardan ma'lumotlarni qo'lda nusxalash va joylashtirish o'rniga, veb-scraping dasturchilar va ma'lumot tahlilchilariga veb-sahifalarga dasturiy ta'minot orqali kirish, HTML yoki XML hujjatlarni tahlil qilish va tegishli ma'lumotlarni strukturaviy formatda olish imkonini

beradi. Ushbu texnologiya elektron tijorat, moliyaviy xizmatlar, ko'chmas mulk, sog'liqni saqlash va akademik tadqiqotlar kabi turli sohalarda tobora muhim ahamiyat kasb etmoqda. Bir nechta veb-manbalardan katta hajmdagi ma'lumotlarni tezda to'plash va qayta ishlash imkoniyati tashkilotlarning bozor tahlili, raqobatbardoshlik bo'yicha razvedka va ma'lumotlarga asoslangan qaror qabul qilish usullarini inqilobiy darajada o'zgartirdi.

Veb-ma'lumotlarni avtomatik yig'ish (web scraping) texnologiyalari bugungi ma'lumot bazasi va raqamli transformatsiya davrida qancha muhim ekanligini ko'rsatish kerak. Veb-texnologiyalarning rivojlanishi bilan birga, Internet-tarmoqda saqlanayotgan ma'lumotlarning hajmi eksponensial ravishda o'sib bormoqda. Har bir sekundda millionlab ma'lumotlar yangi veb-saytlarga qo'shilib, zamonaviy amaliyotlar uchun bu ma'lumotlarni samarali qayta ishlash zaruriyati paydo bo'ldi.

Web scraping - veb-saytlardan avtomatik ravishda ma'lumotlarni ekstraktatsiya qiluvchi texnologiya - bu muammoni yechishning eng samarali usullaridan biri. Python-da BeautifulSoup va Selenium kabi kutubxonalar, JavaScript-da Cheerio va Puppeteer, Java-da Jsoup kabi dasturlash alatlari web scraping-ni sodda va kuchli qildi. Lekin, web scraping texnologiyalarining qo'llanilishida huquq va etika masalalari, ma'lumot xavfsizligi va veb-sayt xizmatining uzilishi haqida jiddiy savollari mavjud.

Ushbu maqolaning maqsadi web scraping texnologiyalarining qanday ishlashi, ularning imkoniyatlari, cheklantirmalari va oqlanish uchun zarur shartlarini O'zbek tilida to'liq o'rganish. Maqolada web scraping-ning tarix, asosiy ta'rifi, texnik asoslari, turli vositalar, qo'llanilish sohalari va xavflari keltiriladi. Shuningdek, web scraping-ni to'g'ri va shaffof ravishda qo'llash bo'yicha tavsiyalar va eng yaxshi amaliyotlar ham ko'rib chiqiladi.

2. Web Scraping-ning Ta'rifi, Texnik Asoslari va Usullari

2.1. Web Scraping-ning Ta'rifi va Tarixiy Rivoji: Web scraping veb-saytlardan avtomatik ravishda ma'lumotlarni ekstraktatsiya qiluvchi texnologiya. Bu jarayonda HTTP so'rovlar veb-serverga yuboriladi, HTML javoblar qabul qilinadi va keyin toza ma'lumotlar ekstraktatsiya qilinadi. Web scraping-ning ildizlari 1990-yillarning oxirida veb-saytlarning paydo bo'lishi bilan bog'liq. Dastlab web scraping faqat kitob o'qish indexlari uchun qo'llanilgan, ammo bugun bozor monitoring, tanlama tadqiqotlari, ma'lumot tahlili va boshqa ko'plab sohalarda keng qo'llanilmoqda.

2.2. Web Scraping Turlarini va Usullari: Web scraping-ni quyidagicha ajratib bo'ladi: (1) Statik web scraping - HTML saytlardan to'g'ridan-to'g'ri ma'lumotlarni ekstraktatsiya qilish; (2) Dinamik web scraping - JavaScript orqali yuklanadigan kontentni qabul qilish; (3) API-asosida yig'ish - to'g'ridan-to'g'ri REST yoki GraphQL API-lar orqali ma'lumotlarni olish. Shuningdek, web scraping usullarini HTML parsing, DOM manipulation, headless browsing va session management orqali amalga oshiriladi.

2.3. Web Scraping Asosiy Vositalar va Kutubxonalar

Dasturlash Tili	Kutubxona	Qo'llaniladigan Joylar	Xususiyatlari	Qiyinlik Darajasi
Python	BeautifulSoup	HTML/XML parsing	Sodda va tez	Past
Python	Selenium	Dinamik kontentlar	JavaScript qo'llash	O'rta
Python	Scrapy	Katta loyihalar	Framework	Yuqori
JavaScript	Puppeteer	Headless Chrome	Screenshot va PDF	O'rta
JavaScript	Cheerio	Node.js parsing	jQuery-ga o'xshash	Past
Java	Jsoup	HTML parsing	Oxshash BeautifulSoup	O'rta

Jadval 1. Web scraping-ning asosiy vositalar va kutubxonalarini

3. Web Scraping-ning Qo'llanilish Sohalari va Faydalari

3.1. Bozor Monitoring va Raqobatchil Tahlili: Web scraping raqobatchilarning narxlarini, mahsulot kataloglarini va marketing strategiyalarini kuzatib turish uchun qo'llaniladi . E-tijorat kompaniyalari bozor qiyofasini real vaqtda kuzatib, o'z narxlarini yanada samarali belgilab oladi . Bu esa konsumentlarga qancha yaxshi foyda beradi .

3.2. Ma'lumot Tahlili va Tadqiqot: Tibbiy, ijtimoiy va iqtisodiy tadqiqotlari uchun katta ma'lumot to'plamlari zarur . Web scraping sanoat raporti, ilmiy maqola abstraktlari, mamlakat statistikasi va ijtimoiy media ma'lumotlarini qidiruv qilish uchun qo'llaniladi . Bu ma'lumotlar keyin statistik analiz va mashina o'qitish modellari uchun qo'llaniladi .

