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THEORETICAL AND PRACTICAL APPROACHES IN MODERN LINGUISTICS

THEORETICAL AND PRACTICAL APPROACHES IN CONTEMPORARY LINGUISTICS

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ABSTRACT: This article explores the dynamic interplay between theoretical and practical approaches in contemporary linguistics. It provides a comprehensive overview of key linguistic theories that have shaped modern research, including structuralism, generative grammar, cognitive linguistics, and functional approaches. Furthermore, the study examines how these theories are applied in real-world contexts such as language teaching, computational linguistics, sociolinguistics, and discourse analysis. By comparing abstract theoretical models with applied practices, the article highlights the importance of integrating both perspectives for a more holistic understanding of language. The paper concludes by emphasizing the need for continued collaboration between theoretical linguists and practitioners to address evolving linguistic challenges in the 21st century.

Keywords: *theoretical linguistics; applied linguistics; language theory; linguistic practice; structuralism; cognitive linguistics; discourse analysis; language teaching*

INTRODUCTION

Linguistics, as the scientific study of language, has undergone profound transformations over the past century. From its early focus on historical and comparative studies to the emergence of structuralism and the subsequent development of generative grammar, the field has continually evolved in response to both theoretical innovations and practical demands. Today, contemporary linguistics is marked by the coexistence and interaction of diverse approaches, each offering unique insights into the nature and function of language. Theoretical linguistics primarily aims to uncover the fundamental principles that govern language structure and use. It includes subfields such as phonology, morphology, syntax, and semantics, and seeks to construct abstract models that explain linguistic competence — the knowledge that speakers have about their language. Key theoretical frameworks, such as Noam Chomsky's generative grammar, Roman Jakobson's structuralism, and George Lakoff's cognitive linguistics, have

significantly shaped our understanding of how language is mentally represented and processed. In contrast, practical or applied linguistics focuses on real-world language use and the application of linguistic knowledge in various domains, such as language education, translation studies, speech therapy, computational linguistics, and sociolinguistics. Applied linguistics not only draws from theoretical insights but also tests and refines those theories in empirical and social contexts. For instance, language teaching methodologies often incorporate theoretical findings about language acquisition and cognitive development. The gap between theory and practice in linguistics has been a subject of ongoing debate. While some argue that theoretical linguistics is too abstract and disconnected from actual language use, others maintain that without a solid theoretical foundation, practical applications lack depth and consistency. However, recent trends suggest a growing convergence between the two, with interdisciplinary research bridging theoretical models and applied contexts more effectively than ever before. This paper aims to explore both theoretical and practical approaches in contemporary linguistics by examining their core principles, methodological differences, and areas of intersection. By analyzing how these approaches inform and enhance each other, the paper seeks to demonstrate the value of an integrated perspective that respects both the rigor of theory and the relevance of practice.

MAIN BODY

1. Theoretical Approaches in Contemporary Linguistics

Theoretical linguistics seeks to understand the universal properties of language by developing models that explain linguistic structure and function. This branch of linguistics is largely concerned with the mental representation of language and aims to define the underlying rules that govern human linguistic competence. One of the most influential theoretical frameworks is **generative grammar**, introduced by Noam Chomsky. It proposes that humans possess an innate language faculty, known as Universal Grammar, which allows them to produce and comprehend an infinite number of sentences. This theory revolutionized linguistic thought by shifting attention from surface-level structures to the deep, cognitive mechanisms of language. Another significant theoretical perspective is **cognitive linguistics**, which views language as part of general cognitive abilities. It argues that linguistic structures reflect conceptual patterns and are closely tied to human perception, memory, and categorization. Unlike generative grammar, cognitive linguistics emphasizes meaning and usage over formal rules. In addition, **functional approaches**, such as systemic-functional linguistics developed by Michael Halliday, focus on how language is used to achieve communicative purposes in social contexts. These approaches challenge the idea of language as an autonomous system and instead prioritize its social and pragmatic functions.

2. Practical Applications in Linguistics

Applied linguistics encompasses a wide range of real-world issues related to language. It addresses how linguistic knowledge can be used to solve problems in education, technology, healthcare, and society at large. One major area is **second language acquisition (SLA)** and **language pedagogy**, where linguistic theories inform teaching methodologies. For instance, insights from psycholinguistics and sociolinguistics help educators develop more effective strategies for grammar instruction, vocabulary development, and communicative competence. In **computational linguistics**, theoretical knowledge is essential in building language processing systems such as machine translation, speech recognition, and natural language understanding. Syntax, semantics, and discourse analysis all contribute to developing algorithms that enable machines to process human language. **Sociolinguistics** applies linguistic theory to understand how language varies across different social groups and how it reflects identity, power, and cultural norms. These insights are crucial for addressing issues such as language policy, multilingual education, and linguistic discrimination. Another applied field is **forensic linguistics**, where language analysis is used in legal contexts for authorship attribution, threat analysis, and interpretation of legal documents.

3. Bridging Theory and Practice

While theoretical and applied linguistics were once seen as separate domains, there is a growing recognition of their interdependence. Theoretical models often inspire applied innovations, and practical findings can challenge and refine existing theories. For example, research in language acquisition has led to refinements in syntactic theory by revealing how children actually learn grammatical structures. Similarly, advancements in corpus linguistics—using large datasets of natural language—have offered empirical evidence that informs both theoretical and applied studies. Furthermore, interdisciplinary fields like **neurolinguistics** and **psycholinguistics** demonstrate the mutual relevance of theory and practice. They explore how language is processed in the brain, combining insights from theoretical grammar with practical experimental methods.

The integration of theory and practice is particularly important in today's globalized and multilingual world, where language-related challenges require both conceptual clarity and real-world effectiveness. A balanced approach allows linguists to both understand and improve how language is used, learned, and interpreted

CONCLUSION

The study of contemporary linguistics reveals a complex but enriching relationship between theoretical frameworks and practical applications. While theoretical linguistics provides the foundational understanding of how language is structured and processed, applied linguistics ensures that these insights are used to address real-world linguistic problems. Far from being opposing domains, theory and practice

complement each other in meaningful ways. Theoretical models gain relevance and validation through practical implementation, while applied fields benefit from the precision and depth of linguistic theory. As the demands of globalization, technological advancement, and multilingual societies continue to grow, the need for an integrated approach becomes even more pressing. Linguists, educators, and researchers are increasingly working across disciplinary boundaries to develop solutions that are both conceptually sound and practically effective. This convergence points to a promising future in which linguistic inquiry is not only intellectually rigorous but also socially impactful.

In conclusion, the ongoing dialogue between theory and practice in linguistics enriches our understanding of language and enhances our ability to use it effectively. A balanced and collaborative approach will be essential in addressing the linguistic challenges and opportunities of the 21st century.

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PRAGMATIC ANALYSIS OF THE IMPOLITENESS CATEGORY

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Abstract: This chapter deals with the emergence of impoliteness in language and its analysis. In studying the emergence of impoliteness in language, we first encounter the problems of face work. In this section, we will analyze whether impoliteness in language is innate or not. Culpepper raises this question (whether impoliteness is innate or not) and shows both positive and negative answers to this question. This article touches upon the main point that requests, suggestions, criticism are not considered effective, although there are exceptions, mentioned above in expressions expressing gratitude. The ambiguity of speech during conversation is manifested in pragmatic factors, that is, the speaker's opinion can express both advice and a threat. Patterns are closely related to meaning. Firstly, different meanings of words differ in the place of their use in different patterns, and secondly, words that share a given pattern, as a rule, share aspects of meaning. Like non-verbal means, verbal means also express impoliteness. In this regard, taboo words are a means of attracting attention, but taboo words cannot fully serve as a means of expressing impoliteness. Words uttered by shouting (shouting) (often such words are not understandable and not clear) are impolite.

Keywords: impoliteness; politeness; verbal means; non-verbal means; mock impoliteness; inherent impoliteness; context; co-text; conventionalized impoliteness; non-conventionalized impoliteness; interlocutor

Introduction: Hoffman considers facework as a set of activities that a person

performs in accordance with his face. This chapter examines the issues of the emergence of impoliteness in language and its analysis. When studying the emergence of impoliteness in language, we first encounter issues of facework. In this section, we will analyze whether impoliteness in language is innate or not. Culpepper raises this issue (whether impoliteness is innate or not) and shows both positive and negative answers to this issue. He states that the acts of face threat classified by Brown and Levinson are ambiguous. In our opinion, Brown and Levinson's acts of face threat primarily indicate the threat of face in both verbal and nonverbal communication, and the inherent nature of such acts is not shown here. Therefore, Culpepper provides substantial examples of his disagreement with their approach. When making a suggestion that is beneficial to the listener: “Tuck in” can be used to encourage a guest to a pleasant meal [Culpeper.J. 2010, p. 3233]. Although such expressions (e.g. “tuck in”) are accepted as exceptions, J.Culpeper

notes that there are still two problems with this. First, what happens if there are many such exceptions? J.Culpeper refers to O.Nwoye's article [Nwoye, O.G. 1992, p. 309–328.p.327- the error cited by J.Culpeper]. that such expressions are very rare. This article touches on the main point that requests, suggestions, criticisms are not considered effective even though there are exceptions mentioned above in expressions expressing thanks. That is, they do not create resentment between the interlocutors. Such expressions ("tuck in") are neither considered polite nor considered impolite, on the contrary, they correspond to the characteristic of good manners. Second, meaning can be inherent in speech acts, and speech acts are fundamentally context-dependent. Leach provides a better analysis of this issue [Culpeper, J. 2011, p. 327].

The ambiguity of speech during a conversation is manifested in pragmatic factors, that is, the speaker's opinion can express advice as well as a threat. Let's look at such an example: If I were you, I would leave town straight away. ("If I were you, I would leave town straight away") This sentence can be interpreted as advice, threat, or intimidation depending on the context, but how the listener perceives it (i.e. as advice or threat) can be associated with his knowledge of the speaker's intention. J.Culpeper classifies the examples of impoliteness he has collected from a linguistic point of view. Thus, he groups the examples of impoliteness he has collected according to their structure. In our opinion, this grouping corresponds to the analysis of the grammatical means of expression of impoliteness. In this regard (grouping according to structure), he refers to the structural (model) grammar (Pattern Grammar) developed by researchers Gill Francis and S.Hunston. [Culpeper, J. 2011, p.134]. When looking at this book, we come across S.Hunson and Gill Francis' classification of patterns: A pattern is a word, and the associated phraseology, including its constituent parts, conjunctions, and prepositions. Patterns are closely related to meaning. First, the different meanings of words are distinguished by their place of use in different patterns, and second, words that share a given pattern tend to share aspects of meaning. In our opinion, the first is context-appropriate, while the second is cotext-appropriate [Hunson, S. 2000, p. 3]. Patterns are sets of semantically similar words that grammatically model cotexts. In pattern grammar, there is no clear boundary between lexical and syntactic structures. J.Culpeper studies the number of impolite formulas used in the English vocabulary and comes to the conclusion that more than fifty percent of the variants of any formula (any word) are interpreted as impolite. He calls the impolite formulas he analyzes conventional impolite formulas and groups them as follows.

Purposeful criticism, complaints: This (that) is extremely (absolutely, without words) bad (rubbish, terrible)

Unpleasant, spoiled questions or suspicions: Why are you making my life hopeless? What lie are you going to tell me? What happened now, what is the problem? Do you want to argue with me or go to prison?-(In our opinion, this

example contains more of a threat than an unpleasant question or suspicion) I will not abuse the inexperience, childhood (young age) of the other party.

Message executors (i.e., the fulfillment of the task, especially the task): Listen here (prefece). Listen here. (Such expressions are usually used before giving the other party an order)

Dismissal: Go away, Get lost/out. (You lost your job/out of the field.)

Suffocating sounds: Shut the fuck up.

Threats: I am very gonna smash your face in, if you don't do. [X] [before I] [hit you\ strangle you]. Note that the researcher shows its nuances by putting the words in square brackets. This example expresses the claimant's willingness to fulfill the request regardless of the other party's condition. Therefore, the other party is threatened with the expression, "think of yourself as dead" if the job is not done.

Negative expressions, malice: Go to hell, Fuck/damn you.

We think that J.Culpeper groups these expressions he has collected according to their meanings. After presenting these groups, we conclude that in the group of words, impoliteness is expressed in a mild or harsh form.

The researcher states that this list represents a regularity and does not reflect all impolite formulas, but while frequently used impolite formulas are included, some formulas that are rarely used are not included. For example, taboo words or behaviors can cause impoliteness. Since the researcher encountered such a situation twice among the 100 data he collected (taboo words and behaviors), that is, such cases are rarely used, they are not included in the list. We will provide more detailed information about taboo words in the following paragraphs. J.Culpeper also touches on non-verbal issues in the expression of impoliteness. He classifies non-verbal means that are considered impolite in British culture. The researcher himself admits that this classification belongs to British culture. It should be noted that some non-verbal means express impoliteness for one culture but politeness for another. Thus, J.Culpeper classifies the impolite non-verbal means he studied as follows: Spitting, sticking out his tongue at someone, gesturing with one or two fingers at someone, glaring at someone, turning his back on someone.

We note that the impolite extra-linguistic means that J.Culpeper classifies are also considered impolite in our Azerbaijani culture, and we encounter such means in our daily lives. We think that these means can be performed by many individuals, regardless of age or education.

Like non-verbal means, verbal means also express impoliteness. In this regard, the means that attract attention are taboo words, but taboo words cannot fully provide a means of expressing impoliteness. Words spoken by shouting (shouting) (often such words are not understandable and clear) are impolite. While shouting at someone is considered impolite, sometimes such a sound aspect is not considered conventional impolite. Such a tone of voice (shouting) helps to express meaning and performs a rhetorical function. M. Knowles notes on this: "The speaker must decide not only what to say, but also how to express it. In this regard, he has several methods: verbal, intonation, non-verbal (paralinguistic). Taking into account all

three methods, the idea expressed is correctly understood by the listener. Verbal or non-verbal methods help to express the information to be said, and intonation serves to fulfill the rhetorical function" [Knowles, M. 1984. p. 227]. Some of the impolite non-verbal means we have mentioned may seem completely harmless, that is, their impoliteness depends on the context. We think that the impact of non-verbal means in Gulpepper's classification also depends on whether the interlocutors are in a close relationship (for example, asking permission with a finger when speaking between individuals who are close does not cause offense between the interlocutors). At the same time, J.Culpeper notes that these (non-verbal) devices are conditioned in speech and have conditional prosodic, non-verbal aspects, for example, a sharp (sudden) falling tone, a tense sound effect, a rising tone, muttering (mumbling, i.e. saying something under the lips) J.Culpeper impoliteness p.137. We will give more information about these aspects in the next section. Sometimes, prosodic and non-verbal devices indicate that impoliteness is fake or unreal. Fake impoliteness and banter are discussed in detail in the first chapter, and it is important to mention the term here.

In this section, it is appropriate to mention the formula that Gampers gave under the name of contextualization signs. This classification consists of three criteria: basically, gradual, scalar (Gampers 1982a p.132). J.Culpeper distinguishes this classification according to its dimensions: the first criterion is the degree of conditioning, the second criterion is the impoliteness that encompasses the context, and the third criterion is the degree of insult. The researcher states that these criteria are interconnected, that is, stepwise, and explains that an expression associated with a lot of insult will express less insult in different contexts or be neutral. Thus, there is a transition from more insult to context coverage. If there is more context coverage, this also coincides with conditioning. Thus, there is a transition from context coverage to the degree of conditioning. [Culpeper, J. 2011, p.137].

Conclusion: In the study of impoliteness as a linguo-pragmatic category at the linguistic level, it is imperative to take into account contextual factors in interpreting means of expression as impolite. In the analysis of conversations, the role of speech etiquette, especially forms of address, in the expression of impolite moments is important. In this regard, negative vocatives, taboo words, slang, jargon and vulgar words, etc. When studying the impoliteness category at the pragmatic level, impoliteness was defined at two levels: conditional impoliteness due to its compatibility with the context and unconditional impoliteness due to its incompatibility with the context.

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FOLKLOR DISKURSINING GENDER ASPEKTI

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Anotatsiya: *Folklor tushunchasiga izoh berar ekanmiz, 1987 yilda YuNESKO tomonidan tashkil etilgan Xalq ogʻzaki ijodini oʻrganish boʻyicha xalqaro qoʻmita tomonidan taklif qilingan ta'rifga yuzlanamiz: "Folklor- ijtimoiy an'analarga yoʻnaltirilgan jamoat va shaxslarning yaratish imkoniyati, ya'ni jamoaning madaniy va ijtimoiy oʻziga xosligi hisoblanadi. Folklor matnlaridagi madaniy-ijtimoiy me'yorlar va qadriyatlar ogʻzaki ravishda taqlid yoki boshqa usullar (til, adabiyot, musiqa, raqs, oʻyinlar, mifologiya, marosimlar, tikuvchilik, me'morchilik) bilan yetkaziladi".*
Kalit soʻzlar*: folklor diskursi; gender; janr; mifologik personajlar; arxetip.*

Bugungi kungi tadqiqotlarda "folklor diskursi" termini tez-tez uchrab turishiga qaramay, uning mukammal tavsifi hali hamon berilmagan. Bizning nazdimizda, folklor diskursi ijtimoiy-madaniy vaziyat, tarixiy sharoitlar bilan shartlangan jamoaviy nutq faoliyatining oʻziga xos turidir. Ushbu nutq faoliyatining tarkibiy qismi- bu estetik jihatdan qayta ishlangan, jamoat ehtiyojlarini qondiradigan va jamiyatni barqarorlashtiradigan jamoaviy bilimlarni aks ettiradigan an'anaviy matndir. Folklor diskursi maxsus ta'limot boʻlib, u inson faoliyatining turli sohalariga xizmat qiladigan bir qator kommunikativ vaziyatlarda namoyon boʻladi. Folklor diskursida kommunikantlar bir ijtimoiy hamjamiyat vakili sifatida harakat qiladi, jamoaviy tarkibda bir qator jinslar, maqomlar, kasbiy jihatdan aniqlangan guruhlar mavjud boʻlib, ularning har biri kommunikativ vaziyatda belgilangan rolni bajaradi. Shunisi e'tiborliki, folklor diskursida kommunikatorlar turli janrlarda turfa rollarni ijro etadilar, turli pozisiyalarni egallaydilar, masalan, asosan marosim janrlarida bir sosiumga mansub kommunikantlar oʻzaro teng boʻlmagan faol mavqeni egallaydi,

afsun janrida ham kommunikantlarning mavqei teng bo‘lmaydi, balki sakral bilimlarga ega bo‘lgan sehrgar g‘ayritabiiy kuchlar va adresat o‘rtasida vositachilik qilish orqali faol pozisiyani; adresat esa tabiiyki, yetarli bilim va malakaga ega bo‘lmaslik oqibatida passiv mavqeni egallaydi [Pelipenko 2006, 385]. Har qanday jamiyat vakillari folklorni ongli ravishda milliy g‘oya manbai, deb hisoblaydi, uni saqlab qolish va targ‘ib qilish kerak bo‘lgan madaniy merosning tarkibiy qismi sifatida tushunadi.

Folklor diskursining o‘ziga xos xususiyatlari yuzasidan ma'lumotni turli xil usullar orqali olish mumkin, xususan, *kommunikantlar bilan suhbatlar*, *matnni tahlil qilish*, *psixolingvistik eksperiment*. Barcha holatlarda, avvalo, kommunikantlarning shaxsiyatiga murojaat qilinadi. An'anaviy va zamonaviy folklorshunoslikda folklor shaxsi matnlarda o‘zini “boshqalar uchun” sifatida namoyon qiladi, jamoa nomidan gapiradi va jamoaviy an'analarga bo‘ysinishni ta'minlaydi. Folklor diskursi shaxsiy va institusional nutqlarning murakkab aralashmasi bo‘lganligi sababli uning ishtirokchilari ham jamoaviy va shaxsiy vazifalarni bajaradilar. Madaniy ifodalarning jonli to'plami bo'lgan folklor uzoq vaqtdan beri gender omilini o'rganish uchun unumdor hudud bo'lib xizmat qilgan. Folklor turli sotsium va jamiyatlarning gender me'yorlari, rollari va orzu-umidlarini tasvirlaydigan, antropologlarga o'tmish va hozirgi kunning asosiy madaniy tuzilmalari haqida qimmatli tushunchalarni taqdim etadigan quroldir.

An'ana va madaniy me'yorlarga asoslangan folklor ko'pincha jamiyatning gender rollarini aks ettiradi. Ushbu rollarni turli xil vositalar yordamida anglash mumkin:

Miflar va afsonalar: ular ko'pincha ijtimoiy rollarni aniqlaydilar: erkak qahramonlar qahramonlik qiladilar, ayol qahramonlar esa tarbiyachi yoki qayg'uga duchor bo'lgan qiz sifatida namoyon bo'ladi.

Xalq qo'shiqlari va balladalari: ayollar ko'pincha stereotipik ayol rollarida va erkaklar esa faol, qat'iy rollarda tasvirlanadi.

Marosimlar va folklor udumlari: Bular ko'pincha turli jinslarni o'z ichiga oladi va har bir jinsga tayinlangan rollarni ijro etadilar.

Folklor ayollik va erkaklik kabi gender rollarining ma'lum arxetiplarini targ'ib qiladi. Qahramon kuchli erkak va go'zal, fazilatli ayol sifatida ko'plab madaniyat folklorida uchrovchi umumiy mavzulardir. Biroq, bu tushunchalar madaniyat va turli jamiyatlarda turlicha talqin etilib farqlanadi. Masalan, ingliz va o’zbek folklor jamiyatladi qiyoslanganda quyidagi natijaga duch kelgan edik:

Erkaklar diskursida erkak qahramonlar	**Erkaklar diskursida ayol qahramonlar**	**Ayollar diskursida erkak qahramonlar**	**Ayollar diskursida ayol qahramonlar**
zukko, adolatli, jasur, qobil	Zukko, mehnatkash, uddaburon, xokisor	Jasur, madadkor, ta’minotchi	Haloskor, uddaburon, oqila, mehribon, mazluma
Zolim, tentak, ochko’z	Berahm, zolim, amazonka	Passiv, erka, zolim, boqimanda	Zolim, hasadgo’y, makkora

Folklorda hokimiyat dinamikasi va jins bir-biri bilan chambarchas bog'liqdir. Dominant guruh ko'pincha ijtimoiy tuzilmalarni aks ettiruvchi hokimiyatga ega bo'ladi, masalan, erkaklar ko'pincha patriarxal jamiyatdagi tarixiy mavqeini aks ettiruvchi yetakchi, jangchi yoki bilim va ziyo tashuvchi sifatida tasvirlanadi. Shu bilan birga, ayollar kuchni ko'pincha nozik yoki buzg'unchi usullarda, masalan, qiyinchiliklarni yengish uchun ayyorlik yoki donolikdan foydalanishadi.

Folklorda gender rollarining evolyutsiyon o'zgarishi

Vaqti/davr	**Feminin**	**Maskulin**
Qadimiy	Zukko, xokisor, mazluma	Faol, dominant

Xulosa qilib aytganda, folklorda gender jamiyat qadriyatlari, rollari va dinamikasini aks ettiruvchi boy siyrat bo'lib xizmat qiladi. U an'anaviy gender rollarini tasdiqlaydi, tanqid qiladi va ijtimoiy o'zgarishlarni o'zida darhol aks ettiradi. Antropologlar uchun folklor zamon va makon bo'yicha madaniyat va jinsning o'zaro ta'siri haqida boy bilim manbai hisoblanadi.