3.3. Mulk Qo'riqlab Turish va Ijtimoiy Monitoring: Web scraping brands va brendlarning onlayn taqdimotini kuzatish uchun ishlatiladi . Qayta ishlangan asarlar, suvsatmalar va mualliflik huquqlari buzilishlari avtomatik ravishda aniqlash mumkin . Shuningdek, turli veb-tarmoqlarda firmalarning reputatsiyasi va izohlar kuzatib turiladi .

4. Web Scraping-ning Xavflari, Etika va Huquq Masalalari

4.1. Huquq va Qonuni Masalalar: Web scraping-ni qo'llashda veb-saytning shartlari va qonuni normalarni ta'minlash kerak . Kompyuter Fraudu va Ziyolatning Oldini Olish Akti (CFAA) kabi qonunlar, veb-saytdan ruxsatsiz ma'lumotlarni yig'ishni jinoyat deb belgilash mumkin . Alyoshnev Ommaviy Litsenziya va GDPR kabi ma'lumot xavfsizligi qonunlari ham web scraping-ni jiddiy cheklavchi qoidalarni kiritadi . Veb-sayt egasidan ruxsat olish yoki robots.txt fayl orqali ijozat olish web scraping-ni qonuni va etik qiladi .

4.2. Texnik Xavflar va Ma'lumot Xavfsizligi: Web scraping jarayonida IP adreslari bloklangan bo'lishi mumkin . Ayrim veb-saytlar bot-deteksiya tizimlari (reCAPTCHA, rate limiting) o'rnatgan . Xushomad (honeypot) safarbarliklar web scraper-larni qaytalash uchun tayyor bo'ladi . Shuningdek, API-lar orqali jo'natiladigan ma'lumotlar shifrlanmagan bo'lsa, man-in-the-middle hujumi muhim xavf bo'ladi .

4.3. Web Scraping-ni To'g'ri Qo'llash Bo'yicha Tavsiyalar: Web scraping-ni etik va qonuni qilish uchun quyidagi amaliyotlar talab qilinadi : (1) robots.txt faylini o'qish va hurmatlovchi; (2) veb-sayt egasidan ruxsat olish; (3) API-ni qo'llanish, agar mavjud bo'lsa; (4) veb-sayt serveriga ortiqcha yuk bermaydi (rate limiting); (5) foydalanuvchi-agent sarlavhasini to'g'ri o'rnatish; (6) shaxsiy ma'lumotlarni qo'ldan tashqari o'rnatmaydi; (7) ma'lumotlar xavfsizligini himoya qilish .

5. Web Scraping-ni Mashin O'qitish va Kechinuvchi Analiz bilan Birlashtirish

Web scraping-dan olingan ma'lumotlarni mashin o'qitish modellari uchun tayyorlash bugungi raqamli analizning asosiy masalasi . BeautifulSoup yordamida HTML-dan ekstraktatsiya qilingan ma'lumotlar pandas DataFrame-ga o'tkaziladi . Keyin ma'lumotlar tozalash (cleaning), normalizatsiya va feature engineering jarayonlardan o'tadi . Misol uchun, e-tijorat saytlaridan yig'ilgan mahsulot narxlari, sharh va reyting ma'lumotlari narx prognozlash modellari (regression) uchun qo'llanilishi mumkin . Shuningdek, ijtimoiy media ma'lumotlarini sentiment analizi va text mining orqali tahlil qilish uchun web scraping juda muhim . Veb-saytlardan yig'ilgan tarixiy ma'lumotlar time-series analizi uchun ham qo'llaniladi .

Jadval 2. Web Scraping-ning Amaliy Qo'llanilish Misollari

Soha	Qo'llanilish	Ma'lumotlarTuri	Foyda
E-tijorat	Narx monitoring	Mahsulot narxlari	Raqobat analizi
Ilm-fan	Tadqiqot ma'lumotlari	Maqolalar, abstraktlar	Meta-tahlil
Ijtimoiy media	Sentiment analizi	Post-lar, commentlar	Brand monitoring
Moliya	Saham qiymatlar	Real vaqt ma'lumotlar	Investitsiya qaror
Real estate	Mulk ma'lumotlari	Qiymat, lokatsiya	Bozor tahlili
Sog'liqni saqlash	Dorilar ma'lumoti	Narx, mavjudiyat	Tib xizmatlari

Jadval 2. Web scraping-ning turli sohalardagi amaliy qo'llanilishi

6. Xulosa va Kelajakdagi Yo'nalishlar

Veb-ma'lumotlarni avtomatik yig'ish (web scraping) bugungi raqamli transformatsiya davrida juda muhim texnologiya . Web scraping-ning to'g'ri qo'llanilishi ma'lumot tahlili, bozor monitoring, ilmiy tadqiqotlar va boshqa ko'plab sohalarda katta samaraga ega . Biroq, ushbu texnologiyaning xavflari va etika masalalari jiddiy ravishda ko'rib chiqilishi kerak . Robots.txt-ni hurmatlovchi, veb-sayt egasidan ruxsat olgan va rate limiting qo'llovchi web scraping to'g'ri amaliyot . Kelajakda yapay intellekt va mashin o'qitish texnologiyalari rivojlanishi bilan, web scraping-ning imkoniyatlari yanada ko'payishi kutilmoqda . Ammo, data privacy va cybersecurity muhimligi tobora oshib boriladi . Shuning uchun, web scraping-ni faqat etik va qonuni asoslar bilan qo'llash zarurdir .

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Socio-Economic Situation In The Turkestan Region At The End Of The 19th And Early 20th Centuries

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Abstract

The population resettled in Turkestan faced a number of problems in the process of getting used to the new conditions of the place. Among these problems, the issue of difficulties in moving from the reception centers to new places and settling there is of particular importance.

Keywords: Uralsk, Turkestan Governorate-General, "Relocation Administration", Turkestan, Resettlement Commission, Southern Siberia, Akmolinsk,

Annotatsiya

Turkistonga ko`chirilgan aholi yangi joy sharoitiga ko`nikib, moslashish jarayonida bir qator muammolarga duch kelgan. Ushbu muammolar sifatida aholini qabul qilish shoxobchalaridan yangi joylarga ko`chib o`tib, u yerga joylashishdagi qiyinchiliklar masalasi alohida o`rin tutadi.

Kalit so`zlar: Uralsk, Turkiston general-gubernatorligi, "Ko`chirish boshkarmasi", Turkiston, Ko`chirish komissiyasi, Janubiy Sibir, Akmolinsk,

Turkistonga aholini ko`chirish jarayonida juda ko`plab muammoli vaziyatlar kelib chiqayotganligi sababli ushbu soxada imperiya xukumati tomonidan maxsus qoida va nizomlar ishlab chiqish zarurati paydo bo`ldi. Turkistonga ko`chirilgan aholi yangi joy sharoitiga ko`nikib, moslashish jarayonida bir qator muammolarga duch kelishi tabiiy xol edi. Ushbu muammolar sifatida aholini qabul qilish shoxobchalaridan yangi joylarga ko`chib o`tib, u yerga joylashishdagi qiyinchiliklar, dastlabki yerto`la va kamishkapalardagi noqulay maishiy turmush, kasbni o`zgartirish zarurati, ko`chirib keltirilganlarni barchasiga ham yer fondlarini yetishmasligi, taqsimlangan yerlarning yaroqli va unumdor emasligi, yerga ishlov berish uchun ishchi xayvonlarini ijaraga olish xarajati kazaklardan olinadigan uy-joy ijarasining qimmatligi kabilarni ko`rsatish mumkin.

Shu sabablarga kura davriy matbuotda ulkada ko`chib kelganlarga dexkonchilik qilishlari uchun kulay erlar bormi, posyolkalar Turkistonda kanday prinsip va qoidalar asosida tuziladi, ko`chirilganlar yangi tabiiy va iklimiy hamda xujalik sharoitiga kanday moslashmokda kabi savollar buyicha baxs-munozaralar yuritilgan ko`plab makolalar bosilgan¹. Avvalo ko`chirilganlarning belgilangan yerga etib borishi uchun xujjat, konun- qoidalar ishlab chikib, ularda rusiyzabon dexkonlarni arzon chipta (bilet) bilan ta`minlash, oilalarni yuklari ortilgan aravalarda temir yul stansiyalariga olib kelish, xar bir vagonga 15-20 oila kilib joylashtirish ularni yulda ozik-ovqat bilan ta`minlash, qaynok suv tashkil yetish kabilar "Qoidalar"da ko`rsatilgan.

XIX asrning 70 yillarida aholini Turkistonga ko`chirish jarayoni uziga xos yul va yunalishlarga ega bulib, Orenburg-Toshkent masofasi 2000 chakirim, Astraxan orkali utadigan yul bundan ham uzok edi. Kavkazdan Uzun Ada va Mixaylov kudtivi orkali Turkistonga kelish uchun chul hamda saxrolar orkali 1,5 ming chakirim masofani bosib utish lozim bulgan. Ko`chmanchilar Janubiy Sibirdan Akmolinsk, TurFay, Uralsk orkali yulga chikkanda ham 1,5 ming chakirim kumlok chul yullarni bosib utishlariga tuFri kelardi. Xukumat tomonidan ko`chib keluvchilar uchun Turkiston ulkasi yopilganidan keyin ham ersiz va kam erli dexkon oilalari uz ixtiyori bilan, tavakkal kilib yulga chiqishda davom etgan. Uzboshimchalik bilan ko`chganlar Turkiston

¹ Наша колонизация в Средней Азии. // Туркестанский сборник. Том 429. Переселенческая задача. // Туркестанский курьер, 1908. -№ 35.

- С.231; Антонович.

general-gubernatorligining markazi - Toshkentga karab yulga chiqishgan. Turkiston general-gubernatorligi ma'mur va amaldorlari "Ko'chirish boshkarmasi" orkali uz ixtiyori bilan ko'chgan dexkonlarni ham vaktinchalik maxsus aholi punktlarida joylashtirish choralarini kurishga majbur edi. Toshkent shaxri chekkasida "Ko'chirish boshkarmasi"ga karashli atrofi loy-suvok bilan uralgan kattakon bino - "Ko'chirish saroyi" joylashgan. Bu saroyda ko'chib kelganlar vaktincha istikomati kiladigan uzun baraklar, vrachlik sanitariya davolash va nazorat punktlari mavjud bulgan. Saroy baraklari 20-25 oilaga muljallanib, xar bir barak tusik devorlar bilan ajratilgan, ularda kishning uch oylik sovuk kunlarida yashash uchun taxta naralar kuyilgan². Ko'chuvchilar issik kunlarda sholipoyadan kilingan kapalar, palatkalar tortilgan chodirlarda yashashgan. "Ko'chirish saroyi"da odamlarga fakat kaynok suv berilgan, ular uchun umumiy kozon va arzon ovkatlanish yulga kuyilmagan³. Saroy maydonida ayollar uz xolicha kozon osib taom tayyorlashgan, erkaklar shaxarga ish kidirib kyetishgan, ayrimlari mardikorlik kilib kundalik oila tirikchiligi uchun mablaF topishgan.