Feministik nazariyalar va yondashuvlar, garchan folklorning tarbiyaviy intizom mezoni sifatida juda qimmatli bo'lsa-da, ularning ahamiyatini yaqin yaqindan e'tirof etila boshlandi. Folklorshunoslar turli madaniyatlar va kontekstlarda ayollar hayoti haqiqatlarini o'rganish uchun folklorshunoslarning e'tiboridan chetda qolgan soha va janrlarni o'rganib chiqdilar.

Erkak arxetipik obrazlari	**Ayol arxetipik obrazlari**
Pixie, Grindylow, Herne the Hunter, boggart, Brownie, gobelin, Jack Frost, ogre, hobgoblin, Jack frost, Thrummy cap, Merlin, Sandman, Jack o'Kent, Raw head and bloody bones, Old Nick, qirol Artur, Koyl, Uter Pendragon, Том Хикатрифт, Bevis Xemptonskiy; Uoriklik Gay, Dullahan	Jenny Greenteeth, Bloody Mary, Godiva, Peg Powler, Fairy Queen, Elder mother, Black Agnes, Godiva, Peg Powler, Bloody Mary, Mother Carey, Kalyax Ver, Gvillion, Glastig, Gvinevra, Igreyna, Morgauza, Tanterabogus, Banshee, Gvillionlar; Kineg; Ursula Sautxeyl ; Semlesberi jodugarlari, Pendl jodugarlari; Kalli Barri; Glashtig; loathly lady
Haydar kulti, Xizr, Ilyos, Qirq Chilton, Go'ro'g'li, Alpomish, devlar, Pahlavon Rustam, Kenja botir, Bektemir Botir, Qiron Botir, Alpomish, Qilich botir, Qilich Qora, Olmos botir, Shahzoda Salmon, Devbachcha, Xirsiddin polvon, Lo'nda polvon, Erkenja, Baltakay botir, Uch og'ayni botirlar, Shiroq, Uch og'a-ini botirlar, Qironxon, Kuntug'mish, Avazxon, Xasanxon, Nurali, Jahongir,	Suvparilari, parilar, alvasti, Choymomo kulti, Bibi Seshanba kulti, Sust xotin kulti, Momo kulti, Yallimomo, yalmog'iz, ajina, Malikai Husnobod, Oysuluv, To'maris, Gulfaraq; Dono qiz, Donishmand ona, Tadbirli ayol, Davlatli kelin, Zumrad va Qimmat

Murodxon, Rustamxon, Kenja botir, Alibek bilan Bolibek, Yusuf bilan Ahmad, Yakka Ahmad	

Ingliz mifologik folklori personajlari tadqiq etilganida, ularda tabiat (suv va o'rmon) homiylari, shuningdek, "uy ruhlari" aniqlandi*: brownie, hobgoblin, uegg-et-ve-oo, killmoulis, silken, boggart, shovqinli elflar* va arvohlar. Tadqiqot shuni ko'rsatadiki, ingliz folklorida mavjud bo'lgan uy ruhlari haqidagi g'oyalarda bu mavjudotlar va ularning yashash joylari o'rtasida chambarchas bog'liqlik ma'lum ma'noda mavjud bo'lib, bu ingliz madaniyatining o'ziga xos xususiyatini aks ettiradi, chunki ushbu g'ayritabiiy mavjudotlar ingliz madaniyatining milliylik an'analariga intilish kabi xususiyatini aks ettiradi. Xalq og'zaki matnlarida uy ruhining mavjudligi uyning va uning egasining mavqeidan dalolat beradi, chunki bu mavjudotlar, ingliz folklor so'zlovchilari nuqtai nazaridan, faqat eski uylarda yashaydi va zodagon oilalarni afzal ko'radi. Ingliz mifologik diskursida uy ruhlarining olov va iliqlik (*killmoulis, hobgoblin*) bilan bog'lanishi, ularning uydagi farovonlik va totuvlik atmosferasining barqarorligi bilan bog'liq. Yuqorida qayd etilgan ingliz madaniyatida oila va oilaviy munosabatlarning past mavqei shundan dalolat beradiki, folklorda ingliz ruhlari yolg'iz va farzandsiz bo'lib chiqadi va ularda oilaviy munosabatlar haqida hech qanday tasavvur yo'q. Bolalarning farovonligi ularning ota-onalari hayotining ma'nosi emas, degan, ingliz g'oyalariga muvofiq, ingliz tilida uy ruhlari obrazlarida maskulinlik ustunlik qiladi.

Maishiy ruhlarning mavqei va folklor tashuvchilarning ularga bo'lgan munosabatiga ularga ajdodlar ruhi sifatida emas, balki xizmatkor sifatida munosabatda bo'lish katta ta'sir ko'rsatadi. Bu past maqomni ularning tashqi ko'rinishi haqidagi g'oyalar (*brownie*- jismoniy nogiron va darbadar kiyingan, *loathly lady*), haqoratli taxalluslar (*Brownie-Clod* - tom ma'noda "ahmoq") dalolat beradi.

Umuman olganda, folklor diskursida ma'budalarga, afsonaviy shaxslarga va haqiqiy yoki hayoliy avliyo hamda homiylarga tegishli bo'lgan antropomorf/ zoomorf folklor rollari ko'pincha ularni uy-ro'zg'or sohasi bilan bog'laydi yoki ularni tabiat, suv hamda qishloq xo'jaligining unumdorligi timsoli sifatida tasvirlaydi. O.Qayumovning fikricha, "tosh asri odamlarining hosildorlik kulti hamda suv kultiga taallukli mifik kdrashlarga borib takaladi. Paleolit davridayok suv xavzalariga siginish an'anasi mavjud bulgan. Animistik karashlar evolyusiyasi davomida dengiz, kul va daryolar tubi insonga yaxshilik kiluvchi ezgu ruxdar xamda odam xayotiga xavf solishi mumkin deb karalgan yovuz kuchlar makonidyr degan mifologik tasavvur kelib chikkan. Turli magik amallar vositasida suv ruxlarini tinchlantirishga uringanlar" [Qayumov 1999, 14b]. Suvni e'zozlash va uni makon kilgan ezgu ruxlar xomiyligiga ishonish asnosida xosildorlik kulti yuzaga kelgan. Natijada ikkala folklor madaniyatlarida tabiat va hosildorlik hamda ularning moddiylashgan shakllari kultlar ommalashgan.

Ular ijodkorlik va san'at, ip yigiruv, to'quv va hatto shahar qurilishini ham o'z obrazlari, gender rollari orqali ifodalashi mumkin., ularning ko'pchiligi badbashara

holatda tasvirlansalar-da, biroq qilayotgan amallari didaktik-tarbiyaviy ahamiyatga ega.

Ushbu rollardan boshqa, asosan ayollarning noaniq rollari ularni janjal, kasallik, yovuz sehr va urush holatlari bilan bog'laydi. Ayol folklor personajlar erkak qahramonlarga qaraganda juda badbashara, mahluq sifarlari bilan qo'rqitadigan imidj kasb etishi folklor etimologiyasi patriarxal ruhiyati singdirilganidan darak beradi, chunki deyarli barcha ayol folklor-mifologik qahramonlar salbiy va badbashara qiyofada gavdalanadi. Ikkala madaniyat folkloristikasida erkak timsollari asosan homiylar, sahiy hamda jasur qahramonlar bo'lib, ayollar esa aksincha badbashara va makkoraligini tubdan segregatsiya qilinishi Sharqda dunyoning diaxron tasviri patriarxal-androtsentrik qarashlar orqali chizilganligi yaqqol ayon bo'ladi.

Folkloristikada yalmog'iz va jodugar obrazining juda ko'p hamda turfaligi obrazning tarixiy fantaziya va arxaik ona sifatidagi radikal qiyofasi ijtimoiy tuzilmadagi "ayol" sifatlarining bekor qilishdagi radikal harakat desa ham bo'ladi. Chunki uning bu qiyofasi fikrimizcha, ayol sub'ektining metaforik tasvirlarini qiyinlashtirishtiradi, ayol sifatlari haqidagi ijtimoiy munosabatlar va kollektiv tasavvurlarni buzadi. O'zbek folklor matnlarida yalmog'iz mifonimi ham ayol jinsiga mansub: *Qurg'ur yalmog'iz kampirning rusumi shunday ekan: har kuni yigitning tizzasiga boshini qo'yib, uning qonini so'rib yotarkan. Yalmog'iz biror kimsaning qonini so'rsa, besh-o'n kunda uni o'ldirarkan*.

Dastlab, "jodugar" so'zining ruscha invariant "ведьма" "bilish" va "ona" ikkita so'zning birlashuvidan kelib chiqqan, ya'ni. bilimdon ona. Natijada, biz jodugar ma'lum bilimga ega ayol ekanligini tushunamiz. Bundan tashqari, "bilish" so'zi ushbu jarayonning chuqurroq bosqichini - bu bilim bilan to'g'ri ishlash qobiliyatini o'z ichiga oladi [4]. Arxetip sifatida jodugarning tasviri ayol shaxsining eng instinktiv darajasini ifodalab, bilish qobiliyati tabiat haqidagi bilimlarga borib taqaladi. Jodugar shifobaxsh o'tlar haqida yashirin bilimga ega bo'lgan, tabiat va hayvonlar bilan qanday munosabatda bo'lishni biladigan va tabiiy ayollik kuchlarining xususiyatlarini biladigan ayoldir [2, 425]. Jodugarning arxetipik qiyofasi dunyo xalqlari ongida mustahkam yashaydi, afsonalar va rivoyatlar bu tasvirning hamma davrlarda mavjud bo'lganligidan dalolat beradi. Bu obraz juda ommabopligining sababi ruhshunoslarning fikricha, ayol ongsizligining qorong'u tubida jodugar tasvirining yashiringanligi bilan bog'liqdir. Totemistik an'analarga ko'ra, jodugar - bu g'ayrioddiy qobiliyatlarga ega bo'lgan, ammo o'z kuchiga ishongan ayol, uning afsunlari magik emas, balki tug'ma in'om yoki tabiat kuchlari orqali namoyon bo'ladi. U yaxshi yoki yomon xulq-atvorga ega bo'lishni o'zi tanlaydi.

Folklor mifologiyasi va qahramonlarning jamiyatdagi rollari ertak imperatrissalari, Keltlarning Budik va Irlandlarning qaroqchi malikasi Greys O'Malley, Uoriklik Gay, Merry, To'maris kabi ajoyib tarixiy va yarim tarixiy shaxslarni o'z ichiga oladi.

Asrlar davomida va turli madaniy kontekstlarda xalq og'zaki ijodi bolalar va o'smirlarga axloq va jamiyat uchun maqbul xulq-atvor normalarini singdirib kelgan. Xususan, folklor diskursi kichin yoshdagilarga erkak va ayollar o'zini an'ana va urf odatlarga ko'ra qanday tutishi kerakligi haqidagi ideallarni targ'ib qiladi. Sharqda

“Aftidan, onasi unga allalar kuylamagan” yoki “Ertak eshitib kattalar tarbiyasini olibdi” degan tushunchalar bejizdan ommalashmagan. Adabiyot Chunki xalq og‘zaki ijodi bolalarning gender xususiyatlarini hisobga olgan holda tarbiyalash muammolarini hal etishda beqiyos yordam berishini hech kim inkor qilmagan. Yozuvdan, qiroatdan savodi yetarli bo’lmagan ajdodlarimiz tarbiyaviy ahamiyatga ega bo’lgan folklor diskursini avloddan-avlodga yetkazib kelgan.

Ularning asosiy manbalari qahramonllarning jasorati haqidagi qisqa hikoyalar, adolatsizlikka qarshi kurashgan yoshlarning baxtsiz fojiali sevgisi haqidagi hikoyalar, tabiat kuchlariga qarshi kurashda namoyon bo'lgan xalq tasavvurining sog'lom elementlari bo'lishi mumkin. Ularga mazmunan vatanparvarlik, o‘z maqsadiga erishish yo‘lida hamjihatlik va matonatga da’vat qilish xususiyatlari singib ketgan. Shu bilan birga, folklor diskursi ayollar tomonidan bag'rikenglik, vazminlik, sevgi va mehr-oqibat, erkaklar tomonidan esa - qat'iyat, jasorat, mas'uliyat va boshqa ko'p narsalarni o'z ichiga olgan gender rollarini uzatishda chuqur ma'noga ega ekanligi barchamizga aniq.

Foydalanilgan adabiyotlar ro‘yxati

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THE MORPHOLOGICAL STRUCTURE OF EMOTION-EXPRESSING PHRASEOLOGICAL UNITS IN ENGLISH AND UZBEK

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Annotation

This article examines the morphological structure of phraseological units (PUs) that express emotions in English and Uzbek. It explores how these multi-word idiomatic expressions—categorized into verbal, noun-based, and adjectival units—differ structurally across the two languages. English, as an analytic language, relies heavily on fixed syntactic forms and metaphorical imagery, often externalizing emotion

through action-based expressions. In contrast, Uzbek, an agglutinative language, demonstrates significant morphological flexibility, using rich affixation, possessive forms, and emotional intensifiers to encode subtle shades of feeling. The study highlights culturally rooted metaphors involving the heart, soul, liver, and other symbolic organs, which serve as cognitive anchors in both languages. Comparative analysis reveals how morphological typology shapes the way emotions are framed and perceived in linguistic contexts. By drawing on theoretical and practical examples, this research contributes to a deeper understanding of how linguistic structure, metaphor, and cultural worldview intersect in emotional phraseology.

Keywords: Phraseological units; morphology; emotion; idioms; English; Uzbek; verbal expressions; noun-based idioms; cultural metaphors; comparative linguistics.

Introduction

Phraseological units are an essential part of a language's expressive and idiomatic richness. Among their many communicative functions, the expression of human emotions stands out as particularly significant. These idiomatic combinations are deeply rooted in culture and cognition, reflecting the worldview, psychological states, and cultural values of a speech community. Through their fixed structure and figurative meaning, phraseological units encapsulate emotional experiences in vivid, metaphorical terms. These units are not merely combinations of lexemes; they are symbolic carriers of emotion and cultural meaning. Their use allows speakers to express feelings and attitudes with brevity and expressive power. Studying their morphological structure offers insights into how different languages encode emotional meaning and what structural patterns emerge across linguistic systems. In this regard, the comparative analysis of English and Uzbek phraseological units is particularly instructive. English and Uzbek represent two distinct language types: English is predominantly analytic, favoring fixed word order, auxiliary constructions, and syntactic regularity. Uzbek, in contrast, is an agglutinative language that employs a rich system of affixation, vowel harmony, and morphological inflection to build meaning (Kunin, 1996, p. 222; Komilova, 2020, p. 101). These typological differences profoundly influence how emotional content is constructed within idiomatic expressions. While English idioms often remain morphologically fixed and rely on syntactic patterns, Uzbek phraseologisms display a high degree of morphological flexibility, allowing for nuanced and context-sensitive emotional expression. This article explores the morphological classifications of emotion-expressing phraseological units in English and Uzbek. It analyzes verb-based, noun-based, and adjectival phraseological constructions and investigates how grammatical structures and cultural imagery influence their formation and interpretation. Through this comparative lens, the study aims to deepen our understanding of how language reflects and shapes emotional experience, revealing the interplay between linguistic form, cultural identity, and psychological perception (Akhmedova, 2015, p. 66).

Phraseological units (PUs), including idioms, collocations, and fixed expressions, are multi-word lexical items whose meanings cannot be deduced from the meanings of their components. Morphologically, they can be grouped according to their core part of speech: verbal, nominal, adjectival, and adverbial. Emotional phraseologisms are especially noteworthy due to their metaphorical richness and cultural significance. They often involve metaphors related to the heart, mind, or internal organs, indicating how societies conceptualize emotions and communicate psychological states. These units serve not only communicative but also cognitive and aesthetic functions.

Verbal Phraseological Units

Verbal phraseological units are particularly effective in conveying emotional dynamics. In English, such idioms often combine action verbs with metaphors of bodily or psychological responses, typically representing sudden or intense emotions:

- “blow one’s top” – to become very angry
- “burst into tears” – to start crying suddenly
- “lose heart” – to become discouraged

These constructions externalize emotion through metaphorical imagery of eruptions or breakdowns. The verb is the semantic nucleus, and the structure is often rigid. In Uzbek, verb-based phraseologisms frequently center around “ko‘ngil” (soul/heart/mood), reflecting cultural values and emotional subtleties:

- "ko‘ngli to‘lmoq" – to feel satisfied
- "ko‘ngli qolmoq" – to feel disappointed
- "ko‘ngli buzilmoq" – to feel offended

The infinitive form is marked by the suffix “-moq,” while tense and aspect are conveyed through markers such as “-di,” “-gan,” “-moqda,” and “-yapti.” Emotional nuance may be further enriched through reduplication or intensifying adverbs.

Noun-Based Phraseological Units

Noun-based idioms often rely on culturally symbolic organs or objects tied to emotional experience. In English, commonly used nouns include “heart,” “stomach,” “throat,” and “nerves,” highlighting the physical embodiment of emotion:

- “a heavy heart” – sorrow
- “butterflies in the stomach” – nervousness
- “a lump in the throat” – emotional distress

These idioms are typically morphologically stable and context-dependent, often involving definite or indefinite articles. In contrast, Uzbek noun-based phraseological

units are both culturally rich and morphologically productive. They use emotionally charged terms such as "yurak" (heart), "dil" (soul), "jigar" (liver), and "ko‘z" (eye), which resonate deeply with Uzbek cultural and poetic traditions:

• "yurak og‘rig‘i" – heartache or emotional suffering
• "ko‘z yoshi" – tears symbolizing sadness or grief
• "dil iztirobi" – spiritual or inner torment
• "jigar pora" – someone beloved, often a child (literally: piece of liver)
• "ko‘ngil xira" – emotional dullness or sadness

Uzbek idioms show a higher degree of morphological variation. Affixes like "-i" (possessive), "-lik" (denoting a state or quality), and possessive constructions allow for personalized and intensified emotion. For example, "dilimning og‘rig‘i" (my heartache) adds a subjective, emotionally intimate dimension that is both syntactically and semantically rich.

This morphological productivity enables speakers to adapt idioms for specific contexts, making emotional expression highly nuanced and culturally resonant. The presence of poetic and symbolic elements—such as the use of "jigar" to denote deep affection—underscores the cultural embedding of emotions in Uzbek phraseology (Rakhmatullaeva, 2013, p. 88).

Adjectival and Participial Units

Adjectival and participial idioms express emotional states as traits or ongoing conditions. In English, such expressions often arise through compounding and metaphor:

• “heartbroken” – deeply sad
• “tongue-tied” – speechless from anxiety
• “love-struck” – overwhelmed by love

These units are lexically fixed and only morphologically altered in comparative or superlative forms when applicable.

Uzbek equivalents are formed through suffixation, primarily using “-siz” (without) and “-li” (with), which carry evaluative connotations:

• "yuraksiz" – heartless
• "ko‘ngilsiz" – displeased
• "dilsiz" – soulless

The participial form in Uzbek can also take on temporal or causal nuance depending on syntactic context, e.g., "ko‘ngli xira bo‘lgan odam" (a person with a heavy heart).

Comparative Analysis

A comparative perspective reveals that while English and Uzbek share metaphorical conceptualizations—especially the centrality of the heart—they differ markedly in morphological strategy. English idioms are largely fixed and depend on lexical and syntactic conventions. Morphological variability is minimal.

Uzbek idioms, however, demonstrate considerable morphological flexibility. Verb-based expressions vary by tense, aspect, and mood. Noun-based units adapt through possessive and descriptive suffixes. Adjectival idioms are easily derived through affixation.

Examples:

- English: “to feel blue” (adjective phrase)
- Uzbek: "dili xira bo‘lmoq" – to feel sad (verb phrase with possessive and auxiliary components)
- English: “in high spirits” (prepositional phrase)
- Uzbek: "ko‘ngli ko‘tarilmoq" – to feel uplifted (verb phrase with emotional subject and passive morphology)

Culturally, both languages anchor emotional expression in metaphorical organs. However, Uzbek also incorporates “jigar” (liver) and “dil” (inner heart), often drawn from classical literature. For example, “jigarbandim” (my liver-piece) conveys deep affection for a loved one, with no direct English equivalent.

Conclusion

The morphological structure of emotion-expressing phraseological units in English and Uzbek reveals the intricate relationship between linguistic form and cultural worldview. While English, as an analytic language, tends to favor fixed syntactic constructions and relies heavily on lexical choice and metaphorical context, Uzbek, with its agglutinative nature, allows for extensive morphological variation through affixation and vowel harmony. This flexibility enables Uzbek speakers to express emotional nuances with greater grammatical precision and contextual adaptation.

Despite these structural contrasts, both languages share underlying conceptual metaphors rooted in human cognition most notably, the central role of the heart, soul, and other internal organs in conveying emotional states. Idioms such as “lose heart” in English and “ko‘ngli qolmoq” in Uzbek illustrate how abstract emotions are metaphorically grounded in the physical body, though expressed differently due to grammatical conventions.

This comparative analysis underscores the significance of phraseological units as cultural and emotional signifiers. By examining their morphological formation, we gain valuable insights into how speakers of different languages perceive, interpret, and articulate emotional experience. Such understanding contributes to broader fields including comparative linguistics, cognitive linguistics, translation studies, and second language acquisition. Ultimately, recognizing the morphological and metaphorical intricacies of emotion-related phraseology promotes deeper linguistic competence and cross-cultural empathy, equipping learners and translators with tools to navigate meaning beyond literal translation.

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EFFECTIVE STRATEGIES FOR IMPROVING SPEAKING SKILL IN TEACHING ENGLISH

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Abstract:

This article provides practical strategies for enhancing speaking skills, particularly for students. It highlights the importance of effective communication in academic,

social, and professional settings. The author outlines key techniques such as active listening, vocabulary expansion, regular speaking practice, and the use of helpful tools like recording and language apps. Emphasis is placed on building confidence, using body language effectively, and learning from feedback. The guide encourages learners to set realistic goals and remain patient throughout the improvement process.

Keywords:

speaking skills, communication, students, confidence, vocabulary, practice, listening, articulation, pronunciation, body language, feedback, self-improvement, interviews, presentations, public speaking, speaking clubs, language apps, goal setting, fluency, clarity

Great talking abilities are significant for understudies in numerous ways. They assist us with sharing our thoughts in class, make companions, and get ready for future prospective employee meetings or introductions. Whether we're talking one-on-one or to an enormous gathering, solid talking abilities assist us with offering our viewpoints certainly and interface with others. Yet, talking plainly and unhesitatingly doesn't fall into place for everybody, and that is totally fine! For certain straightforward systems and normal practice, anybody can improve as a speaker. This article will cover simple, reasonable tips to assist you with working on your talking abilities, gain certainty, and impart really.

1. Figure out the Significance of Speaking Abilities

Before we get into the tips, we should discuss why talking abilities matter. Being a decent speaker isn't just about saying words; it's tied in with communicating thoughts plainly, paying attention to other people, and showing certainty. At the point when you talk well, you can:

- Interface with others: Building kinships and associations is more straightforward when you can impart well.

- Perform better in school: You're bound to do well in introductions, class conversations, and gathering projects.

- Plan for what's to come: Talking abilities are useful for new employee screenings, group undertakings, and influential positions.