Xukumatdan 200 tagacha oilalar er olib, kishloklarga ko'chib kyetish umidida bulganlar. Dexkonlar buFdoydan tayyorlanadigan ozik-ovkatni pishirish uchun saksovu sotib olishga hisoblaridan bir kunda 20-21 kopeek. mablaF sarflashgan. Axyon-axyonda ko'chirish saroyiga kelib turadigan mirzoga xukumatdan pul va er surab ariza yozdirib olishgan. "Ko'chirish boshkarmasi" mutasaddilari bush erlar topilguncha baraklardagi dexkonlarni sabr bilan kutishga undagan. Olti oy va bir yil davomida kelajakdagi takdirini ko'tib, Fazab va nafratga tulib yashayotgan dexkonlar oilasiga ocharchilik ham xavf solgan. "Ko'chirish saroyi"da kashshoklik, infeksiya kasalliklar, bolalar bevakt ulimi kabi xolatlar yuz byergan. Bunday xolatda ular uchun kabristonlar yakinidagi bush erlar, temir yul stansiyalari asosiy boshpana bulgan. Xukumat tomonidan ishlab chikilgan tartib-qoidalarda saroy va baraklarda yashash talablari belgilanganligini manbalar ham aks ettiradi⁴. Birok bu tartib-qoidalar asosida ish kurish uchun moddiy imkoniyatlar chegaralangandi. Kolaversa, "Ko'chirish boshkarmasi" dexkonlar uchun kishlok va posyolkalardan bush erlar topgan vaktida, yukoridagi xolatga tushgan dexkon oilalarida u erlarga ko'chib borib, uz xujaliklarini tiklash uchun moddiy resurs yetishmagan. YA'ni, ularda uy jixozlari, dexkonchilik kurollari, ishchi xayvonlari uchun mablaF kolmagan. Natijada ba'zilar ortga kaytishi uchun xukumatdan arzon bilet (chipta) surasa, ba'zilar xayriya tashkilotlaridan yordam surab, biror-bir posyolkada urnashib kolgan. 1907 yilga kadar ortga kaytmokchi bulganlarga xukumat imtiyozli bilet takdim etgan balsa, keyin bu tadbir tuxtatib kuyilgan. Oxir-okibatda Turkistonga "baxt va farovon xayot" istab kelgan katta yoshli erkak va ayollar xech vakosiz kolib, ularning bir kismi tilanchilik kilgan, xotin-kizlar esa jinoyatchilar safiga borib kushilgan. "Turkiston tuplami" va davriy matbuotda "baxt izlab" Turkistonga ketadiganlar xarakatini xukumat hamma vakt ham nazoratiga ololmagani, ular ulim va ochlikka maxkum etilganligi, bundaylarni Vatanga kaytarish tuvri yul ekanligini ma'kullashga karatilgan makola va xabarlar ham oz sonli balsa-da, bosilganligi ushbu masala buyicha turlicha fikrlar mavjudligini ko'rsatadi. Ular e'tikodi, urf-odat, xujalik an'anasi uzok bulgan maxalliy aholi orasida kolib kyetishgan, yarim och yashasa-da, yurtiga kaytish zaruratini ma'kul, deb hisoblaganlar ham anchagina edi⁵. Ilmiy adabiyotlarda ham ularning ma'lum bir kismi uz yurtlariga kaytib ketganligi ta'kidlanadi⁶.

Ta'kidlash joizki, ko'chirish jarayonini nazoratga olish va tartibga solish uchun imperiya xukumati katta ko'ch sarflagan. Birok manbalar taxlili shuni ko'rsatadiki, davlatning bu masalada yagona konsepsiyasi va ish olib borish rejasi bulmagan, asosan vaziyatga karab taxminiy va tavakkalchilik asosida ish kurilgan. Ayniksa, 1892 yildan sung Turkiston ulkasida rusiyzabon aholining ixtiyoriy ravishda ko'chib kelishlari avj oldi. Xukumatning ta'sibiga uchramaslikni uylab, ixtiyoriy ravishda ko'chib kelgan rusiyzabon oilalar suv resurslari mavjud

² Валериань Правдив. Роль русской колонизации. // Туркестанский сборник. Том 436. - С.129-130.

³ Антонович. Переселенческая задача. // Туркестанский курьер, 1908. -№35.

⁴ Б.К. К вопросу о колонизации Туркестанского края. // Туркестанские ведомости. 1907. №162.

⁵ Колонизационное значение Туркестана // Торгово-промышленная газета. 1906. №210.

⁶ Брежнева С.Р. Русские переселенцы в Туркестане: проблемы взаимоотношения с местным населением. // НАУЧНЫЕ ВЕДОМОСТИ БелГУ. Серия История. Политология' 2016 № 1 (222). Выпуск 37. - С. 113-117.

bulmagan, yul kurilmagan, temir yullardan uzok bulgan joylarga ko`chib borib joylashganlar. Ettisuvda uz ixtiyori bilan ko`chib kelganlarni ortga kaytarish uchun ayrim xollarda xukumat amaldorlari shafkatsizlikdan iborat kattik choralar ham kurilganligi xususida manbalarda ham ma'lumotlar uchraydi. Jumladan, Ettisuv viloyati xarbiy gubernatori Tanovich buyruFiga kura uz ixtiyori bilan ko`chib kelganlarning uylari buzilib, derazasi sindirib tashlangan, isitish pechlari olib ketilgan⁷. Agar shunday kilinsa, ko`chib kelganlar sovuk kotib, yangi joylarini tark yetishadi, deb hisoblashgan. Xatto ushbu viloyatda davlat ruxsatisiz ko`chganlar CHu daryosi voxasidan tabiati noqulay, unumsiz bulgan uzok erlarga xaydalgan. Ushbu tadbirlar va boshka sabablarga kura uzicha erkin ko`chganlar kashshokdikka bardosh berolmay, ularning 20-25 foizi azaliy yashash joylariga, ya'ni uz guberniyalariga kaytib kyetishgan.

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⁷ Антонович. Переселенческая задача // Туркестанский курьер, 1908. -№ 35.

Analysis Of User Behavior In Information Search Systems Design Of Recommendation Systems

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Abstract

This article examines the issues of analyzing user behavior (clicks, dwell time, search queries, etc.) in information retrieval and recommender systems. The paper analyzes methods for collecting implicit and explicit data, as well as the role of machine learning algorithms in generating personalized recommendations.

Keywords: recommender systems, user behavior, information retrieval, collaborative filtering, content-based filtering, implicit data.

Annotatsiya:

Ushbu maqolada axborot izlash va tavsiya tizimlarida o'rganuvchilarning xatti-harakatlarini (kliklar, ko'rish vaqti, qidiruv so'rovlari va boshqalari) o'rganish tahlil qilish masalalari ko'rib chiqiladi. Maqolada implicit (bilvosita) va explicit (to'g'ridan-to'g'ri) ma'lumotlarni to'plash usullari, shu bilan birga, shaxsiylashtirilgan yo'l -yo'riqlarni shakllantirishda mashinali o'qitish algoritmlarining o'rni haqida so'z yuritilgan.

Kalit so'zlar: tavsiya tizimlari, o'rganuvchi xatti-harakati, axborot izlash, kollaborativ filtrlash, kontentga asoslangan filtrlash, implicit ma'lumotlar.

Kirish (Introduction)

Bugungi davrda zamonaviy axborot to'plami ma'lumotlarining mi'yoridan ortiq ziyodligi (information overload) foydalanuvchilar uchun lozim bo'lgan kontentni topishni qiyinlashtirmoqda. Bu muammoni bartaraf etishda tavsiya tizimlari (Recommender Systems) muhim va asosiy o'rinda turadi. An'anaviy qidiruv tizimlari faqat kalit so'zlarga asoslansa, zamonaviy tizimlar o'rganuvchining tarixdagi xatti-harakatlariga tayanib, izlanuvchiga nima zarurligini oldindan ayta oladi yoki taxmin qiladi. Axborotni izlash tizimlarida foydalanuvchi xatti-harakatlarini (qidiruv so'rovlari, bosishlar, vaqt) tahlil qilish orqali tavsiya tizimlarini loyihalash shaxsiylashtirilgan kontentni taqdim etishga qaratilgan. Bu jarayon ma'lumotlarni yig'ish, foydalanuvchi profilini shakllantirish, filtrlash algoritmlari (kontentli yoki kollektiv) va natijalarni baholash bosqichlarini o'z ichiga oladi, bu esa foydalanuvchi qoniqishini oshiradi¹

Foydalanuvchi ma'lumotlarining turlari

Tavsiya maslahat tizimlarida foydalanuvchi xatti-harakatlarini tahlil qilish uchun ikki turdagi ma'lumotlardan foydalaniladi:

Explicit (Ochiq) ma'lumotlar: Izlanuvchining o'zi baholagan reytinglar (masalan, 5 yulduzcha), layklar yoki sharhlar.

Implicit (Yashirin/Bilvosita) ma'lumotlar: Foydalanuvchi o'zi bilmagan holda qoldiradigan izlar. Sichqoncha harakati va kliklar (Click-through rate - CTR).

Sahifada qolish vaqti (Dwell time).

Xarid qilish yoki savatchaga qo'shish tarixi.

Implicit ma'lumotlarni to'plash osonroq va ularning hajmi yirikroq, chunki foydalanuvchilar har vaqt ham tugmalarni bosib baho beravermaydi.

Tavsiya tizimlarining asosiy usullari

Foydalanuvchi xatti-harakatlarini o'rganib chiqishda quyidagi kerakli metodlardan foydalaniladi: Kollaborativ filtrlash (Collaborative Filtering): O'xshash qiziqishga ega foydalanuvchilar guruhini belgilash. Agar "A" va "B" foydalanuvchilar tarixida bir xil ma'lumotlarni ko'rib o'rgangan bo'lsa, tizim "A" xarid qilgan yangi narsani "B"ga ham maslahat qiladi.

¹ S.P.Allayorov axborot tizimlari Guliston-2020

Kontentga tayangan saralash (Content-based Filtering): Foydalanuvchi olg'a so'ra olgan ob'ektlarning xususiyatlarini o'rganib chiqib tahlil qilib (masalan, faqat ilmiy-fantastik filmlar ko'radigan insonga yangi ilmiy-fantastik film tavsiya etiladi).

Gibrid yondashuvlar (Hybrid Systems): Ikkala usulning ham kamchiliklarini to'ldirish uchun ularni birlashtirish.

Tranzaksiya – bu bir butun xisoblangan operatsiyalar ketma – ketligi bo'lib, ular bitta xabar orqali uzatiladi.

Axborot analitik tizimlar - ixtiyoriy ko'rinishdagi so'rovlar asosida ma'lum bir vaqt davomida to'plangan (tranzaksiyali tizimlardan farqli o'laroq) ma'lumotlarni qayta ishlashga mo'ljallangan.

Axborot qidiruv tizimlari - turli masofalarda joylashgan xisoblash tizimlardagi turli ma'lumotlar bazalari orqali axbarotlarni qidirishga mo'ljallangan. Axborot qidiruv tizimlar o'z navbatida yana 2 ga bo'linadi:

1. Dokumentlar (xujjatlarni qidirishga mo'ljallangan);
2. Faktagrafik (aniq faktlarni qidirishga mo'ljallangan)¹[S.P.Allayorov axborot tizimlari Guliston-2020 21-bet]

Loyihalash bosqichlari va usullari:

Ma'lumotlarni yig'ish (Data Collection): Foydalanuvchilarning qidiruv tarixini, bosgan havolalarini (clicks), qidiruv so'rovlarini va sahifada qolish vaqtini qayd etish.

Foydalanuvchi profilini yaratish: To'plangan ma'lumotlar asosida foydalanuvchining qiziqishlari, mavzulari va afzalliklarini aniqlash.

Tavsiya algoritmlarini tanlash:

Kollaborativ filtrlash: O'xshash foydalanuvchilar xatti-harakatiga asoslanib tavsiya berish.