Further developing talking abilities resembles building an important instrument forever.

2. Begin with Tuning in

The initial step to improving as a speaker is improving as an audience. Great listening assists you with seeing Absolutely! Here is a point by point, simple to-follow article "On the most proficient method to Work on Speaking Abilities," written in a straightforward and connecting with style for understudies.

Having the option to talk well is a significant ability, particularly for understudies. Great talking abilities help in numerous everyday issues, from giving class introductions and partaking in conversations to making companions and performing great in interviews. Yet, how might you work on your talking abilities? Fortunately, it's conceivable with training and the right strategies. In this article, we'll go through straightforward and viable ways you can fabricate certainty and come out better as a speaker.

3. Comprehend The reason why Speaking Abilities Are Significant

Prior to plunging into strategies for development, it's useful to comprehend the reason why talking abilities matter. Talking isn't just about talking; it's tied in with having the option to impart thoughts plainly and unhesitatingly. Great talking abilities help you:

- Assemble connections by communicating your thoughts and grasping others.

- Perform better in school by making some noise in class and doing great in introductions.

- Plan for future open doors, similar to new employee screenings or public talking jobs.

To put it plainly, having the option to talk well opens numerous entryways and makes life simpler in school, work, and individual collaborations.

4. Turn into a Decent Audience

Great talking begins with great tuning in. Undivided attention is giving full consideration to what another person is talking about, grasping it, and answering nicely. By being a decent audience, you can comprehend others better, contemplate how you need to answer, and learn new expressions or jargon. At the point when you listen cautiously, you're additionally recognizing the other individual, which fabricates better discussions.

Tips for Undivided attention:

- Center around the speaker without interruptions, similar to your telephone.

- Show you're tuning in by gesturing or making little affirmations.

- Ponder the speaker's previous statement answering, rather than racing to reply.

Grow Your Jargon

Having major areas of strength for a makes it more straightforward to offer your viewpoints. You don't have to know extravagant words; simply having different words to look over can assist you with talking all the more plainly. Work on learning new words and attempt to involve them in regular discussions. This will assist you

with feeling more sure while talking and will give your discourse seriously intriguing.

Ways to construct Jargon:

Gain proficiency with another word consistently and use it in sentences.

Understand books, articles, or watch recordings where you could run over new words.

Utilize a word reference or application to look into the implications of new words.

5. Work on Speaking Consistently

The most ideal way to further develop talking abilities is to rehearse however much as could reasonably be expected. You don't need to sit tight for a proper setting; you can rehearse whenever, such as visiting with companions, family, or in any event, conversing with yourself at home. The more you talk, the more agreeable you'll become with

Tips for Day to day Practice:

Converse with companions or family about points that interest you.

Examine recent developments or most loved side interests to make it more tomfoolery.

Work on talking before a mirror to notice your looks and motions.

6. Record Yourself Talking

Recording yourself is an incredible method for seeing your talking propensities. By standing by listening to yourself, you can find regions where you might require improvement, such as talking excessively fast, utilizing such a large number of filler words (like "um" or "like"), or sounding hazy. You can then deal with these areas to get to the next level.

7. Join a Speaking Club or Gathering

If conceivable, joining a club like a discussion group or a public talking club can assist you with acquiring certainty. These clubs give a protected climate to work on talking, learn new methods, and get criticism from others. Many schools have these kinds of clubs, and some are even accessible on the web.

Tips for Public Speaking Clubs: Notice different speakers to gain from their style.

Sit back and relax assuming you feel apprehensive; everybody is there to move along. Make little strides, such as representing a couple of moments all at once, and bit by bit increment as you settle in.

8. Use Language Learning Applications and Devices

There are numerous applications and online instruments that assist with working on talking. Applications like ELSA Talk or Duolingo offer practices in articulation, sentence structure, and familiarity. Watching recordings of good speakers, for example, TED Talks, is likewise useful. Paying attention to and impersonating great speakers can assist with working on your own talking abilities.

9. Practice Articulation and Clearness

Clear articulation is vital to successful talking. In some cases, individuals could battle to comprehend assuming you're talking excessively quick or on the other hand on the off chance that you're muttering. Rehearsing articulation helps other people comprehend you better. You can work on this by rehearsing explicit sounds or words that you see as trying.

Practices for Clear Articulation: Attempt tongue twisters; they assist you with zeroing in on articulating words accurately. Utilize a mirror to check how your mouth moves when you say troublesome words. Dial back and spotlight on saying each word plainly.

Peruse So anyone might hear to Construct Certainty

Perusing resoundingly can assist with working on your beat, articulation, and talking stream. It's an incredible method for rehearsing without requiring an accomplice. By reciting without holding back, you can zero in on your tone and articulation, which are significant in delivering your discourse really captivating.

Ways to peruse Out loud: Pick fascinating materials, similar to a book or an article.

Center around clear elocution and articulation, as though you're addressing a crowd of people. Work on perusing before a mirror or recording yourself to really look at your advancement.

10. Use Non-verbal communication Really

Non-verbal communication assumes a major part by the way you convey. Great stance, hand motions, and eye to eye connection give your discourse really captivating. Non-verbal communication can assist you with showing up more sure, regardless of whether you're feeling apprehensive within.

Tips for Positive Non-verbal communication: Stand upright and keep up with open stance. Use hand motions normally to underline your focuses. Work on visually connecting, which shows you're locked in and sure.

11. Acknowledge and Gain from Input

Getting input can feel awkward, however it's fundamental for development. Productive analysis assists you with understanding what you're getting along admirably and what you could chip away at. At the point when somebody gives you input, attempt to consider it to be useful guidance and use it to get to the next level.

Step by step instructions to Deal with Criticism: Pose explicit inquiries, as "Did I talk obviously?" or "Was my speed great?" Record any tips or remarks you get. Make an arrangement to deal with the areas where you want improvement.

12. Put forth Practical Objectives and Track Progress

Further developing talking abilities takes time, so put forth little objectives en route. For instance, you could begin by rehearsing articulation, then move to expanding your jargon, lastly center around open talking. Keeping tabs on your development can assist you with remaining propelled and show the amount you've worked on over the long haul.

Objective Setting Tips: Begin with simple objectives, such as representing 1-2 minutes about a most loved point. Increment the time and intricacy of your training as you gain certainty. Keep a diary to take note of any enhancements and regions to deal with.

13. Remain Positive and Patient

Figuring out how to talk well doesn't work out pretty much by accident, and committing errors on route is alright. Try not to be difficult for yourself; each time you practice, you're working on somewhat more. Remaining positive and patient with yourself will make the excursion more charming and assist you with remaining persuaded.

In conclusion further developing talking abilities is a steady cycle that requires reliable practice and self-reflection. By following these means and routinely testing yourself, you can turn into a more certain and powerful communicator. Solid talking abilities won't just assistance in school yet additionally benefit you in companionships, open positions, and public talking occasions from now on. Keep in mind, every last exertion counts, and with time, you'll see the positive changes in you.

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TEACHING TECHNOLOGY-RELATED VOCABULARY TO INTERMEDIATE EFL LEARNERS THROUGH TASK-BASED LANGUAGE LEARNING

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Abstract: This action research explores the effectiveness of Task-Based Language Learning (TBLL) in teaching technology-related vocabulary to intermediate-level English as a Foreign Language (EFL) students. It examines both student engagement and vocabulary acquisition through interactive, real-world tasks, such as recipe creation, problem-solving, and vocabulary matching. A pre-test/post-test structure, teacher interviews, student questionnaires, and classroom observations were used to assess learning outcomes and perceptions. The findings indicate that TBLL significantly enhances vocabulary retention, promotes communicative competence, and fosters motivation. Despite some challenges in time management and group dynamics, the method proved successful in achieving pedagogical goals**.**
Key words: *TBLL, vocabulary development, technology, communicative competence, EFL, student-centered learning*

Introduction: Vocabulary acquisition plays a pivotal role in the overall language proficiency of EFL (English as a Foreign Language) learners, particularly at the intermediate level (B1). At this stage, students are expected to transition from basic communication to more nuanced, topic-specific discourse. However, one of the ongoing challenges in EFL instruction is how to effectively teach vocabulary that is not only relevant but also retainable and applicable in real-world contexts.

In recent years, Task-Based Language Learning (TBLL) has gained increasing attention as a powerful pedagogical approach that aligns with communicative language teaching. TBLL emphasizes the use of real-life tasks as the primary vehicle for language instruction. Instead of isolated vocabulary drills or rote memorization, learners acquire language through the meaningful completion of tasks that mirror authentic situations. This includes activities such as solving problems, preparing presentations, or discussing daily experiences—all of which encourage active language use.

Technology-related vocabulary is particularly important in today's globalized and digitally interconnected world. As digital tools become integral to education, work, and communication, students need a strong lexical foundation to understand and

discuss technology-related topics confidently. However, this type of vocabulary often poses a learning barrier due to its specificity and rapid evolution.
This action research project investigates how TBLL can be used to enhance the acquisition of technology-related vocabulary among intermediate EFL students. It explores the process of task design, implementation, and assessment through both teacher-led and learner-centered research. Using pre- and post-tests, observations, questionnaires, and interviews, the study evaluates both the effectiveness of TBLL and the challenges encountered during its use in a real classroom context.

Literature Review. Task-Based Language Learning (TBLL) has its roots in Communicative Language Teaching (CLT) and focuses on learner engagement through real-world tasks that prioritize meaning over form. According to Ellis [Ellis r. 2003. p.3], a task in TBLL is "an activity that requires learners to use language with an emphasis on meaning to attain an objective." This distinguishes tasks from exercises, which focus primarily on linguistic form.
Richards and Rodgers [Richards J.C., Rodgers T.S. 2001. p. 223-239] identify three key components in the TBLL framework:

- **Pre-task**: Activates prior knowledge and introduces key vocabulary.
- **Task-cycle**: Learners complete a communicative task (e.g., writing a recipe, solving a problem).
- **Post-task**: Language is analyzed and extended through follow-up exercises or discussion.

Several studies support the value of TBLL in vocabulary acquisition. Hatip [Hatip F. 2005] states that TBLL enhances fluency and contextual language use, although it may lead to reduced focus on accuracy. Similarly, Tellis [Tellis W. 1997., Cohen L., Manion L. 2013. p.289] highlight how TBLL supports learner autonomy and fosters natural language acquisition.
However, some drawbacks are also noted. Learners may initially feel overwhelmed due to unfamiliar task structures or struggle with group dynamics. Teachers may also find it challenging to evaluate performance when language use is not strictly controlled. These issues emphasize the importance of thoughtful task design and scaffolding.
In technology-focused instruction, TBLL offers a particularly relevant application. Digital vocabulary is often difficult to teach using traditional methods because it lacks concrete visuals or immediate context. TBLL enables learners to engage with such vocabulary through simulated problem-solving, discussions, and presentations that mimic real digital communication.
This research contributes to the growing body of literature by applying TBLL to the teaching of **technology-related vocabulary**—an area that is both current and practical for today's learners.

Research Methodology

Approach. This study employed a Task-Based Language Teaching (TBLT) approach. TBLT is rooted in the idea that language is best learned through meaningful communication and real-life tasks. The goal was to observe how interactive tasks influence students' vocabulary retention and use.

Vocabulary is a crucial component of language acquisition, serving as the foundation for communication in both spoken and written forms. For ESL learners, especially at the B1 level, developing vocabulary proficiency significantly contributes to improved fluency and confidence. This study investigates the effectiveness of interactive vocabulary teaching strategies in improving vocabulary knowledge and usage among B1-level students. It includes data gathered through interviews, questionnaires, classroom observations, and pre- and post-tests.

Design. The study used action research design. As a teacher-researcher, I implemented specific vocabulary teaching strategies, observed their impact, and refined instructional methods accordingly. The research included both quantitative (pre- and post-tests, questionnaires) and qualitative (interviews, lesson observations) methods.

Participants were 9 B1-level ESL students aged between 14–16. They engaged in vocabulary learning sessions using interactive and task-based methods over the course of several weeks. One English language teacher, Mirshokhrukh, who has been teaching for one year, was interviewed for additional professional insight.

Data analysis: Interview with the Teacher

The teacher, Mirshokhrukh, expressed a strong passion for helping students gain confidence in using English vocabulary in real-life situations. He selects new words based on their relevance to students' lives, current lesson themes, and frequency of use in English. To reinforce vocabulary, he employs repetition, visuals, context-based learning, and engaging activities such as games and storytelling.

He explains the meanings of new words using definitions, pictures, acting, and context clues. To practice vocabulary, Mirshokhrukh integrates group discussions, charades, crossword puzzles, and word bingo into lessons. He encourages students to use new vocabulary in speaking and writing through role plays, presentations, and creative writing tasks. When teaching words with multiple meanings, he provides context-specific examples and visuals to clarify nuances.

Learner Questionnaire Results

To assess learners' perspectives on vocabulary learning, a questionnaire was distributed. The findings are summarized below:

1. Confidence in Vocabulary Use:

• Most students reported being somewhat confident or very confident in understanding and using new words.

2. Frequency of Learning New Words:

• The majority of students try to learn new vocabulary a few times a week, while some do so daily or occasionally.

3. Effective Memory Strategies:
• Preferred strategies included:
• Writing words down
• Practicing in sentences
• Using flashcards
• Hearing words in context
4. Checking Word Meanings:
• Students commonly used dictionaries, online resources, and context clues to check meanings. Some also asked peers or teachers.
5. Suggestions for Improvement:
• In open-ended responses, students highlighted interactive methods, consistent practice, and contextual learning as the most effective ways to improve vocabulary.

Observed Lessons

Classroom observations revealed that lessons followed a consistent structure: warm-up activities, vocabulary introduction, guided practice, and individual or group tasks. Teachers used interactive techniques such as role plays, games, group work, and multimedia (videos, presentations, online quizzes). Vocabulary was often taught with visuals, real-life examples, and practice opportunities. Classroom management was effective, with clearly defined goals and active participation encouraged throughout.

Pre- and Post-Test Results

To measure vocabulary improvement, students took a pre-test and a post-test focused on vocabulary usage in context.
The test included ten multiple-choice questions based on vocabulary use in real-life situations related to technology in education.
Overall Average Score:
• **Pre-test: 4.2**
• **Post-test: 5**

Results and Discussion. The results of this study reveal meaningful insights into the impact of interactive vocabulary teaching on learners' language skills. The pre- and post-test scores show a clear improvement in vocabulary knowledge among the participating B1-level ESL students. Before the intervention, the average score was 4.2 out of 5, while after the intervention, it increased to a full 5 out of 5. This suggests that the learners not only retained the new vocabulary but were also able to apply it accurately in context-based situations.

1**. Effectiveness of TBLT in Vocabulary Learning**

The use of a Task-Based Language Teaching (TBLT) approach played a critical role in this success. TBLT emphasizes learning language through real-world tasks, encouraging students to use vocabulary in practical, communicative situations. During lessons, learners actively participated in role plays, pair work, group

discussions, and vocabulary games. These tasks not only made vocabulary learning enjoyable but also meaningful, helping learners to associate words with real-life contexts.

2. Learner Engagement and Motivation

Observation notes and student feedback from the questionnaires indicate high levels of engagement and motivation. Many students commented that they preferred learning new words through games, visuals, and communicative tasks rather than memorizing word lists. This aligns with research suggesting that students are more likely to retain vocabulary when they find the learning process enjoyable and relevant.

3. Use of Multi-Sensory Strategies

The teacher's use of multi-sensory methods—including visuals, gestures, realia, and contextual examples—helped cater to various learning styles. For example, using pictures and acting out meanings supported visual and kinesthetic learners, while storytelling and group discussion benefited auditory and social learners. This approach made vocabulary learning more inclusive and effective across different learner profiles.

4. Student-Centered Learning

The interactive strategies placed students at the center of the learning process. Students were given multiple opportunities to take ownership of their learning, whether by participating in classroom discussions, creating sentences with new vocabulary, or using flashcards in pairs. This autonomy helped build their confidence and allowed them to internalize vocabulary more deeply.

5. Supportive Teacher Practices

The interviewed teacher, Mirshokhrukh, highlighted the importance of scaffolding and repetition, which were consistently observed in lessons. He also frequently encouraged the use of vocabulary in speaking and writing, such as through presentations, creative writing, and short dialogues. This consistent reinforcement contributed to the improvement in students' ability to use new words accurately.

6. Peer Collaboration and Social Learning

Group tasks and pair activities promoted peer interaction, allowing students to learn from one another and reinforce vocabulary use in meaningful communication. Peer support was especially helpful for lower-performing students, who gained confidence by interacting with stronger peers.

Conclusion. This research demonstrates that interactive, task-based vocabulary teaching strategies are highly effective in enhancing vocabulary acquisition and usage among B1-level ESL learners. The combination of student-centered learning, real-world tasks, multisensory input, and consistent practice resulted in measurable improvement, as shown by pre- and post-test results.

Key findings from this study include:

• Increased vocabulary retention and usage: The shift from 4.2 to 5 in average test scores reflects strong gains in vocabulary knowledge.

• Improved learner confidence and motivation: Students reported enjoying the interactive methods, which led to higher levels of participation and engagement.
• Enhanced communication skills: Learners became more fluent and accurate in using new vocabulary in speaking and writing activities.
• Positive teacher impact: The role of the teacher in designing varied and meaningful tasks was essential for student success.
The findings support the idea that vocabulary learning should go beyond rote memorization and should involve contextualized, communicative, and student-led activities. This approach not only enriches vocabulary knowledge but also nurtures learners' overall language competence and confidence.

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THE CATEGORY OF GENDER IN MODERN ENGLISH

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Abstract

During its evolution, English, unlike other Germanic languages, underwent radical changes, transforming from a synthetic language into an analytical one. This article deals how the grammatical gender which was widely used in Old English, gradually abandoned the language and was replaced by natural gender, and the features of the use of the gender category in Modern English.

Key words: *evolution, synthetic language, analytical language, the category of gender, masculine gender, feminine gender, neuter gender, common gender, lingua franca, gender neutral language*

Introduction

Today, English as a global language is used as the main means of communication between people who speak different languages. People living in different parts of the world have the opportunity to communicate through both the accessibility created by modern innovative technologies and the common language of English. Currently, English is used on all continents as a means of serving with its own linguistic values, communication in society, and meeting the information exchange of people living on different continents.

D. Crystal, who studies the history of the development of the English language from diachronic and synchronic aspects, writes about the current widespread use of this language: *"Although English as a global language did not appear until 1997, it was actually written in 1995, which in 2002 seems a very long time ago, as far as global linguistic developments are concerned. The 1990s were a revolutionary decade, in that respect, with a proliferation of new linguistic varieties arising out of the worldwide implementation of the Internet, an emerging awareness of te crisis affecting the world's endangered languages, and an increasing public recognition of the global position of English"* [2, p.9]. Along with all the changes that have occurred in the evolution of the English language, the disappearance of grammatical gender has still remained a topic of wide debate in linguistics for many years.

The use of English as a global language has given rise to different scientific opinions. Along with linguists who approach the issue from a political perspective and associate it with the colonial policy of the British Empire, there have also been linguists who consider the internal linguistic qualities of the English language, its simple grammatical structure, clear pronunciation system, and rich vocabulary to be the basis. For example, O. Jespersen in his concept of *"The Theory of Progress"*, particularly values the fact that English differs from other members of the Germanic

language subgroup to which it belongs and that it has evolved to have a simpler grammatical structure and a richer vocabulary than them, and writes about English as follows: *"It is, of course, impossible to characterize a language in one formula; languages, like men, are too composite to have their whole essence summed up in one short expression. Nevertheless, there is one expression that continually comes to my mind whenever I think of the English language and compare it with others: it seems to me positively and expressly masculine, it is the language of a grown-up man and has very little childish or feminine about it"* [4, p.2]. O. Jespersen particularly valued the internal, special qualities of the English language, the potential possibilities of the language in expressing ideas, and the presence of a vocabulary with a cosmopolitan composition.

When the issue is viewed in a broader ampoule from a diachronic perspective, it is true that the fundamental changes that have occurred in the internal grammatical structure of the English language with evolution and the dictates of the political conditions surrounding the language, its spread across national borders to all continents, have turned English into a global language. English has both enriched all the languages it has come into contact with and a large number of words have entered the English language from these languages. However, one thing should be noted that there have been many colonial countries in the world, and even before England became a powerful empire, there were powerful colonial states on the European continent such as France, Spain, Holland, and Portugal. Although the languages of these countries were used as colonial languages in state institutions and in the upper classes, they never became national languages. In a certain sense, Spanish is widespread in Latin American countries and has become the mother tongue of the people, but in terms of the vastness of the geographical area, none of the languages of these countries can be compared with English. Even representatives from these countries use English at international meetings. Today, English is used as the first language in the large geographical area of the world.

The study of the evolution of the English language from a diachronic perspective proves that Old English, which was used in the British Isles in the 5th-11th centuries (450-1066), was a suffixed, synthetic language like other Germanic languages, and was rich in the categories of person, number, gender, tense, degrees of comparison of adjectives, and the grammatical suffixes that expressed them. In particular, the gender category of nouns in English was classified on the basis of the semantics and morphological characteristics of nouns, as in Modern German. In Old English, articles and endings that distinguished nouns by gender were used towards the Middle Ages. For example, the articles *se, sēo,* and *þæt* were used with nouns of the masculine, feminine, and neuter genders, respectively: *se cyning – king, se stān – stone, se broðōr – bother; sēo talu – tale, sēo glōf – glove, sēo bōt – advantage, sēo brycg – bridge; þæt scip –ship, þæt land – land, þæt bearn – child etc.* [5, p.20-26].

Old English was not a rich language until it was influenced by other languages, but the grammatical system of the language was rich in numerous grammatical suffixes. In the later stages of development, English underwent radical changes due to the influence of Scandinavian languages, French, the grammatical system of the language was simplified, and the case and gender suffixes that created syncretism left the language. As a result, towards the end of the Middle Ages (11th-15th centuries), English became an analytical language.

The most important event that occurred in English is the evolution of the grammatical gender, which was widely used in English, leaving the language and giving way to natural gender. In modern Russian, German, French, Spanish, etc. languages, the semantics and morphological features of nouns play a key role in the classification of gender categories. As H. Sweet noted, *"such a gender division was used in Old English"* [8, p.39]. However, with the changes that occurred in English, it developed in a completely different direction. As A.I.Smirnitsky noted, *"The initial changes in English began in the 10th century, with the invasion of the islands by the Vikings, and mainly in the territory of Danelaw"* [1, p.11]. According to the

scientist, similar languages with suffixes came together in this area, and over a period of more than a century, a simplified language model was formed from the communication of foreign and local tribes. Thus English is the first national germanic language and it is called in linguistics with the term of *the vernacular language.* It is a simple language model that the inhabitants of a certain area will use and understand. Therefore, over time, grammatical simplification has occurred in English, and homonymous case and gender suffixes have left the language. Most importantly, English has become a language free from the grammatical gender category that complicates the language system. That's why the English language is not a creole language.