Kontentga asoslangan filtrlash: Foydalanuvchi oldin ko'rgan kontentga o'xshash materiallarni taklif qilish.

Tizimni loyihalash va tahlil qilish: Tizimli tahlil usullari orqali (tizimni modellashtirish, ma'lumotlar bazasini loyihalash) tavsiya tizimining samaradorligini oshirish.

Baholash va optimallashtirish: Loyihaning muvaffaqiyatini o'lchash (Click-Through Rate - CTR, Precision, Recall) va algoritmlarni doimiy takomillashtirish Ushbu yondashuv orqali qidiruv tizimlari foydalanuvchiga mosroq va tezroq axborot topishga yordam beradigan, shaxsiylashtirilgan interfeysni taqdim etadi, bu esa tizimning umumiy samaradorligini oshiradi.²Hamda tizim samaradorligini rivojlantirish va ma'lumotlarga bo'lgan talablarni tez va samarali etkazishdir.

Foydalanilgan adabiyotlar:

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Modern Methods Of Determining Relevance In Web Search Systems

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Abstract

This article examines modern methods for relevance determination in web search engines. The analysis covers classical approaches such as TF-IDF and BM25, as well as neural network-based techniques including BERT, dense retrieval, and multi-vector models. Semantic search, Learning to Rank (LTR) technologies, user behavioral signals, and multimodal search systems are discussed. The effectiveness of methods is evaluated based on the practical experience of major systems — Google, Bing, and Elasticsearch.

Keywords: relevance, web search, TF-IDF, BM25, BERT, semantic search, Learning to Rank, dense retrieval, information retrieval, neural network.

Annotatsiya:

Ushbu maqolada veb-qidiruv tizimlarida relevantlikni aniqlashning zamonaviy metodlari ko'rib chiqilgan. TF-IDF va BM25 kabi klassik yondashuvlardan tortib, neyron tarmoqqa asoslangan BERT, dense retrieval va ko'p vektorli modellarpracha bo'lgan usullar tahlil qilingan. Semantik qidiruv, Learning to Rank (LTR) texnologiyalari, foydalanuvchi xulq-atvori signallari va multimodal qidiruv tizimlari muhokama etilgan. Zamonaviy amaliy tizimlar — Google, Bing, Elasticsearch — tajribasi asosida usullarning samaradorligi baholangan.

Kalit so'zlar: relevantlik, veb-qidiruv, TF-IDF, BM25, BERT, semantik qidiruv, Learning to Rank, dense retrieval, axborot qidirish, neyron tarmoq.

KIRISH

Zamonaviy axborot jamiyatida internet foydalanuvchilari har kuni milliardlab so'rovlar bilan qidiruv tizimlariga murojaat qiladi. Bunday sharoitda qidiruv natijalari sifati — ya'ni berilgan so'rovga eng mos hujjatlarni topa bilish qobiliyati — muhim texnologik muammo bo'lib qolmoqda. Ushbu muammoning markazida relevantlik tushunchasi yotadi: hujjat foydalanuvchi ehtiyojini qanchalik qondirishini o'lchash.

Relevantlikni aniqlash — axborot qidirish (Information Retrieval, IR) fanining asosiy yo'nalishlaridan biri hisoblanadi. 1950-yillardan boshlab rivojlana boshlagan ushbu soha bugun sun'iy intellekt, katta ma'lumotlar (Big Data) va chuqur o'rganish (Deep Learning) texnologiyalari bilan chambarchas bog'liq holda yangi pog'onaga ko'tarildi [1].

Ushbu maqolaning maqsadi — veb-qidiruv tizimlarida relevantlikni baholashning klassik va zamonaviy metodlarini tizimli tahlil qilish, ularning kuchli va zaif tomonlarini aniqlash hamda kelgusidagi rivojlanish tendensiyalarini ko'rsatishdir.

ADABIYOTLAR SHARHI

Relevantlikni aniqlash muammosi ilmiy adabiyotlarda keng o'rganilgan. Manning va boshqalarning [1] fundamental asarida axborot qidirish nazariyasining asoslari bayon etilgan. Salton tomonidan taklif etilgan vektor fazosi modeli (Vector Space Model) [2] klassik yondashuv sifatida hozirgacha keng qo'llaniladi.

Robertson va Zaragoza [3] tomonidan ishlab chiqilgan BM25 algoritmi hozirgi kunda ham ko'plab tijorat tizimlarining asosini tashkil etadi. Devlin va boshqalar [4] tomonidan taqdim etilgan BERT modeli esa matnni tushunishda paradigmatic o'zgarishni amalga oshirdi: ikki tomonlama transformer arxitekturasi yordamida kontekstga bog'liq so'z vektorlari hosil qilish mumkin bo'ldi.

Karpukhin va boshqalar [5] tomonidan taklif etilgan Dense Passage Retrieval (DPR) usuli zichlik asosidagi qidirishning samaradorligini namoyish etdi. Multimodal qidiruv sohasida Radford va boshqalar [7] tomonidan yaratilgan CLIP modeli matn va tasvirni birgalikda qayta ishlash imkonini berdi.

RELEVATLIKNI BAHOLASHNING KLASSIK METODLARI

TF-IDF modeli

TF-IDF (Term Frequency — Inverse Document Frequency) — axborot qidirishda eng keng tarqalgan klassik usullardan biri. Ushbu metodda so'zning hujjat uchun ahamiyati ikki ko'rsatkich asosida belgilanadi:

TF (Atama Chastotasi) — muayyan so'zning hujjat ichida necha marta uchrashi. So'z qancha ko'p uchrasa, hujjat u bilan shuncha ko'proq bog'liq deb hisoblanadi.

IDF (Teskari Hujjat Chastotasi) — so'zning barcha hujjatlar to'plamida qanchalik umumiy yoki noyob ekanligini ko'rsatadi. Kam hujjatlarda uchraydigan so'zlar yuqori IDF qiymatiga ega bo'ladi.