As the English language developed from the Middle Ages to the modern era, grammatical gender gave way to natural gender, and the pronouns *he, she,* and *it* were used instead of masculine, feminine, and neuter genders. In other words, in Modern English, the semantics of nouns is the main criterion for their gender classification. However, there is no such criterion for grammatical gender. In Modern English, words such as *father, son, nephew, king, husband* etc. are replaced by *he,* which are masculine in their lexical meaning; nouns such as *mother, sister, daughter, niece, queen, wife, and woman* are replaced by *she.* Nouns denoting all inanimate objects are replaced by the pronoun *it.* However, the trend in the use of the gender category in Modern English has changed significantly compared to the 80s and 90s of the last century. Even at that time, the gender category of a noun was taught as a grammatical category. For example, by differentiating the gender of nouns with the suffixes *–ess, -ette, -ine* from French origin, gender was included in the object of study of grammar. However, the use of the mentioned suffixes or the pronouns *he, she, it* that distinguish gender in English is not sufficient for the existence of the grammatical gender category in the language. For example, the gender distinction of a group of words, such as *actor-actress, waiter – waitress, poet – poetess, baron – baronette, hero – heroine, usher – usherette, lion - lioness,* etc., does not create conditions for the establishment of a grammatical category in the

language. As C.F.Hockett noted, *"Grammatical gender manifests itself when grammatical agreement is established between words within a sentence"* [3, p.231]. In Modern English, as in Turkic languages, such agreement according to gender is not noted. For example, we do not encounter any morphological signs that distinguish gender in the expressions *my clever sister, my clever brother, my clever doll.*

At the end of the last century, in English, the names of ships and countries were feminine, strong animals were masculine, and gentle creatures were feminine. For example:

France has decided to increase her trade with Romania.

Go and find the cat and put him out [7, p.259].

In the given sentences, the nouns *France, cat* have been replaced by the deixes *her* and *him*. According to S. Salvo, in the gender division of these nouns, *the personal attitudes of our ancestors to the living and inanimate creatures indicated by the nouns mentioned in those names were important* [6, p.770]. Because national-spiritual multicultural values also played a role in the cognitive formation of gender in human thinking.

However, in Modern English, the natural-biological characteristics of nouns play an important role in the gender classification of nouns. Nouns are divided into male and female; masculine and feminine genders according to their primary distinguishing attributes. Here, the semantics of nouns again plays a dominant role. Nouns expressing the feminine concept are now marked with *she,* nouns denoting masculine entities are marked with *he*, and nouns denoting the flora and fauna of nature, regardless of their male or femaleness, are marked with deixis *it* . Nouns such as *doctor, student, friend, professor, author, painter, neighbour,* etc., which can be attributed to both masculine and feminine genders, are attributed to *the common gender*. The determination of gender difference in these nouns is contextual in nature.

Conclusion

The article approaches the features of the development of the gender category in English from diachronic and synchronic aspects. The conducted analyses show that historically in English grammatical and natural gender were developed in parallel and this feature of the language was the same as in Modern German. However, in the later stages of the evolution of the English language, it turned into an analytical language free from the complex grammatical system and gender category inherent in Old English. In Modern English, nouns expressing the concepts of female and male are unambiguously marked with the deixes *she* and *he*. All nouns outside these genders are replaced by the pronoun *it* anaphorically or cataphorically. Modern English is called a gender neutral language.

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СПОСОБЫ ПЕРЕДАЧИ НА ТУРКМЕНСКИЙ ЯЗЫК ФОРМЫ PASSÉ COMPOSÉ ПРОШЕДШЕГО ВРЕМЕНИ ГЛАГОЛА ФРАНЦУЗСКОГО ЯЗЫКА

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Аннотация.
Проведенного исследования, формы прошедшего времени глагола французского языка существенном образом отличается от соответствующей системы туркменского языка. Для эквивалентной передачи на туркменский язык значений, выражаемых двумя простыми и тремя сложными формами прошедшего времени глагола французского языка, необходимо использовать различные формы прошедшего времени глагола, их сочетания с послелогами и вспомогательными словами. При этом необходимо учитывать согласование слов, обозначающих объекты и принимающих нужные падежные формы, с формами глагола. Научно обоснованный материал разработки полной системы моделей эквивалентной передачи на туркменский язык значений, выражаемых формой passé composé прошедшего времени глагола французского языка, станет надежным источником для перспективных исследований, подготовки учебной и методической литературы для целей обучения и перевода.

Ключевые слова:
Глагол; форма; индикатив; действие; эквивалентность; выражение; вспомогательный; спряжение; образоваться; сопоставить;

Введение

В отличие от туркменского языка прошедшее время глагола французского языка имеет пять форм: две простые формы и три сложные формы. К простым формам относятся **Imparfait** - прошедшее незавершенное действие и **le passé simple** – прошедшее законченное действие. Во французком языке три сложные формы индикатива образуются при помощи вспомогательных глаголов **avoir, être,** благодоря чему различаются: **passé composé -** прошедшее сложное время,

plus-que-parfait – прошедшее совершенное время, **le passé antérieur** – прошедшее предшествующее время.

Все формы индикатива вызывают определенные трудности при обучении французскому языку иностранцев, а так же переводческой деятельности. Этим обусловлена актуальность сравнительного и сопостовительного исследования проблем эквивалентной передачи форм индикатива французского языка на другие языки. Разумеется, для характеристики полной картины сопоставительного исследование в данном контексте потребуются серьезные и обширные исследование.
В рамках данной научной статьи предпринимается попытка сопоставительного анализа одной из сложных форм прошедшего времени французского языка **passé composé.** Соответствующий материал туркменского языка послужил источником для сопоставительного исследование.
Основная часть

Во французском языке сложная форма **passé composé** образовано при помощи вспомогательного глагола ***avoir*** или ***être*** в настоящем времени и **participe passé** (причастия прошедшего времени) спрягаемого глагола. В туркменском языке сложные глаголы образуются сочетанием отдельных глагольных форм и вспомогательных глаголов, способных при этом употреблятся в различных формах для выражения грамматических значении. Сложные глаголы в туркменском языке обычно употребляются для выражения длительности, краткости или завершонности действия, а так же для обозначения некоторых модальных оттенков. Сложные глаголы в туркменском языке могут обозначать: начало действие (*okamaga başlamak – начать читать*), законченность действие (*içip bolmak – допить*), направление действие (*uçup gelmek - прилететь*), попытка совершить действие (*açyp görmek – попытаться открыть*), выражение пренебрежение (*okan bolmak – делать вид, будто читаешь*), выражение намерения (*aljak bolmak – намереваться взять / получить*). Кроме этого в туркменском языке к сложным глаголам относится сочетания типа *tankyt etmek – критиковать, çykyş etmek – выступить.*

Для характеристики конкретных случаев эквивалентной передачи с использованием формы **passé composé** обратимся к анализу примера. Во французском предложении “Allons, dit-il, entrez, puisque vous *êtes venus”* [Zola, 1980, p. 36] данная форма представлена сочетанием вспомогательного глагола *être* и причастием прошедшего времени спрягаемого глагола. Это предложения на туркменский язык может быть переведено в следующем виде: “Aý, onda, *gelen bolsaňyz,* giriberiň.” – diýdi” (перевод на туркменский язык выполнен автором статьи). Для эквивалентной передачи сложной формой глагола прошедшего времени французского языка **passé composé** в туркменском языке использованы: причастие прошедшего времени и вспомогательным глаголом в форме условного наклонения (*-sa*). При этом в данная форма вспомогательного

глагола содержит в своем составе аффикс, выражающий значения второго лица множественного числа (*-ňyz*).

Во французском языке глаголы I группы participe passé оканчиваются на -é, например: parler (говорить) – parlé (говорил), marcher (ходить, шагать) – marché (ходил, шагал), глаголы II группы participe passé оканчиваются на -i, например: finir (заканчивать, кончать) – fini (закончил), choisir (выбирать, отбирать) – choisi (выбрал, отбирал). Глаголы III группы participe passé имеют различные окончания, которые часто неотделимы от самой глагольной основы, например, типа: *faire – fait, lire – lu, venir – venu, avoir – eu [y]* и др. Поэтому эти формы глаголов следует запомнить.

Вышеуказанные формы participe passé I, II, III групп глаголов французского языка могут эквивалентно передаваться на туркменском языке простыми и сложными формами глаголов определенного прошедшего времени (*aýtdy / gepledi, ýöredi, ädimläp ýöredi, gutardy / tamamlady, saýlady / saýlap aldy, seçip aldy*)

Все переходные глаголы, большинство непереходных глаголов, а также вспомогательные глаголы французского языка в сложных формах индикатива спрягаются с глаголом ***avoir***. Для иллюстрации обратимся к конкретным примерам использования переходных глаголов: *J'ai donné – men berdim, nous avons eu – bizde bardy, il a été – ol ... boldy*. Как видно из примеров, при передаче данных глагольных форм на туркменский язык для достижения эквивалентности используются различные способы: личная форма определенного прошедшего времени глагола (*berdim*), сочетание личного местоимения в единственном или в множественном числе с формой определенного прошедшего времени глагола (*bizde bardy, ol ... boldy*).

Глаголы французского языка participe passé, спрягаемые при помощи вспомогательного глагола *avoir*, согласуются в роде и числе с прямым дополнением, при условии, если оно находится в позиции перед причастием. При этом выделяют три случая относительного нахождения и выраженности прямого дополнения перед причастием: 1) при выражении приглагольным местоимением; 2) при замешение существительным относительного местоимения в придаточном определительном предложении; 3) в вопросительном предложении которое вводится вопросительным прилагательным *quel* или вопросительным наречием *combien.*

Для аргументации эквивалентной передачи первого случая обратимся к примеру такого предложения: Répétez votre question, s'il vous plaît, je *l'* **ai** mal compris**e.** Предложения переводится на туркменский язык в следующей модели: Haýyş edýärin, sowalyňyzy gaýtalaýyň, men oňa gowy düşünmedim. В туркменском языке приглагольное местоимение передается при помощи падежной форме личного местоимение.

Следует отметить, что при выражении действия всеми формами прошедшего времени глагола личные местоимения располагаются в позиции перед вспомогательными глаголами *avoir, être*, например: il *l'*a lu – ol *ony okady*, il ne

lui a pas parlé – ol *onuň* bilen *gürleşmedi.* Здесь глагольное значение в туркменском языке выражено формой прошедшего категорического времени, соответствующее личное местоимение стоит в начальной позиции.

Когда действие выражается всеми формами прошедшего времени глагола с использованием наречия времени и места, то они ставятся после вспомогательных глаголов *avoir, être* например: Il est rentré *tard* - Ol (erkek adam) *giç* geldi. Je l'ai rencontré *ici* – Men ony *şu ýerde* garşyladym / duşdum. В туркменском языке данные значения могут передоватся сложным глаголом в прошедшей категорической форме или простой прошедшей категорической формой глагола.

Случаи замешения существительным относительного местоимения в придаточном определительном предложении французского языка и способы их передачи на туркменский язык проанализируем на примере следующего предложения: Fais – moi voir *la lettre* que tu **as** écrit**e**. Данное предложения на туркменском языке может быть представлено в двух вариантах перевода: Maňa öz ýazan hatyňy görkez / Men *seniň* ýazan hatyňy göreýin. В первом варианте эквивалент достигается путем использования возвратного местоимения, а во втором варианте – падежной формой личного местоимения.

Ввод вопросительного предложения при помощи вопросительного прилагательного *quel* или вопросительного наречия *combien* обуславливает определенные трудности в поисках адекватной передачи данной функционально осложненной конструкции французского языка на туркменский язык. Для достижения адекватности при передаче на туркменский язык вопросительного прилагательного в предложении *Quels* livres avez-vous achetés? необходимо использовать вопросительные местоимения *haýsy* или *nähili*. Перевод предложения: Siz *haýsy (nähili)* kitaplary satyn aldyňyz? Количественное значение, выраженное вопросительным наречием *combien* во французском языке, в качестве эквивалента в туркменском языке имеет вопросительноем местоимение *näçe?* Это подтверждается при переводе предложения *Combien* de livres avez-vous choisis? - Siz näçe kitap saýladyňyz?

Как было отмечено выше, passé composé прошедшего времени глагола французского языка могут выражаться непереходными глаголами. Во французском языке их всего около 15 глаголов. Эти глаголы спрягаются с глаголом *être*.

Глаголы французского языка participe passé, спрягаемые при помощи вспомогательного глагола *être*, согласуются в роде и числе с подлежащим, например: Nous **sommes** entr**és** dans la salle. Перевод предложения в туркменском языке может быть представлен в двух вариантах: Biz otaga girdik или Otaga girdik. Из этого видно, что в туркменском языке эквивалентное значение может выражаться как с использованием личного местоимения в соответствующей форме числа, в данном случае в форме множественного числа, и без него. Другой пример подтверждает особенность спрягаемой формы

participe passé с обозначением женского рода: Mes sœurs **sont** déjà arriv**ées**. Перевод предложения:

Meniň aýal doganlarym eýýäm geldiler. Поскольку в туркменском языке отсутствуют формальные показатели категория рода, это особенность французского языка вызывают определенные трудности. В первом из приведенных примеров в туркменском языке родавая отнесенность не выражено, а во втором случае использован лексический способ, т.е. женский род эквивалентно выражен при помощи слова *aýal*.

Глаголы французского языка *monter (ýokary galmak) / descendre (aşak düşmek), sortir (çykmak / çykarmak), passer (bir zadyň üstünden geçmek / wagtyňy geçirmek) retourner (öwürmek, beýle tarapyna agdarmak / yzyňa dolanmak, gaýdyp gelmek)* выражая действие, направленное на субъект, спрягаются с вспомогательным глаголом *être*. При выражении действия, направленного на объект, они спрягаются с вспомогательным глаголом *avoir*. Рассмотрим данное предположение в сопоставительном аспекте на примере простых предложений: Il *est sorti* avec le chien. / *Ol* iti bilen *çykdy*. Il *a* sorti le chien. / Ol *itini çykardy*. Как видно из примеров, когда переходный глагол спрягается с вспомогательным глаголом *être,* то выражаемое значение передается на туркменский язык при помощи формы определенного прошедшего времени глагола, при этом слово, обозначающий объект принимает падежное окончание и согласуется с глаголом посредством послелога. Выражение направленного на объект действия при спряжении глагола с вспомогательным глаголом *avoir* передается на туркменский язык формой неопределенного прошедшего времени глагола (-*ardy*). При этом существительное, обозначающее объект действия, принимает соответствующее для согласования падежное окончание.

Выражение значения прошедшего времени местоименнымы глаголами (verbes pronominaux) со спрягаемым вспомогательным глаголом *être* для эквивалентной передачи в туркменском языке требует использования возвратной формы глагола, например: *se lever – oýanmak / turmak, s'intéresser à qn, qch – kimdir biri ýa-da nämedir bir zat bilen gyzyklanmak, se trouver - ýerleşmek / bar bolmak, se baigner – suwa düşmek, se réunir – ýygnanyşmak* и др.

Заключение

Как показывают результаты проведенного исследования, формы прошедшего времени глагола французского языка существенном образом отличается от соответствующей системы туркменского языка. Для эквивалентной передачи на туркменский язык значений, выражаемых двумя простыми и тремя сложными формами прошедшего времени глагола французского языка, необходимо использовать различные формы прошедшего времени глагола, их сочетания с послелогами и вспомогательными словами. При этом необходимо учитывать согласование слов, обозначающих объекты и принимающих нужные падежные формы, с формами глагола. Научно обоснованный материал разработки полной системы моделей эквивалентной передачи на туркменский язык значений, выражаемых формой passé composé прошедшего времени

глагола французского языка, станет надежным источником для перспективных исследований, подготовки учебной и методической литературы для целей обучения и перевода.

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THE CULTURE OF USING STABLE PHRASES

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Annotation.
In the vocabulary of Turkmen and English, lexical units in the form of stable phrases consisting of several words and having one meaning as a whole also occupy a significant place. These idiomatic expressions used in speech differ in their emotional-expressive nature, effectiveness, and serve as an artistic means of expressing thoughts in a very concise and figurative way. For example, appropriately used idiomatic expressions such as: *öýli-işikli etmek (Settle someone down. Get someone married), aýagyny baglamak (öýlendirmek manysynda) (Tie the knot" (when referring to oneself) Find a spouse for someone), göze çöp atmak (aldamak manysynda) (Pull the wool over someone's eyes. Deceive someone), ýüzüni gyzdyrmak (utandyrmak manysynda)* give expressiveness and national flavor to the speech.

The use of such phraseological units, which have been refined over the centuries and have become stable in terms of structure and meaning, has also become a norm. They are widely used, especially in folklore and the works of famous wordsmiths, and have become standardized in terms of structure, meaning, and usage. Their use in folklore and the works of famous wordsmiths is presented as a literary norm.

Phraseologisms are usually stable in structure. They cannot be added, removed, or rearranged. That is why they are called stable phraseological units. In some cases, rude words are replaced by more polite ones, such as *"Özi-hä kül üstünde, göwni welin Kap dagynda" (Living humbly but dreaming big. Physically modest, mentally ambitious) ýa-da "Osal gyza arpa uny-da bahana" (A bad workman blames his tools. Any excuse will do for the inept).*

One of the main criteria for selecting phraseological units is to explain the studied unit with a synonym of the phraseologism in the form of a free phrase that is understandable to students. For example: *Iki ädimlikde – örän golaý – A stone's throw away. Just around the corner. Very close. Görüşýänçäk – See you soon. Hoş, sag boluň – Goodbye. Farewell. Duşuşýançak –Until we meet again. See you later. Ertiriň haýyrly – Good morning. Gündiziň haýyrly – Good afternoon. Giç ýagşy – Good evening.*

The simplest form of understanding is always considered to be comparison. Phraseologisms based on comparison do not cause difficulties for English learners. Therefore, it is easy to introduce such phraseologisms at the initial stage. *Guş bazary – bazardaky ýaly goh-galmagal. Like a marketplace. As noisy as a bazaar.*

Phraseological dictionaries play a significant role in the correct and appropriate use of stable vocabulary. Students should make the use of phraseological dictionaries a habit. To achieve this, the teacher can offer students several tasks:

Keywords: *phraseologisms; orthoepic norm; orthographic norm; literary language; phraseological dictionary; translation analysis; to teach; translation; teaching.*

In the vocabulary of Turkmen and English, lexical units in the form of stable phrases consisting of several words and having one meaning as a whole also occupy a significant place. These idiomatic expressions used in speech differ in their emotional-expressive nature, expressiveness, and serve as an artistic means of expressing thoughts in a very concise and figurative way. For example, appropriately used idiomatic expressions such as: *öýli-işikli etmek (Settle someone down. Get someone married)– aýagyny baglamak (öýlendirmek manysynda) (Tie the knot" (when referring to oneself) Find a spouse for someone), göze çöp atmak (aldamak manysynda) (Pull the wool over someone's eyes. Deceive someone), ýüzüni gyzdyrmak (utandyrmak manysynda) (Make someone blush. Embarrass someone), ýoldan çykmak (azmak manysynda) (Go astray. Stray from the path), göz görkezmek (gorkuzmak manysynda) (Show who's boss. Intimidate), buz üstünden tozan aramak (yrsaramak manysynda) (Split hairs. Look for trouble where there's none), elipden şermende (sowatsyz manysynda) (Illiterate. Uneducated), eli egri (ogry manysynda) (Have sticky fingers. Be a thief), guş kelle (Bird-brained), akyly ýeňil(Foolish),*

beýnisi ýuka (samsyk manysynda) (Featherbrained), başy boş (dul manysynda) (Single. Unmarried. Widowed), telpegi agan (aýaly ýogalan manysynda) (Widowed man. Lost his wife), kör düýesi köprüden geçen (öýlenen manysynda) (Finally settled down. Got married) ... give expressiveness and national flavor to the speech.

The use of such phraseological units, which have been refined over the centuries and have become stable in terms of structure and meaning, has also become a norm. They are widely used, especially in folklore and the works of famous wordsmiths, and have become standardized in terms of structure, meaning, and usage. Their use in folklore and the works of famous wordsmiths is presented as a literary norm.

Phraseologisms are usually stable in structure. They cannot be added, removed, or rearranged. That is why they are called stable phraseological units. In some cases, rude words are replaced by more polite ones, such as *"Özi-hä kül üstünde, göwni welin Kap dagynda" (Living humbly but dreaming big. Physically modest, mentally ambitious) ýa-da "Osal gyza arpa uny-da bahana" (A bad workman blames his tools. Any excuse will do for the inept).*

It is also necessary to observe literary norms regarding the use of stable vocabulary, such as orthoepic and orthographic norms of the literary language. Only when they are used appropriately in accordance with literary norms, the creativity of the work increases, its effectiveness increases. For example, if the norm of use of stable vocabulary of the Turkmen language is reflected in the phraseological dictionary of the Turkmen language, the norm of use of stable vocabulary of the English language is given in the phraseological dictionary of the English language.

In phraseological dictionaries, they are arranged alphabetically by the first word. The meanings of phraseologisms with multiple meanings are given with Arabic numerals. For example: *Adam bolmak (Come of age. Grow up and mature) - 1. kemala gelmek, ýetişmek, ulalmak. 2. (Become a respectable person. Join the ranks of the wise) sana goşulmak, akyllanmak.*

Variants of phraseologisms are shown in parentheses after the most commonly used form. For example: *Gaş düzetjek (bejerjek) bolup göz çykarmak (Make things worse while trying to fix them. Do more harm than good). Adam sanyna girmek* (goşulmak) (*Earn respect. Come into one's own. Mature and gain a good reputation*) – *at-abraýa eýe bolmak, terbiýelenip ýetişmek.* Phraseological units are explained in the same way as in an explanatory dictionary. The meaning of each phraseological unit is explained, its semantic nuances and usage are revealed separately, and they are justified by examples taken from folklore and literary works. For example: *Gözden düşmek (Fall from grace. Lose one's reputation. Be disgraced)– abraýdan gaçmak, masgara bolmak, iliň ýigrenjine galmak. Ýoldan çykmak (Go astray. Stray from the path. Deviate from proper behavior) – biwepalyk etmek, aýagyňy dürs basmazlyk, sandan çykmak, azmak, bozulmak.*

The phraseological dictionary of a language plays a significant role in studying the meanings of stable phraseological units in the language, their usage in the service of artistic means, and in developing the speech culture of the people.

One of the main criteria for selecting phraseological units is to explain the studied unit with a synonym of the phraseologism in the form of a free phrase that is understandable to students. *Iki ädimlikde – örän golaý – A stone's throw away. Just around the corner. Very close. Görüşýänçäk – See you soon. Hoş, sag boluň – Goodbye. Farewell. Duşuşýançak –Until we meet again. See you later. Ertiriň haýyrly – Good morning. Gündiziň haýyrly – Good afternoon. Giç ýagşy – Good evening Hoş geldiňiz – Welcome. Bagyşlaň – Sorry. Excuse me. Noş bolsun – You're. Welcome (after being thanked). Cheers" (when toasting). Bir sözde – gysga In a nutshell. In brief. Biragyzdan – bilelikde. In unison. All together. Ujypsyz – az sanly. A drop in the ocean. A drop in the bucket. Burnuň aşagynda – örän golaý Face to face. Close up. Ýüzbe-ýüz Head-to-head. One-on-one. Elinden dür dökülýär – Hemme zady başarýar Jack of all trades. A versatile person. Dilini tapmak – doly düşünişmek Find common ground. Speak the same language.*

The simplest form of understanding is always considered to be comparison. Phraseologisms based on comparison do not cause difficulties for English learners. Therefore, it is easy to introduce such phraseologisms at the initial stage.