TF-IDF usulining soddaligi va tezligi uning asosiy afzalligi hisoblanadi. Biroq ushbu yondashuv so'zlarning semantik ma'nosini hisobga olmaydi

— sinonimlar va polisemiya muammolarini hal eta olmaydi [1].

BM25 algoritmi

BM25 (Best Match 25) — TF-IDF ning takomillashtirilgan versiyasi bo'lib, Robertson va Zaragoza tomonidan probabilistik qidirish modeli asosida yaratilgan [3]. BM25 quyidagi muhim omillarni hisobga oladi:

Hujjat uzunligiga normalizatsiya — uzun hujjatlardagi so'z chastotasi qisqaroq hujjatlarga nisbatan tuzatiladi;

Atama chastotasining to'yinish effekti — so'z juda ko'p marta uchrasa ham, ball cheksiz oshmaydi, balki ma'lum chegarada to'xtaydi;

k1 va b parametrlari orqali tizimni sozlash imkoniyati.

BM25 bugun ham Elasticsearch, Apache Solr kabi keng tarqalgan qidiruv platformalarida asosiy rankinq algoritmi sifatida qo'llaniladi. Uning semantik cheklovlariga qaramasdan, amaliyotda yuqori samaradorlik ko'rsatishi uning mashhurligini saqlab kelmoqda.

ZAMONAVIY NEYRON TARMOQ ASOSIDAGI METODLAR

BERT va transformer modellari

2018-yilda Google tomonidan taqdim etilgan BERT (Bidirectional Encoder Representations from Transformers) modeli [4] tabiiy tilni qayta ishlash (NLP) sohasida inqilob yasadi. BERT ikki tomonlama kontekstni hisobga olish orqali so'zning haqiqiy ma'nosini aniq tushunish imkonini beradi.

Relevatlikni baholashda BERT bir necha usulda qo'llaniladi:

Cross-encoder: so'rov va hujjat birgalikda BERT ga kiritiladi, natijada juftlik uchun to'g'ridan-to'g'ri relevatlik balli hosil qilinadi. Eng aniq, lekin sekin usul;

Bi-encoder: so'rov va hujjat alohida kodlanadi, vektorlar o'rtasidagi kosinus o'xshashligi relevatlik o'lchovi sifatida ishlatiladi. Tezroq, lekin biroz kam aniq;

ColBERT (ko'p vektorli): har bir token uchun alohida vektor hosil qilinadi, keyin MaxSim operatori orqali yig'ma ball hisoblanadi [8].

Dense Retrieval (Zich qidirish)

Dense Passage Retrieval (DPR) [5] — so'rovlar va hujjatlarni yuqori o'lchamli vektor fazosida ifodalash orqali relevatlikni aniqlash usuli. DPR ning asosiy afzalliklari:

Semantik o'xshashlikni aniqlash — leksik mos kelmasada, ma'no jihatidan yaqin hujjatlarni topish;

FAISS kabi taqribiy eng yaqin qo'shnini qidirish (ANN) kutubxonalari bilan integratsiya orqali millionlab hujjatlar orasida tez qidirish;

Labeled ma'lumotlar asosida fine-tuning qilish imkoniyati.

Gibrid qidiruv tizimlari

Amaliyotda eng yaxshi natijalar BM25 (sparse) va dense retrieval usullarini birlashtirib ishlatish orqali erishiladi. Bu gibrid yondashuv quyidagi sxema asosida ishlaydi:

Bosqich	Metod	Vazifasi
1-bosqich (Candidate retrieval)	BM25 + Dense	Millionlab hujjatdan 100-1000 kandidat ajratish
2-bosqich (Re-ranking)	Cross-encoder BERT	Kandidatlarni aniqroq saralash
3-bosqich (Post-processing)	Foydalanuvchi signallari	Shaxsiylashtirilgan natijalar

1-jadval. Gibrid qidiruv tizimining bosqichlari

LEARNING TO RANK TEXNOLOGIYASI

Learning to Rank (LTR) — mashina o'rganishi metodlarini qidirish natijalarini saralashga qo'llash yondashuvi. LTR tizimlari bir nechta belgilar (features) asosida hujjatlarning optimal tartibini o'rganadi [6].

LTR da foydalaniladigan asosiy belgilar guruhlari:

So'rovga bog'liq belgilar: BM25 balli, TF-IDF, so'rov-sarlavha o'xshashligi, URL da kalit so'z mavjudligi;

Hujjat sifati belgilari: PageRank, domenning ishonchliligi, sahifa yuklash tezligi, mobil moslashuvchanlik;

Foydalanuvchi xulq-atvor signallari: bosish darajasi (CTR), sahifada o'tkazilgan vaqt, qayta qidirish ko'rsatkichi (pogo-sticking).

LambdaMART, RankNet, ListNet kabi mashhur LTR algoritmlari Google va Bing kabi yirik qidiruv tizimlari tomonidan faol qo'llaniladi. Ma'lumotlarga ko'ra, Google qidiruv algoritmi 200 dan ortiq belgi asosida ishlaydi va LTR ularning muhim qismi hisoblanadi.

SEMANTIK QIDIRUV VA BILIM GRAFLARI

Semantik qidiruv — foydalanuvchi niyatini (intent) va so'rovning kontekstini tushunishga asoslangan yondashuv. Bu yo'nalishda bir necha texnologiya muhim rol o'ynaydi.

Bilim graflari (Knowledge Graphs). Google 2012-yilda Knowledge Graph ni ishga tushirdi — bu real dunyo ob'ektlari (shaxslar, joylar, tushunchalar) va ular orasidagi munosabatlarning strukturalashgan ma'lumotlar bazasi. Knowledge Graph yordamida qidiruv tizimi faqat kalit so'zlarni emas, balki haqiqiy ma'noni tushunib, to'g'ri javobni berishi mumkin.

Word2Vec va GloVe vektorlari. Ushbu modellar har bir so'zni ko'p o'lchamli vektor fazosida ifodalaydi, bunda semantik jihatdan yaqin so'zlar vektor fazosida ham yaqin joylashadi. Masalan, 'qirol — erkak + ayol = malika' kabi algebraik munosabatlar mumkin bo'ladi.

Sentence Transformers. Butun jumlaning yoki hujjatni bitta vektorga kodlovchi ushbu modellar semantik o'xshashlikni aniqlashda yuqori samaradorlik ko'rsatadi [9]. all-MiniLM-L6-v2, paraphrase-multilingual-MiniLM kabi modellar ko'p tilli qidiruv uchun maxsus moslashtirilgan.

MULTIMODAL QIDIRUV VA SHAXSIY RELEVATLIK

Multimodal qidiruv

Zamonaviy qidiruv tizimlari faqat matn emas, balki tasvirlar, audio va video kontent bilan ham ishlaydi. OpenAI ning CLIP modeli [7] matn va tasvirni birgalikda o'rganib, ularni umumiy vektor

fazosida ifodalaydi. Bu texnologiya 'it rasmi' kabi so'rovlar bilan tegishli tasvirlarni topish yoki aks holda rasm orqali matnli ma'lumotlarni qidirishga imkon beradi.

Shaxsiy relevatlik va foydalanuvchi niyati

Bir xil so'rovga turli foydalanuvchilar uchun turli natijalar eng relevant bo'lishi mumkin. Zamonaviy tizimlar quyidagilarni hisobga oladi:

Foydalanuvchining joylashuvi — 'restoran' so'roviga yaqin atrofdagi restoranlar ko'rsatiladi;

Qidiruv tarixi — oldingi qidiruvlar va bosishlar asosida profil tuziladi;

Vaqt konteksti — 'yangiliklar' so'rovi bugungi kunga, 'rekord' esa eng so'nggi tadbirga yo'naltiriladi;

Qurilma turi — mobil qurilmalar uchun boshqa kontentni afzal ko'rish.

METODLARNING QIYOSIY TAHLILI

Metod	Aniqlik	Tezlik	Resurs	Semantika
TF-IDF	O'rta	Yuqori	Kam	Yo'q
BM25	O'rta+	Yuqori	Kam	Yo'q
Word2Vec	O'rta+	Yuqori	O'rta	Qisman
Dense (DPR)	Yuqori	O'rta	Ko'p	Ha
BERT cross-enc.	A'lo	Past	Ko'p	Ha
Gibrid (BM25+DPR)	A'lo	O'rta	Ko'p	Ha
CoBERT	A'lo	O'rta+	Ko'p	Ha

2-jadval. Relevatlikni aniqlash metodlarining qiyosiy tahlili

AMALIY TIZIMLARDAGI QO'LLANILISH TAJRIBASI

Google Search — dunyo bo'yicha eng ko'p ishlatiladigan qidiruv tizimi — relevatlikni aniqlashda yuzlab belgilarni hisobga oladi. 2019-yildan boshlab Google BERT ni ishga tushirdi va bu qidiruv natijalarining sifatini sezilarli darajada yaxshiladi. Neural Matching texnologiyasi so'rovning chuqur ma'nosini tushunish imkonini beradi.

Elasticsearch — korporativ darajadagi ochiq kodli qidiruv platformasi — BM25 ni standart algoritm sifatida ishlatadi va kNN (k-Nearest Neighbors) vektor qidiruvini qo'llab-quvvatlaydi. Gibrid qidiruv rejimlari ham mavjud.

Bing — Microsoft ning qidiruv tizimi — TURING NLR va GPT asosidagi modellarni qo'llab, kontekstni chuqur tushunishga intilyapti. ChatGPT

integratsiyasi esa suhbatga asoslangan qidiruv (conversational search) yangi bosqichini ochdi.

KELGUSIDAGI RIVOJLANISH TENDENSIYALARI

Veb-qidiruv sohasida bir nechta asosiy tendensiya kuzatilmoqda:

Generativ qidiruv (Generative Search) — LLM (Large Language Models) asosida foydalanuvchiga to'g'ridan-to'g'ri javob yaratish, ya'ni havolalar ro'yxati o'rniga sintezlangan ma'lumot berish;

Retrieval-Augmented Generation (RAG) — qidiruv natijalari asosida dinamik ravishda matn generatsiya qilish, ishonchlilik va dolzarblikni oshirish;

Ko'p tilli va o'zaro til qidirish — foydalanuvchi bitta tilda so'rov kiritib, boshqa tillardagi hujjatlardan javob olishi;

Foydalanuvchi maxfiyligi bilan muvozanat — shaxsiylashtirilgan relevatlik va ma'lumotlar himoyasi o'rtasida yangi yechimlar izlash.

XULOSA

Ushbu tadqiqotda veb-qidiruv tizimlarida relevatlikni aniqlashning klassik (TF-IDF, BM25) va zamonaviy (BERT, Dense Retrieval, ColBERT, gibrid) metodlari tahlil qilindi. Olingan xulosalar quyidagicha:

BM25 algoritmi hali ham amaliy tizimlar uchun kuchli asos bo'lib qolmoqda va ko'pincha zamonaviy metodlar bilan birgalikda qo'llaniladi.

BERT asosidagi modellar, ayniqsa cross-encoder arxitekturasi, relevatlikni aniqlashda eng yuqori aniqlikni ta'minlaydi.

Gibrid yondashuv — sparse va dense retrieval kombinatsiyasi — amaliyotda eng muvaffaqiyatli yechim sifatida tan olingan.

Kelajakda generativ qidiruv va RAG texnologiyalari qidiruv sifatini yangi pog'onaga ko'tarishi kutilmoqda.

Kelgusida o'zbek tilidagi qidiruv tizimlarini zamonaviy neyron tarmoq metodlari asosida rivojlantirish muhim vazifa bo'lib qoladi.

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