Guş bazary – bazardaky ýaly goh-galmagal. Like a marketplace. As noisy as a bazaar. Bedreden guýýan ýaly . It's raining cats and dogs. Howa ýaly gerek. As essential as air. Need it like I need air to breathe. Aç möjek kimin. Hungry as a wolf. Ravenous like a wolf. Gözüň göreji kimin goramak. Protect like the apple of one's eye. Köre hasa. As clear as two plus two. As simple as two and two make four. Öz öýüňde ýaly duýmak. Make yourself at home. Towşan tüý As timid as a rabbit. Scared like a hare. Iňňede oturan ýaly. Sitting on pins and needles.

When working with the comparison of phraseologisms, it is useful to suggest the comparison of English phraseologisms with similar meanings to the native language. The comparative-comparative analysis of the meaning of English phraseologisms and their coincidence with Turkmen phraseologisms is of great importance.

At the initial stage of teaching, it is possible to introduce phraseologisms that are completely familiar to the learner's native language. The main method is full translation, without excluding other methods, such as the use of synonyms known to students of the given phraseological units, the use of pictures relevant to the situation in which they are used. It is also possible to introduce phraseologisms related to the situations or environment in which students are involved.

Köp okan bilmez, köp ýaşan biler. Live and learn. Işiň ugruna bolsun! Break a leg! (Response: "To hell with it!") Aýdanyň gelsin! Good luck! Gaýtalamak-ylmyň enesidir. Repetition is the mother of learning. Ýürek gysgynça – good Friday face Burnuň sokmak (goşulyşmak) –with one's nose in the air. Başyň çykmak – have a good head on one's shoulders Başyň çykmazlyk – not to have a brain in one's head. Paň kelle – empty head. Kädi kelle – a wooden head. Saman kelle –. one's head is full of bees.

Introducing stable phrases about friendship and friends: *Dost kynçylykda belli – A friend in need is a friend indeed. Ömürlik dost – Friends till the end. Friends for life. Ýüz manadyň bolandan, ýüz dostuň bolsun – Better to have a hundred friends than*

a hundred rubles. Donuň täzesi ýagşy, dostuň könesi – Make new friends but keep the old.

Phraseological dictionaries play a significant role in the correct and appropriate use of stable phraseological units. Dictionaries that explain the meaning of stable phraseological units are called phraseological dictionaries. A phraseological dictionary is also close to an explanatory dictionary in terms of content and structure. For example: *Unity - friendship, agreement, harmony, common purpose (Explanatory dictionary). Unity - a group of people pursuing a common goal, being united (Phrasal dictionary).*

Phraseological dictionary, like other dictionaries, is presented in alphabetical order. For example, the "Phraseological Dictionary of the Turkmen Language", prepared by a group of scientists from the Magtymguly Institute of Language and Literature of the Academy of Sciences of Turkmenistan and published by the "Ylym" publishing house in 1976, provides explanations for phraseological units commonly used in our literary language - stable phraseological units, proverbs - sayings, idiomatic expressions.

Students should make using phraseological dictionaries a habit. To achieve this, the teacher can offer students several tasks:

Task 1. *Find the meanings of the phraseologisms "to fill the cup of the mind", "to strengthen the waist", "to reach the sky", "to walk on two legs in two days", "to take care of yourself", "to be like a mulberry tree" in the phraseological dictionary and copy the English equivalent into your notebook.*

Task 2. *Read the phraseologisms and explain their meanings.*

1. Understanding black and white	What he does is good, master
2. Lose yourself	To promise something, to make a covenant
3. To build a family	To recover from illness
4. To listen	Distinguishing between good and evil
5. To promise	Make to do as you please.
6. Light-handed (about medicine)	Listening attentively
7. To be like a mulberry tree	To hurry, haste, to be anxious
8. To speak up	To be married, to start a family

Get the worse of it, they can put anything across me, the devil will carry you off, to spit on the ceiling, he's so gaga.

Task 3. *Read the phraseologisms and find their meanings given on the right, try to find the English equivalent.*

Task 4. *Copy the given phraseologies into your notebook and explain their meaning.*

Play cat and mouse, fierce as a tiger, to cry wolf, wolf in sheep's clothing, fox in the henhouse, be like a bear with a sore head, hungry as a bear, escape the bear and fall to the lion, To roar like a lion, work the rabbit's foot on

Task 5. *Find five sentences from works of art that contain stable phrases and explain their use.*

Task 6. *Find phraseologisms from the English phraseological dictionary that express the concepts of promise, flattery, annoyance, anger, fatigue, and joy, and copy them into your notebook.*

We hope that the above examples will serve as a useful guide for future English language teachers.

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TASK-BASED LANGUAGE TEACHING FOR VOCABULARY ACQUISITION: A STUDY OF INTERMEDIATE EFL STUDENTS

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Abstract. This investigation delves into the efficacy of Task-Based Language Teaching (TBLT) as a pedagogical framework for the explicit instruction of targeted vocabulary to intermediate learners of English as a Foreign Language (EFL). The study will critically examine the theoretical foundations of TBLT, elucidating its

inherent affordances for fostering lexical development, particularly concerning the interplay between explicit instruction and implicit acquisition through communicative tasks. Furthermore, the paper will articulate empirically grounded strategies for the design and implementation of pedagogic tasks meticulously aligned with specific lexical objectives within the EFL learning environment. To empirically evaluate the proposed framework, a research study was conducted involving 9th-grade EFL students. Data collection methodologies were employed, and the resultant data were subjected to systematic analysis, the findings of which are presented and interpreted in detail.

Keywords: lexical acquisition, receptive processing, semantic comprehension, interactional dynamics, Task-Based Language Teaching (TBLT), contextual encoding, oral communicative fluency.

INTRODUCTION. For intermediate learners of English as a Foreign Language (EFL), the acquisition of vocabulary is paramount in enhancing their language proficiency. At this stage, students frequently recognize the need for more precise and contextually relevant lexical items to articulate intricate thoughts and engage in more authentic communication. Instructing specific vocabulary—such as academic, technical, or topic-related lexical units—necessitates methodologies that transcend mere rote learning or isolated word lists. Task-Based Learning (TBL) offers a compelling resolution by integrating vocabulary learning into meaningful, goal-oriented activities that mirror real-world language use.

In EFL settings, where exposure to English outside the classroom might be limited, it becomes increasingly crucial to cultivate opportunities for learners to encounter and utilize new vocabulary in communicative scenarios. TBL emphasizes the completion of tasks that simulate genuine language use, enabling learners to interact, negotiate meaning, and apply vocabulary within context. This approach not only bolsters retention and deeper comprehension of novel words but also fosters learner autonomy and motivation.

LITERATURE REVIEW. Task-Based Language Teaching (TBLT) has emerged as a significant pedagogical approach in second language acquisition (SLA), gaining traction among researchers and practitioners globally [Willis & Willis, 2007]. Its increasing integration into language pedagogy curricula worldwide underscores its perceived value in facilitating effective language learning. This literature review will explore the theoretical underpinnings, practical applications, and research findings related to TBLT, drawing upon key works in the field.

Willis and Willis (2007) provide a foundational text for practitioners, offering practical guidance on the implementation of TBLT in the classroom. Their work details various task types and provides concrete examples, making the theoretical framework accessible for educators seeking to integrate TBLT into their teaching practices. This emphasis on practical application highlights a key strength of TBLT: its potential to translate theoretical principles into tangible classroom activities.

The effectiveness of TBLT in enhancing specific language skills has been empirically investigated. For instance, an experimental study [Willis & Willis, 2007] conducted in Malaysian public universities demonstrated the positive impact of TBLT on the writing skills of undergraduate EFL learners. This finding aligns with the core principles of TBLT, which emphasize the use of existing linguistic resources in meaningful communicative contexts, ultimately leading to greater fluency and confidence in real-life situations both within and beyond the classroom. The positive feedback from learners in this study, who found TBLT engaging and learner-centered, further supports its pedagogical value.

Skehan (1998) offers a cognitive perspective on language learning within the TBLT framework. His "dual mode" processing system, which integrates rule-based and exemplar-based processing, provides a lens through which to analyze how tasks can be designed to optimize cognitive engagement and facilitate language acquisition. Skehan argues that effective SLA involves learners strategically utilizing both processing systems, balancing accuracy and fluency. This cognitive approach underscores the importance of task design in managing cognitive load and promoting effective language processing during communicative activities.

Despite its growing acceptance, TBLT has faced certain criticisms and misunderstandings. Ellis (2009) addresses these concerns by clarifying key concepts and arguing against common misinterpretations of TBLT. He emphasizes that there is no singular "task-based teaching" approach and contends that many criticisms arise from a fundamental misunderstanding of what constitutes a "task" and the theoretical rationales underpinning TBLT. Ellis further suggests that TBLT should not necessarily be viewed as a replacement for more traditional, form-focused instruction but rather as a complementary approach. He concludes by acknowledging genuine challenges in implementing TBLT, as evidenced in evaluation studies.

Zhang (2015) provides a comprehensive review of research and theory related to TBLT, highlighting its evolution and widespread acceptance within SLA. The concept of "task" has become a well-validated construct in the field, characterized by its emphasis on meaning. Zhang notes that TBLT is considered an effective means of drawing learners' attention to form, function, and meaning simultaneously. His review categorizes key issues, defines tasks, outlines their criteria, and discusses the practical implementation of TBLT. This overview reinforces the multifaceted nature of TBLT and its potential to integrate various aspects of language learning. In conclusion, the literature suggests that TBLT is a robust and increasingly validated pedagogical approach in SLA. It offers practical strategies for classroom implementation [Willis & Willis, 2007], demonstrates empirical effectiveness in improving language skills [Willis & Willis, 2007], aligns with cognitive theories of language learning (Skehan, 1998], and has been critically examined and defended against misunderstandings [Ellis, 2009; Zhang, 2015]. While challenges in implementation exist, the theoretical and empirical support for TBLT as a valuable framework for language teaching, particularly for intermediate EFL learners, is substantial.

Research methodology. The following research questions were set for investigation:

1. How does teaching specific words through tasks (TBLT) help intermediate English as a Foreign Language learners learn new vocabulary? How does directly explaining words and remembering them while communicating work together?
2. What simple and clear ways to create and do learning tasks that focus on learning the needed words best help intermediate English learners build their vocabulary using TBLT?

The data of the research was organized in the following steps:

Step 1 – Lesson Observations;

Step 2 – Interviewing teachers;

Step 3 – Learners' Pre-test;

Step 4 - Lesson organization

Step 5 – Learners' Post test

Step 6 – Learners' questionnaire

The content-oriented approach and pedagogically oriented approach are two distinct models for teaching writing. The content-oriented approach is founded on the view that the purpose inherent in a particular act of writing is an essential feature — a perspective strongly supported by the cognitive process theory of writing developed by Flower and Hayes (e.g., 1981). Flower and Hayes emphasize that writing is a goal-directed process, and when a writer has a specific purpose, their efforts become more focused and effective. Their research suggests that a lack of clear goals can lead to less engaged and more superficial writing, as the writer lacks a guiding intention.

Content-oriented writing exercises sometimes provide the purpose for the writer by specifying a reason for writing a particular passage before actual writing takes place. In other cases, it is assumed that writing passages on topics related to learners' specific needs will fulfill their real-world purposes, thus stimulating their interest and involvement in writing. This view aligns with the understanding that clear goals and relevance enhance motivation in writing development, leading to better engagement and deeper understanding of the material [Flower & Hayes, 1981]. While observing some teachers' lessons, we came across with ready-made Manual for Writing lessons. It included all the documentation (calendar plan, curriculum, lesson plans, visual materials, and handouts). We have to analyze all these materials according to the following analysis, that is the Analytical method.

Comparative analysis. An analysis of the calendar plans, topics, and curriculum was conducted to review the 9th-grade writing program. The review focused on identifying topic repetitions, the alignment of materials with the course level, and the usability of the ready-made model manual for lessons.

Needs Analysis. Observations and interviews were carried out at School № 5 in the Chinaz district to ascertain the needs of the students and teachers. These tools assisted the researcher in conducting a needs analysis. The observation sheets were intended to examine the syllabus, lesson plans, the school's curriculum, the teaching-learning process, and student behavior. Following this, the collected data was described. The interview guidelines provided a set of questions designed to identify learners' challenges and requirements concerning writing materials.

A crucial aspect of designing writing materials is initially understanding what learners require in this area. Through a needs assessment, information regarding students' attributes and their needs in acquiring writing skills can be gathered. This information can then serve as a reference point for the creation of suitable materials.

Several activities were part of the needs analysis conducted with the sampled learners at the school. The first involved analyzing the students' characteristics. Subsequently, their abilities, interests, challenges, and attitudes towards writing were examined. Finally, the needs analysis aimed to understand the available school resources, such as the syllabus, student achievements, textbooks, and the English language learning schedule.

Research approach and Design. A comprehensive needs analysis, involving observations and interviews at School № 5 in the Chinaz district, was undertaken to meticulously determine the specific pedagogical requirements of both the student body and the teaching staff concerning writing instruction. The data gathered through these instruments was crucial for informing the subsequent design of effective and targeted instructional materials. When viewed through the lens of Stephen Krashen's influential Monitor Model of second language acquisition, this initial needs assessment takes on particular significance. Krashen's theory posits that the development of fluent writing proficiency is fundamentally rooted in the learner's subconsciously acquired linguistic competence, a process distinct from the conscious memorization and application of explicit grammatical rules. Therefore, understanding the students' current level of this acquired language becomes a primary objective.

The needs analysis encompassed a multifaceted examination of various factors impacting the learners' writing development. This included a thorough evaluation of their individual characteristics as learners, their existing writing abilities and areas of difficulty, their personal interests and motivations related to writing, and their prevailing attitudes towards the writing process itself. Furthermore, the analysis extended to an understanding of the available educational resources within the school environment, such as the prescribed syllabus and curriculum, documented levels of student academic achievement, the designated textbooks and other instructional materials, and the established schedule for English language instruction. According to the precepts of Krashen's model, a detailed understanding of these variables is paramount. It allows educators to ensure that the instructional materials subsequently developed offer 'comprehensible input' – linguistic data that is slightly beyond the

learners' current level of acquired competence Krashen theorizes that this type of input is the primary catalyst for subconscious language acquisition, which in turn fuels genuine communicative fluency in writing.

The research design incorporated a dual methodological approach, strategically integrating both content-oriented and pedagogy-focused paradigms for writing instruction. The content-oriented approach emphasizes the importance of a clear and intrinsic purpose for any writing task, a perspective strongly advocated by scholars like Fames. He argued that a well-defined objective enhances the writer's efficiency and focus. Conversely, a lack of such purpose, as noted by Sprache, can lead to less effective and superficial writing. However, when considering Krashen's theoretical framework, while a clearly articulated purpose can certainly engage the learner's 'monitor' – the conscious system used for editing and error correction – the underlying fluency and naturalness of their writing will primarily stem from the depth and quality of their subconscious language acquisition, driven by meaningful and comprehensible input encountered over time.

Pedagogical considerations, encompassing the art and science of teaching, are inherently integral to the design of any successful writing curriculum. Effective course design, as reflected in previously published materials, typically takes into account factors such as the optimal time allocation for learning activities, the level of engagement and enjoyment the activities offer to students, and the intrinsic interest value of the textual content. From Krashen's perspective, these pedagogical strengths are particularly valuable because they contribute significantly to the creation of a more positive and less anxiety-inducing learning environment. A reduced **'affective filter,'** as Krashen termed the psychological barriers to language acquisition, allows learners to be more receptive to the comprehensible input necessary for subconscious language development. When students are engaged and interested, they are less likely to feel stressed or inhibited, thus facilitating a more natural and effective acquisition process.

The collection of data for this research endeavor involved the strategic deployment of several methodological instruments. These included structured interview guidelines designed to elicit detailed information from both teachers and students, systematic observation protocols for analyzing classroom interactions and instructional practices, pre- and post-assessment instruments to gauge changes in writing proficiency, and comprehensive questionnaires to gather broader perspectives and attitudes. The information gleaned from these tools was essential for a nuanced understanding of the specific pedagogical needs of the target population, the types of instructional texts and resources previously utilized, the learners' diverse characteristics and academic backgrounds, the specific abilities and challenges they faced in writing, the structure and content of the prescribed syllabus, the established instructional schedule, and the annual pedagogical plans of the teaching staff. Within Krashen's theoretical framework, the rich data systematically derived from these instruments serves a critical function: it helps educators to accurately delineate the

learners' current level of acquired linguistic competence and to pinpoint specific areas where the provision of targeted comprehensible input, coupled with strategies aimed at lowering the affective filter, can be most effectively implemented to foster optimal progress and fluency in writing.

Teacher-Focused Investigation. Teacher Interviews:

Interviews were conducted with teachers from the school to understand their teaching approaches and requirements. These conversations aimed to be direct and natural to gather reliable information. A set of ten questions focused on the teachers' professional experiences was used. The researcher also interviewed teachers to understand their perspectives, gather information, and identify any needs or challenges they faced regarding reading materials. This interview was done in written form. Following analysis of the responses, discussions and conclusions about the teachers' needs would be established.

Classroom Observations: Data was collected through observing classroom sessions. This included information on student behavior, their reading and writing processes, and the teachers' instructional methods and assessment techniques.

Learner-Focused Investigation. Initial and Final Assessments:

The researcher administered pre-tests and post-tests to evaluate the students' language abilities. These tests contained twenty questions designed to assess their prior knowledge of English. The results from the initial and final tests were compared. Students completed the written pre-test at the beginning of the first lesson, with a 20-minute time limit. In the latter part of the same lesson, the researcher distributed paper-based tests to each student.

Lesson Structure: More than five lessons centered on reading activities were planned and delivered. The researcher examined the official curriculum plan and the 9th-grade student textbook. Based on the topics and the students' level, five detailed lesson plans were created, supplemented with additional learning materials.

Student Survey: Ninth-grade students completed a questionnaire to gather their opinions and identify any problems they encountered with writing and the materials they had previously used. The questionnaire also sought information about their learning conditions, personal characteristics, abilities, prior knowledge, and preferred writing learning styles. The questionnaire, consisting of ten questions and presented in A5 format, was administered during the final lesson.

Data Analysis: To analyze the student questionnaire responses, all answers were tallied. By comparing these answers, statistical data was compiled. This involved using the **EXCEL** computer program to organize the data into **tables**.

Research Participants:

Four teachers and two 9th-grade groups participated in the experiment. The 9th "B" group served as the control group, while the 9th "V" group was the experimental group where the researcher implemented the lessons.

STUDENTS	PRE TEST	POST TEST
Abdulazizov I.	26p	28p
Abdumalikov Z.	26p	30p
Dadajonov X.	28p	30p
Abduvaliyeva Z.	24p	28p
Ashirova N.	28p	30p
Jamalova M.	30p	30p
Miraxmatov Sh.	26p	28p
Rustamov I.	28p	30p
RESULTS	88,3%	97,5%

Table1. Data analysis

Results and discussions. This study examined how Task-Based Learning (TBL) impacted learning travel vocabulary. Results showed significant improvement in average test scores (from 88.3% to 97.5%), with all students progressing, especially those who started with lower scores. Student feedback indicated that TBL activities were engaging, useful, and interactive, helping them remember vocabulary better than traditional methods.

While TBL was largely successful, some issues arose, like managing group work and needing clearer task instructions. Students appreciated the teacher's support, which aided their learning. Overall, the higher test scores and positive student comments highlight TBL's effectiveness in boosting language skills. Future use could be improved by better group management and balancing speaking practice with accuracy. This approach effectively made learning student-focused and relevant to real life.

Personally, using TBL to teach travel vocabulary was a valuable experience, connecting theory and practice. Planning involved choosing relevant vocabulary for a global world and seeing TBL as a good fit, supported by research on meaningful tasks improving speaking skills. Defining specific research questions about TBL's impact on speaking and challenges was key.

Implementing TBL lessons, like planning trips and sharing travel stories, was both hard and rewarding. Students were engaged in researching and presenting, using vocabulary in context. Group work had issues like some students dominating, requiring strategies for equal participation. Storytelling and problem-solving in the second lesson reinforced vocabulary and critical thinking.

Data from observations, surveys, and interviews showed TBL's positive impact. Test scores improved, and students found TBL more engaging and practical than lectures.

Teachers noted TBL improved communication but needed careful planning to balance speaking and grammar, and manage different student levels.

Reflecting, TBL is powerful for language learning, making classrooms interactive and helping students own their learning. Key lessons include providing support (scaffolding), being flexible with tasks, and valuing student feedback to improve lessons.

Despite success, challenges like group dynamics and balancing fluency with accuracy need attention. Future steps involve trying new grouping methods, integrating grammar practice with TBL, and using digital tools to make tasks more real and appealing.

In conclusion, TBL is a valuable way to create engaging, practical language learning. Addressing challenges will make it even more effective in helping students communicate confidently. This project was a great learning experience for improving teaching methods and focusing on student-centered learning.

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ИНГЛИЗ ТИЛИНИ ЎРГАНИШ МОТИВАЦИЯСИНИ РИВОЖЛАНТИРИШДА ҚЎЛЛАНИЛАДИГАН МЕТОД ВА ПРИНЦИПЛАР

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Аннотация
Ушбу мақолада хозирга замон талабларига мос равишда инглиз тили ўрганишнинг мотивацион метод ва принциплари таҳлил остига олинган.
Калит сўзлар

Стратегия, таълим эҳтиёжи, мотивация, иштиёқ, таҳлил, услуб, восита.

Кириш. Таълимнинг самарали жараёни чинакам ўқитиш усуллари ва тамойилларини танлашга боғлиқ. Шунингдек, мотивацион муҳит таълим бўлимининг сифатини кафолатлайди. Инглиз тили дарсларида ўқувчиларининг мотивациясини ривожлантиришнинг бир неча усуллари мавжуд, аммо уларни турли хил олимлар ёндашувларини умумлаштириш орқали турли хил стратегиялар асосида қуйидаги тарзда бирлаштириш мумкин:

Муаммониг қўйилиши. 1-стратегия: мавзу бўйича биринчи тажрибани иложи борича ижобий қилиш.

Ушбу стратегия «биринчи таассуротлар муҳим» деган фикрга асосланади. Талабаларнинг дастлабки таассуротлари шаклланганидан сўнг, улар ушбу мавзу бўйича келажакдаги тажрибаларни қандай қабул қилишларига кучли таъсир қилади. Ўқитувчи сифатида биз биринчи дарсни ёки дастлабки алоқани иложи борича хавфсиз, муваффақиятли ва қизиқарли ўтказиш учун қила оладиган ҳар бир нарса талабаларнинг келажакда чет тилларини ўрганиш билан шуғулланиш мотивациясини оширади.

Бу ўқувчиларнинг ҳақиқий ишончларини шакллантиришга, вазифаларни мотивацион жиҳатдан қулай тарзда тақдим этишга хизмат қилади.

2-стратегия: ўқув жараёнида ўқувчиларнинг ҳис этилаётган эҳтиёжларини аниқлаш ва таъкидлаш учун эҳтиёжларни баҳолаш усулларидан фойдаланиш.

Шуни ҳисобга олсак, турли хил одамлар турли хил эҳтиёжларга эга. Ушбу эҳтиёжларни ҳурмат қиладиган ва ушбу эҳтиёжларни қондириш мумкин бўлган ўқув жараёнини яратадиган ўқитувчини топганда талабаларнинг ўрганиш мотивацияси кучаяди.

Ўқув фаолияти ёки ўқитувчиларнинг хатти-ҳаракатлари:

Оддий ва тўғридан-тўғри усул - бу интервью, гуруҳ муҳокамаси ёки сўровномалар орқали талабаларга «Сиз ушбу ўқув тажрибасидан нимани олишни хоҳлайсиз?» деган саволга баъзи кўринишларни беришдир.

3-стратегия: Ўқувчиларга ўзларига мос мақсадларни қўйишда ёрдам бериш.

Ҳар кимнинг ўз эҳтиёжлари борлиги сабабли, ҳар ким ўз эҳтиёжларига эришиш учун ўзининг яқин ва аниқ мақсадларига эга бўлиши керак. Масалан, ким бу даврда инглиз тилини яхши ўқитувчиси бўлишни ва илмий ишни якунлашни мақсад қилган ҳолда мақсадсиз биз ўзимизни бирон бир нарсани қилишга ундаймиз. Бошқа сўз билан айтганда, «Мотивация мақсадларни ўзингиз ёки бошқалар билан белгилашни талаб қилади».

Стратегия 4: Ўқув тажрибаси сифатини ошириш.

Бу қуйидагилар билан шуғулланади:

- дарс мазмунининг жозибадорлигини ошириш;
- талабаларнинг қизиқишини ва эътиборини уйғотиш ва қўллаб-қувватлаш;
- Талабаларнинг қизиқишларини ошириш ва топшириқларга жалб қилиш.

Тадқиқот давомида тўпланган маълумотлар тадқиқотчилар томонидан ўқитувчининг стратегияси ва ўқув режаси билан ўқувчи мотивацияси

ўртасидаги боғлиқликни топиш мақсадида таҳлил қилинади. Маълумотлар тўплангандан ва таҳлил қилингандан сўнг, тадбирлар режаси тузилади. Бундан ташқари, тадқиқотлар ўз ўқувчиларининг фаоллигини оширишга ва дарсларнинг мотивацияси даражасини оширишга умид қилмоқда. Жараён кетма-кетлигини босқичларда кўриб чиқиш учун уни изчил таҳлил этишимиз лозим.

I босқич

Биринчи босқичда асосий эътибор йўналиши аниқланади. Ушбу тадқиқот учун талабаларнинг мотивацияси диққат марказида бўлади. Кейинчалик, адабиётларни кўриб чиқиш якунланади. Гуруҳдаги мотивация бўйича замонавий адабиётлар, мотивацион стратегиялар ва мотивацияни муқобил баҳолаш техникаси ўрганилди ва кўриб чиқилади. Амалдаги адабиётларни ўрганиб чиққандан сўнг, тадқиқот учун бир савол муҳокамасига ўрин қолади: синфда ўқитиш техникаси ва ўқув дастури талабаларнинг мотивациясига қандай таъсир қилади, ушбу тадқиқот учун тадқиқот мавзуси бўлади. Биринчи босқичдаги сўнгги қадам назорат ёки дастлабки маълумот тўплаш эди. Диққатни жамлаш соҳаси ҳақида тушунчага эга бўлиш учун тадқиқотлар амалиётга таъсир кўрсатадиган назарияларни, улар эгаллаган таълимий қадриятларни ва мактабдаги ушбу тарихий контекстларни аниқладилар. Диққатга сазовор бўлган ўқув режаси ва ўқувчилар эътиборини жалб қиладиган ўқув стратегияларини тақдим этиш орқали талабалар ва уларнинг синфдаги фаоллигини ошириш бизнинг диққат марказимиз учун тавсифловчи хусусият бўлиши лозим. Энг муҳими, диққат марказининг нима учун танланганлиги. Кўпгина ўқувчиларда дарсга қизиқишнинг йўқлиги, ўз ишидан қониқмаслик ва ўрганиш истаги йўқлиги кузатилиши мумкин. Ўқувчиларнинг жалб этилиши, талабаларнинг ижодкорлиги ва завқланишининг паст даражаларига ўқитувчи фойдаланадиган ўқув режалари ва ўқитиш стратегиялари сабаб бўлиши мумкин.

II босқич

Маълумот йиғиш жараёни

Тажрибадан кўриниб турибдики, бундай тажрибалар бир неча босқичларга бўлинади, масалан:

Биринчи фасл: талабалар ўртасида ўтказиладиган сўровномалар

1. Ҳар бир синф даражасидаги ўқитувчиларга талабалар ўртасида тарқатилган сўровномалар ўтказиш;
2. Агар ўқитувчилар сўровномаларни синфдаги ўқувчиларга беришган бўлса, ўқувчилар ўзлари тенгдошларининг таъсирисиз ўзлари сўров ўтказишлари мумкин.
3. Агар ўқитувчилар сўровномаларни йиғиб, тадқиқотчига таҳлил қилиш учун қайтарган бўлсалар, натижалар энг сўнгги босқичда муҳокама этилади;

Чунки, ҳамма нарса ўқувчиларнинг кундалик эҳтиёжларидан бошланади. Мавзунинг асосий маъносини англаш жуда муҳимдир. У қуйидагилар ёрдамида тўлиқ ривожланади.

Ўқув фаолияти ёки ўқитувчиларнинг хатти-ҳаракатлари:
- Биз дарснинг биринчи кунида ҳар бир одамга тегишли маданиятга оид ташриф буюриш ва саёҳат қилиш учун зарур бўлган баъзи бир ибораларни бемалол ўрганиши учун топширишимиз мумкин;
- Биз талабаларга билим олишга ёрдам берадиган кооператив ниятларимизни аниқ кўрсатиб беришимиз лозим;
- Улар ўзларини инглиз тилида таништиришларига ижозат бериб, аввал кириш сўзларини беришимиз керак.
Иккинчи босқич: Гуруҳ кузатувлари
1. Иккала танланган синф ўқитувчиларининг ҳар бири билан унинг бир ёки бир нечта синфларини беш, 45 дақиқали кузатишлари режалаштирилган.
2. Кузатишни истамаган талабалар кузатувчининг қараш доирасидан ташқаридаги жойга кўчирилади. Кузатилган дарсда қатнашишни истамаган ўқувчиларга алоҳида жой ва гуруҳ ўқитувчиси томонидан гуруҳ машғулотлари кузатилаётганда эквивалент кўрсатма бериш учун ишлаб чиқиладиган муқобил машғулотлар тақдим этилди.
3. Тадқиқотчилар кузатув ёрдамида 40 дақиқа давомида синфни кузатадилар
4. Гуруҳ ўқитувчиси билан кузатувдан сўнг суҳбат ўтказади
Учинчи босқич: ўқитувчилар билан суҳбатлар
1. Ҳар бир ўқитувчи билан режалаштирилган суҳбат вақти
2. Ҳар бир суҳбатни тўлдирган интервью формасидан фойдаланилади
3. Суҳбатдошнинг рухсати билан интервьюни лентага ёзиб олинг ва таҳлил қилиш учун кейинчалик ёзиб олинг
Ушбу босқичларнинг барчаси мотивацион жараённинг ҳақиқий моделларини бирлаштиради ва ўқитиш ҳаракатларининг якуний тўлиқ натижаларига таъсир қилади.
III босқич
Биз маълумотларимизни таҳлил қилдик ва хулосаларимизни яратдик. Таҳлил бизнинг аллақачон аниқланган тоифаларимиз асосида тўпланган маълумотлар доирасида муносабатларни топишдан иборат эди. Ўхшашликлар гуруҳланган ва ўлчовлар ўтказилади. Топилмалар ва пайдо бўлаётган мавзуларни тартибга солиш учун эслатма карталари ва рангларни кодлашдан фойдаланилган. Қиёсий таҳлил ушбу жараён давомида давом этади.
IV босқич
Топилмалар асосида ҳаракатлар режасини ишлаб чиқиш;
Тадқиқот методлари: Ушбу мақолада таэлимнинг анализ, синтез, абстраксиялаш методларидан самарали фойдаланилди.
Хулосалар. Мотивацион протседурани яратиш учун маълумотларни бошқариш бир неча омиллардан иборат.
1. Талабалар ўртасида ўтказилган сўровномалар: Талабалар томонидан берилган жавоблар қуйидаги тоифалар асосида жадвалларга бўлинган: мавзу, савол ва талабаларнинг жавоблари.

2. Гуруҳ кузатувлари: назорат рўйхатидаги кузатувлар ўқитувчи ёки талаба томонидан кузатилиб, мавзу ёки хулқ-атвор каби илгари аниқланган тоифаларга асосланган ҳолда жадвал тузилди. Очиқ кузатувлар ўқитувчи ёки ўқувчилар томонидан кузатилган ва мавзулар рўйхатига бирлаштирилган. Ҳар бир кузатиш учун кузатув қайси даврда синфда содир бўлганлигини тавсифловчи белги қўйилди.
3. Ўқитувчилар билан суҳбатлар: Асосий саволларга тўғридан-тўғри жавоб берадиган ўқитувчи билан суҳбатнинг жавоблари берилган саволга мувофиқ гуруҳланган. Имконият мавзуси натижасида берилган саволлар алоҳида гуруҳланган ва тегишли равишда мавзу бўйича тартибланган.
Бир сўз билан айтганда, инглиз тилини ўрганиш мотивациясини ривожлантиришнинг ҳар қандай усулида ҳам ўқитувчининг ижодкорлиги ўзининг мақсадлари, усуллари, тамойиллари ва ёндашувлари билан жуда катта роль ўйнайди. Бундан ташқари, бу илғор ўқитиш жараёнининг якуний натижасига тўлиқ таъсир қилади.

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THE CONTRASTIVE ANALYSIS OF THE WAYS OF WORD-FORMATION IN ENGLISH AND TURKMEN

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Abstract: Ways of word-formation in English and Turkmen are analyzed in the article. Affixation, conversion and word-composition are the basic ways of creating new words in both languages. Issue of productivity of English and Turkmen

derivational affixes is broadly discussed in this work. Word-forming activity of some English and Turkmen affixes is revealed.

Keywords: word-formation; affixation; conversion; word-composition; productive affixes; non-productive affixes; derivational affixes.

Introduction

In the Epoch of the Revival of the New Era of the Powerful State, by the great efforts of the National Leader of the Turkmen people our Hero-Arkadag and Highly Esteemed President our Motherland, independent and permanently neutral Turkmenistan develops day by day. There are many achievements in such spheres as policy, economy, industry, agriculture, science, education and culture. Special attention is paid to teaching foreign languages in our country.

The contrastive analysis of the non-related languages is also of great importance. Comparison of the phonetic, morphological, syntactical and lexical systems of the non-related languages gives opportunity to find out similarities and differences between them. The contrastive analysis of the English and Turkmen lexical systems assists the students to profoundly understand the English and Turkmen word-formation, word-structure, etymology of the English and Turkmen words and other aspects of lexicology.

Main Section

In both compared languages word-formation is the process of creating new words. A distinction is made between two principal types of word-formation: word-derivation and word-composition.

The basic ways of forming words in word-derivation are affixation and conversion. In both compared languages affixation is the formation of a new word with the help of affixes, e.g. *heart-less, over-do, king-dom, wonder-ful, warm-ly, dark-en, taryh-y, al-gy-dar, subut-nama, bar-la, göz-le* and etc. Words which consist of a root and an affix (or several affixes) are called *derived words* or *derivatives* and are produced by the process of word-building known as *affixation* (or *derivation)* [Антрушина Г.Б., Афанасьева О.В., Морозова Н.Н. 1999, с. 79].

Conversion consists in making a new word from some existing word by changing the category of a part of speech: e.g. *fish – to fish, slave – to slave, to jump – jump, to peel – peel, bulamak, ýaşmak, süzme, üýşmek* and etc.

In English and Turkmen word-composition is the formation of a new word by combining two or more words, e.g. *door-handle, house-keeper, mother-in-law, notebook, textbook, düýedaban, atbakar, inedördül, orunbasar, milletara, günebakar, älemgoşar* and etc.

In both compared languages affixation is the most active way of word-formation. From the point of view of types of affixes, in English and Turkmen affixation is divided into **prefixation** and **suffixation**. There are many prefixes and suffixes in

English, but there are only such prefixes in Turkmen as *bet- (bedasyl), bi- (biedep), nä- (näbelet)* and they are borrowed from Arabic and Persian.

In both compared languages there are productive and non-productive affixes. In English and Turkmen, the word-forming activity of affixes may change in the course of time. This raises the question of productivity of derivational affixes, i.e. the ability of being used to form new, occasional or potential words, which can be readily understood by the language-speakers. Thus, productive affixes are those used to form new words in the period in question. Some productive English and Turkmen suffixes are: 1) noun-forming suffixes: *-er (manager), -ing (fighting), -ness (sweetness), -ation (automation), -cy/-ci (okuwçy, işçi), -daş/-deş (obadaş, kärdeş);* 2) adjective-forming suffixes: *-able (tolerable), -ic (electronic), -ish (whitish), -ly/-li (akylly, bilimli), -syz/-siz (ynsapsyz, edepsiz);* 3) verb-forming suffixes: *-ize/-ise (vitaminize), -ate (oxidate), -la/-le (akla, sözle), -a/-e (suwa/süýje).*

The English adverb-forming suffix *-ly (equally)* is productive.

Non-productive affixes are the affixes which are not able to form new words in the period in question. Non-productive affixes are recognized as separate morphemes and possess clear-cut semantic characteristics. Some non-productive English and Turkmen suffixes are: 1) noun-forming suffixes: *-th (truth), -hood (sisterhood), -ship (scholarship), -c (igenç, dynç), -gyn (yangyn);* 2) adjective-forming suffixes: *-ful (peaceful), -some (tiresome), -en (golden), -ous (courageous), -gyn/-gin (gyzgyn, irgin)*. The English verb-forming suffix *-en (strengthen)* is non-productive.

In Turkmen there are some non-productive suffixes which cannot be separated from the base; separation of these affixes from their base requires etymological analysis. E.g. *pyçak, byçgy, tirsek, goltuk, içege* and etc.

The most productive prefixes in Modern English are: *de- (decontaminate), re- (rethink), pre- (prefabricate), non- (non-operational), un- (unfunny), anti- (antibiotic).*

There are some differences between the ways of word-formation in English and Turkmen. The main difference is in the classification of derivational affixes in Turkmen. There are simple and complex derivational affixes in Turkmen. In Turkmen word-forming affixes can be divided into groups by structure, simple and complex. Examples of simple affixes include the derivational affixes *-çy, -çi, -la, -le, -gy, -gi, -ak, -ek, -g, -yk, -ik* in such words as *aw-çy, iş-çi, bar-la, iş-le, al-gy, ser-gi, or-ak, döw-ek, barla-g, ide-g, ýan-yk, äd-ik, döw-uk*. Complex affixes are usually formed as a result of a combination of two or more simple derivational affixes and word-forming actions occur only in this complex form. An example of this is the affix *-çylyk, -çilik: maldar-çylyk, guda-çylyk, dayhançylyk, arzan-çylyk, köp-çülik, az-çylyk, kem-çilik* and etc.

There are also **regular** and **irregular derivational affixes** in Turkmen. Although regularity and irregularity are related to the productivity or inefficiency of word-forming affixes, they are not mutually exclusive phenomena. Derivational affixes are not equal in their participation in the formation of lexical units.

Regular affixes participate in the word-formation from a large number of words and are able to form words with a stable lexical meaning. In such lexical units, the derivational affix has a pattern of generating a certain group of lexical words in the semantic relationship between the word-former and the derivative word. Consequently, the meaning of the affix is also known outside of the specific added word, and it is not difficult to divide the derivative word into morphemes that have an independent semantic meaning. For example, it is well known that the affixes *-çy, -çi* form nouns that mean a person engaged in some profession or activity, the affixes *-ly, -li* mean presence, and *-syz, - siz* absence. Therefore, even if it is necessary to express these meanings, they are regularly added to the word-former as the ready-made morphemes. This means that the affixes *-çy, -çi, -ly, -li, -syz, -siz* are regular derivational affixes.

Irregular word-forming affixes do not always participate in the word-formation, they occur in certain words and therefore words formed by irregular derivational affixes cannot form a line in the word-formation system and their participation in the creation of a semantic lexical unit becomes known when they are used together with the word-former. But morphemes are also known in the derivative words formed by irregular affixes. An example of this group of derivational affixes is the affixes *-yt, -it, -ça, -çe, -myt, -mit* in the derivative words *geç-it, iç-it, boyun-ça, al-myt, iý-mit.*

To understand in what sense these affixes formed derivative words, it is possible only if they go together with the forming words. Otherwise it is difficult to determine their meaning.

The regularity or irregularity of derivational affixes is based on the synchronic aspect. Irregular affixes are often non-productive. Although not productive, some derivational affixes are used regularly in the language, and derivative words formed with them form a line. An example of this is the set of words formed by adding affixes *-k, -ak, -ek, -yk, -ik: dola-k, gork-ak, seç-ek, or-ak, gol-ak, döw-ek, saç-ak, dara-k, aç-yk, ýap-yk* and etc.

Differing from English, in Turkmen there are homonymic, synonymic and antonymic derivational affixes [Borjakow A. 1993, sah. 15]. Derivational affixes eventually form lexical units. Such derivative words enter into different relations with each other in meaning. A unit that creates such homonymic, synonymic, and antonymic relationships can be associated with derivational affixes. Unlike lexical homonyms, synonyms, and antonyms related to the semantic side of language facts, word-forming homonymy, antonymy, and synonymy includes not only semantics, but also the structural aspect of derivative units. Like lexical homonyms, homonymic derivational affixes are formally only equivalents of all affixes with different meanings that do not have semantically related meanings. For example, even if the derivational affix *-y, -i* phonetically similar in the derivative words *guty, öri, daňy and synpy, taryhy, emeli* derivational affixes in these two derivative groups of words is different affixes that have external similarities in the origin and significance of word-formation. The affix *-y, -i* in the words *guty, öri, daňy* is an affix of the noun, and the affix *-y, -i* in the

derivative words *synpy, taryhy, emeli* is adjective forming and by origin is used mainly in the derivative words.

Synonymous units of the language were mainly studied in the vocabulary. Derivational affixes are used to enrich the vocabulary of a language by forming new words. However, it is quite natural that such derivative words can be synonymous to each other. When derivational affixes form synonymous relationships, the words to which they are added are similar, and the derivational affixes added to them are different. As a result, the synonymy of the derivative word formed by adding other derivational affix is directly related to the derivational affix. For example, the affixes *-ly, -li* and *-dar* in the synonyms *bergili – bergidar, algyly – algydar*, as well as *-ly,-li* and *-dan, -kär* in the similar adjectives *gadyrly – gadyrdan, günäli – günäkär* are quite different derivational affixes, but words formed by adding them form a number of synonyms. Synonymy of words that make up this derivative synonymous series is based on the derivational affixes [Borjakow A. 1993, sah.16].

Usually antonyms, i.e. words with the opposite meaning, are studied in the vocabulary. We can determine how and in what way antonyms participate in words with opposite lexical meanings, and on this basis recognize that each of the words and derivational affixes has the opposite meaning. For example, the antonymic relations of such words as *ak – gara, dok – aç, gel – git, aç – ýap, öň – soň, ir – giç, köne – täze, ýagşy – ýaman* are shown in the lexical meaning of the words themselves. But in the derivative words *akylly – akylsyz, işli – işsiz* the relation with the opposite meaning becomes clear together with the meaning of the derivational affixes *-ly, -li and -syz, -siz* [Baýjanow B. 2016, sah. 76]. But the occurrence of derivational affixes in antonymic relations is very limited in comparison with homonymic, synonymic derivational affixes.

Antonymous series of derivational affixes also refers to lexical antonyms. In this case, the lexical meaning of the non-derivative word is added to the antonymic relation with the meaning of the derivational affix in the set of derivative words. An example of this is the antonymic relationship between the word and derivative word from the original word in antonyms such as *dogry – nädogry, ynsap – biynsap, hak – nähak, mert – namart, asyl – bedasyl*. It is known that derivational affixes generate antonymic relations.

In English there are minor types of modern word-formation, i.e. **shortening, blending, acronymy, sound interchange, sound imitation, distinctive stress**, and **back-formation** [Зыкова И.В. 2008, с. 70].

Shortening is the formation of a word by cutting off a part of the word. According to the part of the word that is cut off (initial, middle or final) there are the following types of shortenings: 1) initial (or aphesis). e.g. *fend (v) < defend, phone < telephone*; 2) medial (or syncope), e.g. *specs < spectacles, fancy < fantasy*; 3) final (or apocope), e.g. *ad, advert < advertisement, veg < vegetables*; 4) both initial and final, e.g. *flu < influenza, fridge < refrigerator*.

Blending is the formation of a new word by combining parts of two words. Blends may be of two types: 1) additive type that may be transformed into a phrase consisting

of complete stems combined by the conjunction and, e.g. *smog – sm(oke)* and *(f)og*; 2) restrictive type that can be transformed into a phrase, the first element of which serves as a modifier for the second, e.g.: *telecast – television broadcast.*

Acronymy (or graphical abbreviation) is the formation of a word from the initial letters of a word combination. There are two basic types of acronyms: 1) acronyms which are read as ordinary English words, e.g. *UNESCO [ju:´neskəʊ] – the United Nations Educational, Scientific and Cultural Organization*; 2) acronyms with the alphabetic reading, e.g. *BBC [´bi:´bi:´si:] – the British Broadcasting Corporation*.

Sound-interchange is the formation of a word due to an alteration in the phonemic composition of its root. Sound-interchange falls into two groups: 1) vowel-interchange (or ablaut): *food – to feed*. In some cases, vowel-interchange is combined with suffixation: *strong – strength*, 2) consonant-interchange: *advice – to advise*. Consonant-interchange and vowel-interchange may be combined together, *life – to live*.

Sound imitation (or onomatopoeia) is the naming of an action or a thing by a more or less exact reproduction of the sound associated with it. cf.: *cock-a-doodle-do*. Semantically, according to the source sound, many onomatopoeic words fall into a few very definite groups: 1) words denoting sounds produced by human beings in the process of communication or expressing their feelings, e.g. *chatter, babble*; 2) words denoting sounds produced by animals, birds, insects, e.g. *moo, croak, buzz*; 3) words imitating the sound of water, the noise of metallic things, a forceful motion, movements, e.g. *splash, clink, whip, swing*.

Back-formation is the formation of a new word by subtracting a real or supposed suffix from the existing words. The process is based on analogy. For example, the word *to butle* ≪to act or serve as a butler≫ is derived by subtraction of *-er* from a supposedly verbal stem in the noun *butler*.

Distinctive stress is the formation of a word by means of the shift of the stress in the source word, cf: *´increase* (noun) – *in´crease* (verb), *´absent* (adj) – *ab´sent* (v).

Conclusion

In conclusion we can say that there are some similarities and differences between the ways of word-formation in English and Turkmen. It is the universal feature for both compared languages that word formation is the system of derivative types of words and the process of creating new words from the material available in the language after certain structural and semantic formulas and patterns. In English and Turkmen the words can be formed with the help of affixation, conversion and word-composition. But in English the ways of word-formation differ from those of Turkmen by the existence of minor types of modern word-formation. In Turkmen the ways of word formation differ from those of English by the absence of the minor types of word formation and classification of derivative affixes. In Turkmen there are simple and complex affixes, regular and irregular affixes and homonymic, synonymic and antonymic affixes.

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TECHNIQUES AND STRATEGIES FOR IMPLEMENTING PORTFOLIO ASSESSMENT IN WRITING INSTRUCTION

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Abstract: *This article explores the implementation of portfolio assessment in writing instruction, highlighting its advantages over traditional evaluation methods. It examines essential strategies such as goal setting, reflective practices, peer and teacher conferencing, and rubric-based assessment. The article also considers the integration of digital tools and e-portfolios to enhance the learning process. Challenges such as time management and evaluation consistency are discussed with practical solutions. Overall, portfolio assessment is presented as a learner-centered approach that promotes self-reflection, writing development, and critical thinking.*

Keywords*: portfolio assessment, writing instruction, student reflection, peer feedback, e-portfolio, alternative assessment, writing development, language education*

Introduction

Portfolio assessment has become an increasingly valuable tool in language education, especially in writing instruction. Unlike traditional assessment methods

that often focus on a single test or exam, portfolio assessment offers a holistic, process-oriented approach to evaluating students' writing skills. This method emphasizes the development of learners over time, allowing teachers and students to reflect on progress, identify areas for improvement, and celebrate growth. Implementing portfolio assessment effectively requires a careful combination of strategies that include planning, monitoring, feedback, and evaluation.

The first and most crucial step in implementing portfolio assessment is planning. Teachers must define the purpose of the portfolio—whether it is to assess process, product, or both—and clearly communicate this to students. Planning involves selecting the type of portfolio (e.g., process portfolio, best works portfolio, or showcase portfolio) and setting clear criteria for what kind of writing samples should be included. The establishment of assessment criteria and rubrics at the beginning of the process helps ensure transparency and consistency. Students are more likely to engage meaningfully with their portfolios if they understand what is expected and how they will be assessed.

Once the portfolio structure is in place, teachers must guide students in the ongoing development and organization of their portfolios. This includes encouraging students to include multiple drafts of their writing, feedback received, and final versions of their work. By documenting the writing process, students become more aware of their learning journey and are encouraged to think critically about their progress. Teachers play a supportive role by offering regular guidance and helping students select appropriate work samples that demonstrate both strengths and areas needing improvement.

Another vital element of successful portfolio implementation is the integration of reflective practices. Reflection helps students internalize feedback, identify their own writing habits, and take ownership of their learning. Teachers can foster this skill by incorporating reflective prompts or journal entries where students analyze their performance and set goals. This not only enhances self-awareness but also helps develop metacognitive skills that are essential for independent learning.

Teacher-student and peer conferencing are also essential techniques in portfolio assessment. Individual conferences offer personalized feedback and help build a stronger rapport between the student and teacher. These sessions provide an opportunity for students to ask questions, clarify doubts, and receive constructive feedback in a supportive environment. Peer review activities further enrich the learning process by encouraging collaboration and exposing students to different perspectives. Peer feedback promotes a sense of community and helps students develop critical thinking and evaluative skills.

Assessment and grading in portfolio systems must be carefully designed to maintain fairness and reliability. Teachers may adopt either holistic or analytic scoring

methods, depending on their instructional goals. Holistic scoring provides a general impression of a student's progress, while analytic scoring breaks down the writing into specific components such as organization, grammar, vocabulary, and coherence. Rubrics should be aligned with learning objectives and should be shared with students early in the process to guide their writing and revisions.

In the digital age, many educators are turning to electronic portfolios (e-portfolios) to streamline the portfolio process. E-portfolios offer numerous advantages such as easy access, multimedia integration, and real-time feedback. They are particularly useful in remote or blended learning environments where students and teachers can interact and evaluate work asynchronously. Moreover, digital tools facilitate the organization and storage of students' work, making it easier to track progress and showcase achievements.

Despite the many benefits, implementing portfolio assessment also presents several challenges. Teachers often face issues such as increased workload, time constraints, and subjectivity in evaluation. These challenges can be addressed through careful planning, professional development, and institutional support. Simplifying the portfolio format, using automated tools, and training both teachers and students in portfolio management can contribute to more effective implementation.

In conclusion, portfolio assessment is a powerful tool that supports student-centered learning in writing instruction. When implemented with thoughtful planning, ongoing support, and clear evaluation criteria, it not only enhances writing skills but also encourages self-reflection, responsibility, and critical thinking. With the right strategies and institutional backing, portfolio assessment can become a transformative element of modern language education.

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Эллипсис и его единицы в английском языке

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Аннотация

В статье рассматривается явление эллипсиса как эффективного синтаксического средства имплицитной передачи информации в английском языке. Эллипсис представляет собой одну из наиболее сложных и дискуссионных проблем современной лингвистики, затрагивая как лингвистические, так и экстралингвистические, логические и пресуппозиционные аспекты. В работе приводятся различные трактовки эллипсиса, предлагаемые исследователями, и обосновывается точка зрения о синтаксической природе данного явления. Делается вывод о том, что единицами эллипсиса являются не части речи, а члены предложения — подлежащее, сказуемое и их сочетания, которые могут опускаться без утраты смысла благодаря возможности их восстановления из контекста.

Ключевые слова: эллипсис; имплицитное значение; структура предложения; синтаксис английского языка; компрессия; языковая экономия

Явление эллипсиса, как одно из эффективных синтаксических средств имплицитной передачи информации, относится к числу одной из сложнейших, многогранных и дискуссионных проблем в современной лингвистике. Он связан не только с понятиями лингвистического, но также экстралингвистического, логического и пресуппозиционного порядков.

Поэтому это явление привлекло внимание лингвистов различных школ и направлений, что дало возможность раскрыть ряд его теоретических аспектов. В лингвистической литературе можно встретиться с различными определениями эллипсиса. Ещё известный французский лингвист Ш. Балли отмечал, что, во-первых, «эллипсис – это имплицитный, латентный знак», во вторых, эллипсис обнаруживается в речи, хотя условия его реализации заложены в языковой системе, в третьих, эллипсис – отсутствие какого-либо элемента высказывания, который всегда может быть восстановлен из контекста или ситуации.

Относительно единиц эллипсиса в лингвистической литературе нет единства взглядов. Р. Якобсон считал, что единицей эллипсиса может быть также и фонема. Нам представляется, что эллипсис связан только со значимыми единицами языка и речи. Наш языковый материал свидетельствует о том, что эллипсису подвергается не фонемы, а некоторые вспомогательные слова, выполняющие функции слов – морфемы, отдельные слова, а также члены предложения.

В английском языке в газетных заголовках, телеграммах, рекламах и в некоторых других случаях может эллиптироватся артикль с целью компрессии сообщаемой информации. Например, в американской газете, «Financial Times» от 18 августа 2003 года на странице 3 встречается следующий заголовок:

«Wake-up Call» was just Latest Alarm.

Здесь перед словоформой «**latest**» эллиптирован артикль ***“the”.***

Как видно, в английском языке могут эллиптироваться артикли ***«the»*** и ***«a»***, которые считаются большинством англистов словами-морфемами.

В английском языке может эллиптироваться вспомогательный глагол, употребляемый в функции словоморфемы. В частности, наблюдаются случаи

эллиптирования вспомогательного глагола «to be», служащего для образования формы страдательного залога глагола. Этот случай наблюдается в английских газетных заголовках, а также при беглой речи. Например:

«You have a watch here. Hand it over. Stolen of course! » (209, 54).

В этом примере эллиптировано словоморфема ***«is»*** перед словоформой «stolen». Данное предложение (Stolen of course!) исходит из уста моряка, которого Артур из романа Э.Войнич «Овод» просит спрятать его взамен оставляемых им ручных часов, доставшихся в наследство от матери. Данное предложение носит такой неполный характер в силу небрежности речи. В нём эллиптировано не только слово-морфема ***«is»,*** но также и формальное подлежащее ***it*** (watch).

В английском языке может эллиптироваться также слово-морфема «have» при его функционировании в качестве вспомогательного глагола для образования перфектной формы глагола. Например:

2. «Been out on the spree, I suppose» (209, 83).

2.(Думаю, вам было весело.)

Во втором предложении также эллиптирована форма второго лица единственного числа настоящего времени глагола ***«have»***. Кроме него эллиптировано подлежащее ***“you”***. Полная форма данного предложения выглядит следующим образом: **You have been out on the spree, I suppose**.

Эллипсису подвергается в английском языке также вспомогательный глагол «to be» как компонент длительной формы глагола. Например:

«Tell Fleur I’m going to her aunt’s».

«Leaving us, Sir? » (194, 56).

(Передайте Флер, что я иду к её тёте.)

(Покидаете нас, сэр?)

В этом примере пропущены подлежащее ***«you»*** и словоморфема ***«are»,*** которая служит для образования настоящего длительного времени. Наш материал свидетельствует о том, что этот маркер длительного вида эллиптируется только в случаях его употребления по отношению ко второму лицу в настоящем времени. Его опущение тесно связано с ситуацией речи.

Следует отметить, что этот служебный глагол подвергается эллипсису только в диалогической речи.

Эллиптирование союзов наблюдается также и в английском языке.

Например:

1. I don't suppose we should be able to teach him much in that line

В приведённом примере эллиптирован подчинительный союз ***"that"***, после глагола-сказуемого "don't suppose".

Наш материал свидетельствует о том, что в английском языке зачастую эллиптируется основа инфинитива, причём в таком случае место инфинитива занимает его маркер – частица "to". Этот случай можно было бы квалифицировать как случай замещения. Например:

"Thank you I'd love to".

Нам представляется, что говорить об одновременном выделении эллипсиса имён существительных, местоимений и глагола, и эллипсиса подлежащего и сказуемого не логично.

Как известно, подлежащее в большинстве случаях выражается существительным или местоимением, а сказуемое – глаголом, или же сочетанием глагола-связки и существительного, местоимения, прилагательного, числительного и т.д.

Нам представляется, что нецелесообразно говорить об эллипсисе частей речи, поскольку в около 95% случаях опускаются синтаксические единицы - члены

предложения. О неправомерности признания наличия морфологического эллипсиса говорит и то, что эллиптируется вместе с именем существительным и местоимение, и предлог, и прилагательное, и числительное, и артикль.

Случаи эллиптирования сочетаний указанного типа и целых предложений наблюдаются также в английском языке. Например:

1) **“Has he a private fortune like that?”**
   “Apparently he has;”.
2) **“Name?” said the doctor.**
   “Penny Feather”.
3) **“Sit down” said Sizov, moving over the bench.” She sat down obediently.**
4) **“Well, have you ever known a butler with a diamond tie-pin?”**
   “No, I don`t think I had”.
5) **“I have no desire to screen myself. What is it you want to know?”**
   “Firstly, how did you, “a foreigner”, come to be implicated in matters of this kind?”.

В первом предложении эллиптировано сочетание артикля, прилагательного и существительного «***a private fortune***». Во второй реплике второго предложения усечены ***“is”*** и сочетание местоимения и существительного - ***“my name”***. В третьем примере отсутствует предложная конструкция - ***“on the bench”***. В четвёртом примере, кроме части сказуемого (know), эллиптировано целое сочетание, состоящее из артикля, трёх существительных и предлога - “***a butler with a diamond tie-pin”.***

Все эти факты из двух сопоставляемых языков свидетельствует о том, что эллипсис является явлением синтаксического порядка, так как эллипсису подвергаются члены предложения, а не части речи. Поэтому следует говорить не о морфологическом, а о синтаксическом эллипсисе. Следовательно, единицами эллипсиса являются не части речи, а члены предложения, которые могут состоять из отдельных слов или различных синтаксических структур.

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BRIDGING THEORY AND PRACTICE: INNOVATIVE APPROACHES IN FOREIGN LANGUAGE PEDAGOGY

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Annotation :

This article examines the relationship between linguistic theory and classroom practice in foreign language teaching. It reviews recent empirical research based on innovative approaches such as virtual exchanges, Augmented Reality (AR), Mobile-Based Language Learning (MALL) and Task-Based Language Learning (TBLT). The purpose of the article is to show how these methods effectively combine the theoretical framework with the practical teaching process and increase students' communication competence and participation. Research shows that combining technology and authentic interaction improves language acquisition and supports learner independence.

Key words: innovative approach, technology, theory, interaction, gamification, communicative competence

INTRODUCTION

In recent decades, foreign language pedagogy has moved away from the traditional grammar translation method to communication-based, student-oriented approaches. Although linguistic theories emphasize interaction, sociocultural context, and cognitive processes in language learning, many classrooms still use traditional methods. Bridging this gap between theory and practice is necessary to meet the needs of learners in a global world. Recent research highlights innovative strategies and technologies that enable teachers to put theoretical principles into practice. This article reviews recent research analyzing these innovations and describes effective foreign language teaching methods based on a modern linguistic framework.
The study was conducted in the form of a qualitative literature review. Scientific articles, conference papers, and academic resources published in 2017–2024 were searched from databases such as Google Scholar, JSTOR, and educational archives were used with keywords like “innovative foreign language teaching,” “technology in language learning,” “task-based language teaching,” and “virtual exchange.” Selected sources demonstrate the effectiveness of pedagogical approaches that include technology and communication-based tasks through empirical data. Virtual exchange programs connect language learners online from around the world, allowing for real communication and cross-cultural understanding. Research shows that telecollaboration improves students' pragmatic skills, cultural awareness, and motivation by placing language use in meaningful contexts. [1] For example, the eTandem model facilitates peer-to-peer language learning through structured online conversations, encouraging equal participation and cultural exchange [2].

Augmented Reality (AR) in Language Learning. Augmented reality enriches language learning environments by placing digital information in real-world contexts. Abraham et al. (2017) demonstrated that AR applications increase vocabulary acquisition and student engagement by providing interactive and immersive experiences consistent with cognitive theories of multisensory learning

[3]. For example, AR-based applications allow learners to associate new words with virtual objects, which supports deeper semantic processing [4]. Mobile-Assisted Language Learning (MALL) The widespread use of smartphones has popularized language learning using mobile devices, allowing students to practice language skills anytime and anywhere. Viberg and Kukulska-Hulme found that MALL supports the self-regulated learning and collaborative strategies needed to develop communicative competence outside the classroom[5]. Mobile applications with gamification elements such as Duolingo show significant gains in student motivation and vocabulary retention [6].

Larsen-Freeman argued that language learning is most effective through dynamic, context-rich activities that simulate real-life communication [7] Empirical studies report improved fluency and pragmatic skills in students who engage in task-based instruction compared to traditional grammar-oriented methods.

The reviewed innovative approaches show that effective foreign language teaching should combine theoretically based methods with practical and technological activities based on real language use. Virtual exchange brings CLT (Communicative Language Teaching) to life and provides intercultural dialogue. AR technology uses cognitive theory to make it easier to learn new words through a visual and sensory experience. MALL ensures the student's independence and creates a suitable learning environment. TBLT, on the other hand, implements a sociocultural approach and promotes learning based on authentic social interactions.

This combination of theory and practice prepares students for real communication, develops their language skills, cultural literacy and independence. At the same time, it also solves problems such as motivation, participation, and communication with native speakers.

CONCLUSION

Bridging the gap between linguistic theory and practice is very important in the development of foreign language teaching. Innovative approaches such as virtual exchange, augmented reality, mobile technology, and task-based learning provide practical application of theoretical principles and improve student outcomes. As technology continues to evolve, educators must integrate these tools carefully and purposefully. Future research needs to examine the long-term effects of these methods in different audiences.

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THE ROLE OF GENDER IN ENGLISH LULLABIES

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Annotation:

This article explores the representation and role of gender in traditional and contemporary English lullabies. It examines how gendered roles, expectations, and identities are embedded in the texts and performance of lullabies, particularly in relation to the caregiver (usually the mother) and the child. The study also evaluates how these gendered messages reflect broader sociocultural values and how they have evolved or persisted over time.

Keywords:

English lullabies, gender roles, motherhood, sociolinguistics, child-rearing, cultural transmission, traditional songs

Introduction

Lullabies are among the earliest forms of verbal and musical expression encountered by a child. More than mere tools for soothing infants, lullabies serve as a rich cultural and linguistic resource that reflects societal norms, emotions, and values. One of the most salient themes in English lullabies is gender—not only in the identity of the caregiver (typically female) but also in the gendered messages transmitted through the lyrics and structure. This article investigates how gender operates within the framework of English lullabies, analyzing traditional texts and performance contexts through a sociolinguistic and gender studies lens.

Historically, English lullabies have largely been associated with maternal voices. The figure of the mother dominates both in performance and lyrical perspective. Lullabies such as “Rock-a-bye Baby”, “Hush Little Baby”, and “Golden Slumbers” are composed in a nurturing tone, where the speaker (implicitly the mother) expresses care, concern, and emotional labor.

These songs often reinforce gender roles: the mother as the emotional caretaker and the child as a passive recipient. Even when fathers are mentioned, they usually appear in roles external to the caregiving context—bringing gifts or being away at work. For instance, in “Hush Little Baby”, the father is a provider of material comforts, while the mother is the emotional nurturer. This dichotomy aligns with the traditional patriarchal structure in which caregiving is feminized, and external authority or protection is masculinized. Gender here is not only a characteristic of individuals but a cultural script encoded in lyrics and musical interaction.

A linguistic analysis of lullaby lyrics reveals how gendered language shapes the emotional and cognitive development of children. The frequent use of diminutives, affectionate epithets, and soothing phonetic patterns (e.g., alliteration, soft consonants) not only promotes attachment but also communicates expectations related to emotional expressiveness and dependency, traits traditionally associated with femininity. Songs directed at girl children often emphasize beauty, gentleness, and domesticity. In contrast, songs for boys might hint at bravery, future authority, or adventure—although such differentiation is more subtle in lullabies than in other forms of children's media. Importantly, many lullabies remain gender-neutral in direct address, but the caregiver’s role remains predominantly female, reinforcing the gendered division of labor in emotional work.

Modern interpretations of lullabies, especially those created or adapted by fathers, attempt to challenge traditional gender roles. For example, contemporary musicians and authors have published collections of lullabies that portray fathers as central nurturing figures. However, these remain exceptions rather than norms.

Feminist and queer reinterpretations of lullabies aim to deconstruct binary gender roles, proposing inclusive narratives and shifting performance practices. Moreover,

gender-neutral parenting philosophies advocate for lullabies that do not encode gender stereotypes—highlighting universal emotions like love, safety, and wonder.

Lullabies serve as tools of cultural transmission, where societal norms are passed from one generation to the next. Gender roles within lullabies reflect and reproduce social hierarchies, sometimes subtly enforcing heteronormative and patriarchal ideologies. The performance of lullabies by women, often in private domestic spaces, can be seen both as an act of caregiving and as a site of cultural reproduction where gender ideologies are normalized.

Nevertheless, lullabies also offer a space for emotional resistance. Women historically excluded from public literary culture used lullabies to express anxieties, fears, and hopes. Some lullabies contain subversive elements, such as veiled critiques of war, poverty, or patriarchal authority, hidden beneath soothing melodies.

In conclusion we can say that gender plays a central role in English lullabies, shaping both their form and function. These songs are not merely gentle tunes for sleep but are imbued with cultural scripts that reflect and reinforce gendered expectations. As society evolves, so too does the interpretation and performance of lullabies. By analyzing these texts through a gender lens, we uncover how deep-seated cultural narratives are woven into everyday practices of care and affection.

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IDEONIMLARNING TASNIFLASH TAMOYILLARI

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Annotatsiya: Ushbu maqolada o’zbek tilshunosligida ideonimlar mavzusi bo’yicha olib borilgan ishlar umumlashtirilib, ularning tasniflash tamoyillariga alohida to’xtalib o’tilgan.Jumladan,semantik tamoyil, grammatik tamoyil, pragmatik tamoyil tushunchasi keng qamrovda yoritilgan.
Kalit so’zlar: semantik tamoyil,grammatik tamoyil,pragmatik tamoyil

KIRISH:

Ideonimga A.V.Superanskaya tomonidan shunday ta’rif berilgan: “ideonim insonning aqliy, g‘oyaviy va badiiy faoliyati mahsuli bo‘lgan narsalar bir donasining atoqli otidir.”[Суперанская А.В. Общая теория имени собственного / – М.: Наука, 1973.],
E.Begmatov va N.Uluqovlarning fikriga ko‘ra, "Ideonim (yun. idea g‘oya + onoma - atoqli ot) - tarixiy asarlar, hujatlar atoqli oti" . [Begmatov E., Uluqov N. O'zbek onomastikasi terminlarining izohli lug'ati. -Namangan, 2006.- B. 33] Bizningcha, bu ta’riflar bir-birini to‘ldiradi, ya’ni “ideonim” atamasi inson faoliyatining aqliy, g‘oyaviy va badiiy sohalarida yuzaga kelgan turli xil nomlarni ifodalaydi

Fanda tasniflash jarayoni inson ongi va tilshunoslik tadqiqotlarida asosiy o‘rinni egallaydi. Bu jarayon orqali inson atrof-muhitdagi predmetlar va hodisalarni ularning umumiy xususiyatlari asosida sinflarga ajratadi, o‘xshashliklarni aniq-laydi va ularni mantiqiy guruhlarga birlashtiradi. Jorj Lakoffning ta’kidlashicha, kategoriyalar nafaqat sodda tizim yoki tasniflash usuli, balki inson tafakkurining muhim vositasidir , ya’ni biz dunyoni tushunish va tahlil qilishda tasniflardan asosiy vosita sifatida foydalanamiz. [Лакофф Дж. Когнитивное моделирование/ Дж. Лакофф// Языки и интеллект. – М. : Прогресс, 1996.]

Tasniflar inson ongining fundamental vositalaridan biri bo‘lib, ular orqali murakkab dunyoning chyeksiz xilma-xillikdagi narsa va hodisalari mantiqiy guruhlarga ajratiladi. Masalan, "meva" toifasi olma, nok, banan kabi yuzlab individual ob’yektlarni umumlashtiradi. Shuningdek, idrok jarayoni optimallash-tiriladi. Har bir yangi ob’yektni alohida o‘rganish o‘rniga, allaqachon mavjud bo‘lgan toifalar tizimiga moslashtiriladi, bu esa kognitiv tejamkorlikni ta’min -laydi.

Tasniflar orqali muloqot imkoniyati osonlashadi. Umumiy kategoriyalar tilning leksik tizimini shakllantiradi. Masalan, "hayvon" tarzidagi umumiy atama millionlarcha individual mavjudotlarni qamrab oladi. Shu tariqa, bilimlarni tizimlashtirishda muhim ahamiyatga ega. Ilmiy tasniflar (masalan, biologik turlar) kategoriyalashning rivojlangan shakllaridir. Har qanday fan o‘zining kategoriyalar tizimiga ega.

ASOSIY QISM:

Ma’lum bir arxisxema (umumiy sema) asosida birlashuvchi so’z va iboralar majmuiga semantik yoki tushuncha maydoni deyiladi.[Xojiyev A.Tilshunoslik

terminlarining izohli lug'ati. -B.87]. Ideonimlarni tasniflashda qo'llaniladigan tamoyillar ularning ma'nosi, tuzilishi va ijtimoiy rolini tahlil qilishga asoslanadi.

Semantik tamoyil. Semantik tamoyil ideonimlarning ma'nosi yoki mazmuniga asoslanadi. Bu tamoyil nomning qaysi soha bilan bog'liqligini, uning ma'naviy yoki madaniy ahamiyatini aniqlashga yordam beradi. Masalan, "Navoiy" romani nomida adabiyot namoyandasi va tarixiy shaxs sifatidagi shoir haqidagi asar ekanligiga to'g'ridan-to'g'ri ishora bor. "Ikki eshik orasi" romanining nomi esa ramziy-majoziy ma'noga ega bo'lib, hayot, umr mazmuni-mohiyatini falsafiy mushohada qilish asosida nomlangan.

Shu nuqtai nazardan, semantik tamoyil ideonimlarni ularning ma'no-mazmun jihati asosida tasniflashga qaratilgan:

- Leksik ma'no (so'zning lug'aviy tarkibi)
- Kontekstual ma'no (qo'llanilish sohasi)
- Madaniy-ma'naviy konnotatsiya (tarixiy, ijtimoiy yoki badiiy mazmuni)

Ideonimlar semantikasiga ko'ra quyidagi guruhlarga bo'linadi:

(biblionimlar asosida)

Turi	Ta'rifi	Misollar
Tarixiy -semantik	Tarixiy shaxs,hodisa yoki davrga aloqador nomlar	"Ulug'bek xazinasi" (O.Yo -qubov); "Navoiy" (Oybek); "Abulfayzxon" (Fitrat); "Jaloliddin Man - guberdi"(M.Shayxzoda)
Madaniy - semantik	Madaniy qadriyat,an'ana yoki badiiy asarga ishora qiluvchi nomlar	"Jannatga yo'l"(A.Oripov) "Iymon"(I.Sulton), "Oda-miylik mulki"(T.Malik)
Gyeografik-semantik	Joy nomlari (toponimlar) ularning geografik yoki iqtisodiy ahamiyatiga ko'ra	*"O'tror"* (M.Osim), *"Turkiston qayg'usi"* (A.Sog'uniy), *"Farg'ona tong otguncha"* (M.Ismoiliy), *"Qora kamar"* (Sh.Xolmirzayev), *"Asqartog' tomonlarda"* (A.A'zam)
Ideologik-semantik	Siyosiy yoki mafkuraviy tushunchalarni ifodalovchi nomlar	"Ulug' saltanat" (Muhammad Ali), "Urushning so'nggi qurboni" (O'.Hoshimov),

		“Kafansiz ko‘milganlar” (Shukrullo),
Poetik-semantik	Badiiy tafakkur mahsuli sifatidagi ramziy-majoziy nomlar	“O‘tkan kunlar” (A.Qodiriy)“Kecha va kunduz” (Cho‘lpon), “Ruhlar isyoni” (E.Vohidov), “Otamdan qolgan dalalar” (Tog‘ay Murod),
Mifologik - semantik	Xalq og‘zaki ijodi namunalari asosida yoki ularga ishora qiluvchi nomlar	“To‘maris” (M.Osim), “Bog‘i Eram” (Isajon Sulton), “Farishta” (Isajon Sulton)

Ideonimlarning semantik maydonlari tilning leksik tizimini tushunishda yordam beradi, nomlarning lingvistik, mafkuraviy va tarixiy kontekstini ochib beradi. O‘zbek tilida semantik tamoyil, ko‘pincha, nomning tarixiy yoki madaniy kontekstiga bog‘liq bo‘lib, milliy-madaniy, ijtimoiy xususiyatlarini ochib beradi.

Grammatik tamoyil ideonimning tuzilishiga oid jihatlarini o‘rganadi. O‘zbek tilida ideonimlar sodda so‘z, qo‘shma so‘z, so‘z birikmasi, to‘liqsiz gap, gap, undalmali gap shakllarida uchraydi:

1. Sodda so‘zli ideonimlar bir asosli leksyemadan tashkil topadi. “Dilxiroj” kuyi, “Axborot” ko‘rsatuvi, “Qo‘rqma” romani (J.Jovliyev) kabi.

2. Qo‘shma so‘zdan iborat ideonimlar ikkita yoki undan ortiq mustaqil leksik birliklarning qo‘shilishidan hosil bo‘ladi. Komponentlar orasida fonetik yoki grammatik bog‘lanish bo‘lmaydi. Masalan, “Lolaqizg‘aldoq” she’ri (M.Yusuf), “Oqsoqol” hikoyasi (O‘.Umarbekov), “Ajdarko‘l” qissasi (J.Ergasheva) kabi.

3. So‘z birikmasi shaklidagi ideonimlar ikki va undan ortiq so‘zlarning ma’no va grammatik jihatdan bog‘lanishidan hosil bo‘ladi. Bunday shakldagi nomlanish faol usul hisoblanadi. “O‘zbekiston Qahramoni” unvoni, “Yangi O‘zbekiston” (gazeta), “Ayol qalbi” (ko‘rsatuv), “Shum bola” qissasi (G‘.G‘ulom) kabi.

4. Juftlik shaklidagi uyushiq bo‘lakli ideonimlar an’anaviy usul hisoblanib, mumtoz adabiyotda (“Yusuf va Zulayho”, “Layli va Majnun”) va xalq og‘zaki ijodida (“Tohir va Zuhra”, “Egri bilan To‘g‘ri”), ko‘pincha, ishqiy mavzudagi asarlarda va bolalar adabiyotiga oid nomlarda keng qo‘llanganligi bilan xarakterlidir. Masalan, “Zaynab va Omon” (H.Olimjon), “Fotima va Zuhra” (O‘.Umarbekov), “Sabo va Samandar” (U.Hamdam), “Qovoqvoy va Chanoqvoy”(Po‘lat Mo‘min).

5. Gap shaklidagi ideonimlar “Odam bo‘lish qiyin” (O‘.Umarbekov), “Bahor qaytmaydi” (O‘.Hoshimov), “Bu dunyoda o‘lib bo‘lmaydi” (Tog‘ay Murod), “Boylar ham yig‘laydi” (serial nomi)

Bu asarlar nomlarining keltirilishi orqali yozuvchilar qahramon xarakterini batafsilroq ochib berishga harakat qilgan. Boshqa ko‘plab badiiy asarlar tarkibida ham ko‘plab ideonimlarni uchratishimiz mumkin. Bu holat ideonimlarning xalq hayotidan ayri emasligini, ijtimoiy munosabatlarda ma’lum bir vazifa bajarishini ko‘rsatadi.

Badiiy asarlarga qo‘yilgan nomlar – biblionimlarning quyidagi shakllari ham kuzatildi:

1.Yakka turdosh otdan iborat ideonimlar: “O‘zbeklar” (Sh.Xolmirzayev), “Me’mor” (Mirmuhsin), “Bolalik” (Oybek), “Lolazor” (Murod Muhammad Do‘st), “Sarob” (A.Qahhor), “Yulduzlar” (O‘.Umarbekov).

2. Yakka atoqli otdan iborat ideonimlar: “Hadicha” (O‘.Umarbekov), “Abulfayzxon” (Fitrat), “Navoiy” (Oybek), “Jaloliddin Manguberdi” (M.Shayxzoda), “To‘maris” (M.Osim), “Beruniy” (O.Matjon).

3.Qaratqich kelishigidagi otli birikmalardan iborat ideonimlar: “Muhabbat qo‘shig‘i” (O‘.Umarbekov), “Dunyoning ishlari” (O‘.Hoshimov), “Sudxo‘rning o‘limi” (S.Ayniy), “Ajdodlarimiz fojiasi” (M.Osim), “Sariq ajdar hamlasi” (M.Egamberdiyev).

4.Sifatlovchi-aniqlovchili ideonimlar: “Qora kamar” (Sh.Xolmirzayev), “Tushda kechgan umrlar” (O‘.Hoshimov), “O‘tkan kunlar” (A.Qodiriy), “Qutlug‘ qon” (Oybek), “Yulduzli tunlar” (P.Qodirov), “Oltin yaproqlar” (O‘.Umarbekov).

5.Uyushiq bo‘laklar asosida shakllangan ideonimlar: “Kecha va kunduz” (Cho‘lpon), “Yo‘qotganlarim va topganlarim” (S.Ahmad), “Ota va o‘g‘il”, “Fotima va Zuhra” (O‘.Umarbekov).

6.Sodda gap shaklida qo‘llangan ideonimlar: “Odam bo‘lish qiyin” (O‘.Umarbekov), “Bahor qaytmaydi” (O‘.Hoshimov), “Bu dunyoda o‘lib bo‘lmaydi” (T.Murod).

7.Ko‘makchili birikma shaklida qo‘llangan ideonimlar: “Arizasiga ko‘ra “, “Mangu hayot bo‘sag‘asida”.

8.To‘liqsiz gap shaklida qo‘llangan ideonimlar: “Yer yonganda” (O‘.Umarbekov),

9.Tarkibida undalma ishtirok etgan ideonimlar: “Qayerdasan, Mariko?” (O.Yoqubov), “Shoshma, quyosh” (O‘.Umarbekov), “Alvido, bolalik” (T.Malik).

Pragmatik tamoyil. Pragmatika so’zlarning so’zma –so’z ma’nosi bilan ularning ijtimoiy kontekstdagi mo’ljallangan ma’nosi o’rtasidagi farqni ko’rib chiqadi. Bu kinoya ,metafora va niyat kabi narsalarni hisobga oladi.[Qulmanova

M.zenodo.11395196.]Pragmatik tamoyil ideonimning ijtimoiy yoki kommunikativ vazifasiga qarab tasniflashni nazarda tutadi. Nomlarning rasmiy yoki norasmiy kontekstda ishlatilishini o‘rganish bu tamoyilning asosiy jihatidir. Pragmatik tamoyilga ko‘ra, ideonimlarni ularning ijtimoiy yoki kommunikativ vazifasiga qarab tasniflashda quyidagi jihatlar asosiy ahamiyatga ega. Rasmiy kontekstda ishlatiladigan ideonimlar ilmiy, diplomatik, huquqiy yoki rasmiy hujjatlarda qo‘llaniladi. Misol: "Birlashgan Millatlar Tashkiloti", "Xalqaro Valyuta Jamg‘armasi".

Pragmatik tamoyil ideonimlarning shakllanishi va qo‘llanilishini tilning kommunikativ funksiyasi, ijtimoiy kontekst va nutqiy vaziyat bilan bog‘lab o‘rganadi. Bu tamoyilga ko‘ra, ideonimlarning tanlanishi va ishlatilishi nutqning maqsadi, auditoriyasi va ijtimoiy muhitiga bog‘liq. Shu nuqtai nazardan, pragmatik tamoyil quyidagilarni o‘z ichiga oladi:

1. Kommunikativ maqsad. Ideonimlarning tanlanishi nutq egasining muayyan kommunikativ maqsadiga xizmat qiladi. Masalan, rasmiy kontekstda aniq, neytral va standartlashtirilgan ideonimlar ishlatilsa, norasmiy muhitda emosiyalarni ifodalovchi, obrazli yoki so‘zlashuv uslubiga xos ideonimlar qo‘llanilishi mumkin.

2. Auditoriyani hisobga olish. Ideonimlarning tanlanishi auditoriyaning bilim darajasi, madaniy qadriyatlari va ijtimoiy mavqeiga moslashtiriladi. Masalan, ilmiy matnda murakkab atamalar va terminlar ishlatilsa, ommaviy axborot vositalarida keng auditoriyaga tushunarli bo‘lgan sodda va ommabop ideonimlar qo‘llaniladi.

3. Ijtimoiy kontekst. Ideonimlarning ishlatilishi ijtimoiy muhit, vaziyat va munosabatlarga bog‘liq. Masalan, rasmiy uchrashuvlarda hurmatni ifodalovchi unvonlar va rasmiy nomlar ishlatilsa, do‘stona suhbatlarda norasmiy murojaat shakllari va taxalluslar qo‘llaniladi.

Ideonimlarning shakllanishi va ishlatilishida tilning ichki qonuniyatlari, xususan, leksik va grammatik qatlamlarning o‘zaro ta’siri muhim rol o‘ynaydi. Shuningdek, tillarning o‘zaro ta’siri natijasida o‘zlashma so‘zlar va yangi leksemalarning paydo bo‘lishi ham ideonimlarning shakllanishiga ta’sir qiladi. O‘zbek ideonimlari shakllanishida leksik qatlam tarkibidan kelib chiqib, turkiy, fors-tojik, arab, rus tillari, keyingi davrda esa ingliz tilidan o‘zlashgan elementlarni kuzatish mumkin. Ba’zi hollarda, ayniqsa, teleko‘rsatuvlar va Internet matbuotida rus va ingliz tillaridan o‘zlashmagan varvarizmlar qo‘llanilishi kuzatiladi. “Yashirin kamera”, “Millar” postda”, “Xayrli kun”, “Biznes market”, “Oydin hayot Live” kabi. Oxirgi nomdagi “live” (talaffuzi - layf) leksemasi inglizcha so‘z bo‘lib, o‘zbek tiliga o‘zlashmagan, ya’ni varvarizm hisoblanadi. Demak, ko‘rsatuv nomida “live” so‘zining noo‘rin ishlatilishi nutq madaniyatining buzilishiga olib keladi.

Pragmatika – til birliklarining qanday qilib kontekstda ishlatilishi va ularning nutqdagi maqsadini o‘rganadi. Ideonimlar pragmatik jihatdan quyidagi xususiyatlarga ega. Ideonimlar o‘quvchi yoki tinglovchida ma’lum hissiyotlar

(hayrat, qiziqish, qo‘rquv) uyg‘otadi. Masalan: "Zaharli hayot"(asar) – tabiatan chuqur dramatizmga asoslangan hayot tasvirini anglatadi. Ba’zi ideonimlar muallifning nuqtai nazarini mustahkamlash uchun ishlatiladi.

Ko‘pincha, ideonimlar asar syujeti yoki mazmuni bilan chambarchas bog‘liq bo‘ladi. Masalan: "Qorabosh" (Cho‘lpon) – qorong‘u kuchlarni ifodalovchi ramziy nom. X.To‘xtaboyevning "Besh bolali yigitcha" asarida ota-onadan erta ayrilgan yosh yigitchaning ukalariga bosh bo‘lib, hayot mashaqqatlarini yengishi haqida hikoya qilinadi.

Ideonimlar shakllanishida pragmatik tamoyilni takomillashtirish uchun quyidagilarga amal qilinsa, maqsadga muvofiq bo‘lar edi:

1. Til sofligiga e’tibor. O‘zbek tilining sofligini saqlash va varvarizmlarning noo‘rin qo‘llanilishiga yo‘l qo‘ymaslik.

2. Kommunikativ maqsadga muvofiqlik. Ideonimlarning tanlanishi nutqning kommunikativ maqsadiga, auditoriyasiga va kontekstiga mos bo‘lishini ta’minlash.

3. Lingvistik me’yorlarga rioya qilish. Ideonimlarni shakllantirishda o‘zbek tilining grammatik va leksik me’yorlariga qat’iy rioya qilish.

4. Madaniy qadriyatlarni hurmat qilish. Ideonimlarning tanlanishi o‘zbek xalqining madaniy qadriyatlari, an’analari va urf-odatlariga hurmat bilan munosabatda bo‘lishni aks ettirishi kerak.

Xulosa qilib aytganda, o‘zbek tilidagi ideonimlarining shakllanishida pragmatik tamoyil turli darajalarda namoyon bo‘ladi va uni takomillashtirish orqali tilning sofligini saqlash, kommunikativ samaradorligini oshirish va madaniy qadriyatlarni hurmat qilishga erishish mumkin.sh va madaniy qadriyatlarni hurmat qilishga erishish mumkin.

XULOSA:

Onomastik birliklar tilning o‘zgarmas tizimi emas, balki ijtimoiy muhit ta’sirida doimo yangilanib, o‘zgarib turuvchi o‘ziga xos alohida qatlam hisoblanadi. Onomastikaning nazariy asoslari, asosan, rus olimlari tomonidan ishlab chiqilgan va qiyosiy tahliliga ko‘proq e’tibor berilgan. O‘zbek olimlari onomastik birliklarning lingvistik va madaniy jihatlarini chuqur o‘rganganlar. **Funksional mezonga ko‘ra** ideonimlar – kommunikativ funksiyali, ma’lumot beruvchi, ekspressiv, terminologik, sosiolekt asosidagi nomlarga ko‘ra o‘rganiladi. Ideonimlar umumiy otlardan farqli o‘laroq, ma’lum bir ob’yektga tegishli bo‘lib, tilning semantik va pragmatik jihatlarini boyitadi.O‘zbek tilshunosligida onomastik nomlar tezaurusini ishlab chiqish uchun mikroko‘lam va subko‘lamlarni o‘rganish va ularni tizimli tahlil qilish lozim.

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REFLEKTIV QOBILIYATLARNI RIVOJLANTIRISH UCHUN PEDAGOGIK MODELLAR

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Annotatsiya. *Ushbu maqolada reflektiv qobiliyatlar, talabalarda reflektiv qobiliyatlarni rivojlantirish uchun pedagogik modellar tasniflari, talabalarning o’z tajribasini tahlil qilish, xatolar va muvaffaqiyatlardan saboq olish, shaxsiy va kasbiy rivojlanish uchun yangi strategiyalar ishlab chiqish qobiliyatlarini rivojlantirishga xizmat qiluvchi modellar tahlil qilinadi. Maqolada pedagogik modellar nima uchun kerakligi va bo’lajak o’qituvchilar uchun ushbu modellarning ahamiyati nimadan iborat ekanligi tahlil qilinadi. Reflektiv qobiliyatlarni rivojlantiruvchi modellar o’quvchilarda tanqidiy fikrlashni rivojlantirish, mustaqil o’rganishni rag’batlantirish, kasbiy kompetensiyalarni takomillashtirishga xizmat qiladi.*

Kalit so’zlar: *pedagogik model, refleksiya tsikli, harakatdagi refleksiya, kritik refleksiya modeli, konstruktiv fikr, faol eksperiment.*

Reflektiv ta’lim o’quvchilar va yoshlarning o’z tajribasini tahlil qilish, xatolar va muvaffaqiyatlardan saboq olish, shaxsiy va kasbiy rivojlanish uchun yangi strategiyalar ishlab chiqish qobiliyatidir. Reflektiv ta’limda o’rganuvchilar o’z tajribalarini tahlil qiladilar o’quvchilarda tanqidiy fikrlashni rivojlantiriladi. Bundan tashqari, reflektiv ta’lim mustaqil o’rganishni rag’batlantiradi va kasbiy kompetensiyalarni takomillashtiradi. Birinchi reflektiv pedagogik model Graham Gibbs tomonidan ishlab chiqilgan bo’lib, Refleksiya Tsikli deb nomlanadi va bu model tajribalarni tizimli tahlil qilish, shaxsiy va kasbiy rivojlanishni rag’batlantirish uchun qo’llaniladigan keng tarqalgan modeldir. Ushbu model 6 ta bosqichdan iborat bo’lib, har bir qadamda reflektiv fikrlashni chuqurlashtirishga yordam beradi. Birinchi bosqich Tavsif modeli hisoblanib, bu modelning maqsadi

hodisani xolis va aniq tasvirlashdan iborat. Masalan, darsda Critical Thinking mavzusini o'rgatayotganda, talabalar gurh muhokamasida qatnashishdan qochishdi. Dars rejasiga ko'ra ular 5 daqiqalik munozaraga tayyorlanishi kerak edi, lekin faqat 2 nafari javob berdi. Keying model His tuyg'ular deb nomlanib, bu modelning maqsadi voqea paytidagi va keying emotsional reaksiyalarni tushunishdan iborat. Masalan, darsdan keyin o'zimni ishonchsiz his qildim, chunki talabalar mavzuga qiziqish bildirmadi. Shuningdek, ularning tushunmovchiligi uchun o'zimni aybdor his qildim. Uchinchi model Baholash deb nomlanadi va bundan maqsad tajribaning ijobiy va salbiy jihatlarini ajratishdan iborat. Bu modelning yaxshi tomoni dars rejasi aniq edi, misollar tayyorlangan edi. Salbiy tomoni esa talabalar ishtirok etish uchun motivatsiyasi past edi, vaqtni boshqarish muvaffaqiyatsiz bo'ldi. Navbatdagi to'rtinchi bosqich esa tahlil deb nomlanadi, bu modelning maqsadi sabab oqibat munosabatlarini chuqur o'rganishdan iborat. Masalan, talabalar sustlik qilishining sababi: mavzu qiyin bo'lishi, dars oldidan uy vazifasi yetarli tushuntirilmagan, yoki munozara uchun xavfsiz muhit yo'qligi bo'lishi mumkin. Beshinchi bosqich Xulosa deb nomlanib, bu model kelajakdagi harakatlar uchun asosiy fikrlarni umumlashtirishga xizmat qiladi. Masalan, darsda interfaol usullarni ko'proq qo'llash kerak. Talabalarga mavzu oldidan tayyorlanish uchun qo'shimcha materiallar berish foydali bo'lardi. Gibbs modelining so'nggi bosqichi Harakat rejasi deb nomlanib, bundan maqsad o'zgarishlar uchun aniq chora tadbirlar ishlab chiqishdan iborat. Masalan, keying dars uchun yangi o'yinlar o'tkazishni rejalashtirish, mavzuni real hayotdan olingan misollar bilan bog'lashni rejalashtirish, har bir talabaga javob berishi uchun individual vaxt ajratishni rejalashtirishdan iborat.[Gibbs,35] Pedagogik reflektiv modellarning yana biri Schönning Reflektiv Amaliyot Modeli hisoblanadi. Reflektiv amaliyot modeli ikki bosqichdan iborat: harakatdagi refleksiya va harakatdan keying refleksiya.

Harakatdagi refleksiya bu jarayon davomida, ya'ni amaliyot paytida sodir bo'layotgan vaziyatga nisbatan darhol refleksiya qilish va reaksiya ko'rsatishdir. Ushbu modelning xususiyatlari real vaqt reaksiyasi ya'ni vaziyat yuzaga kelgan paytda tez fikrlash va moslashish; **intuitsiya va tajribaga asoslangan** ya'ni mutaxassisning ilgari bilimlari va ko'nikmalariga tayanadi. Bunga qo'shimcha tarzda t**ajribaviy o'rganish** ya'ni sinab ko'rish" usuli orqali yechim toppish xususiyatlaridan iboratdir. Agar darsda talabalar mavzuni tushunmasa, o'qituvchi dars usulini darhol o'zgartirishi (masalan, misollar bilan tushuntirish yoki interfaol mashqlarga o'tish).

Schön Modelining afzalliklari va kamchiliklari: amaliyotga moslashuvchanlik, tajribaviy o'rganishni rag'batlantiradi, kasbiy rivojlanishga yordam berish afzalliklariga ega. Ushbu modelning kamchiliklari esa ba'zan refleksiya uchun vaqt yetarli bo'lmaydi, harakatdagi refleksiya uchun katta tajriba talab qilinadi, sub'ektiv baholarga moyillik hisoblanadi. [Schön, 24] Navbatdagi reflektiv pedagogik model David Kolb tomonidan ishlab chiqilgan Tajribaviy o'rganish tsikli insonlar tajriba orqali qanday o'rganishini tushuntiruvchi asosiy pedagogik modeldir. Ushbu

model 4 bosqichdan iborat bo‘lib, har bir bosqich o‘rganish jarayonining ajralmas qismi hisoblanadi. Birinchi bosqich Konkret tajriba hisoblanadi va yangi amaliy tajriba yoki vaziyatga duch kelish maqsadini ifodalaydi. Masalan, talabaning darsda yangi grammatik qoidani o’rganishi, o’qituvchining sinfda yangi metodni qo’llab ko’rishi tajriba asosida qo’llaniladi. Reflektiv kuzatuv bosqichida tajribani turli nuqtai-nazardan baholash, kuzatish va tahlil qilish ushbu modelning maqsadi hisoblanadi. Talabaning mavzuni nega tushunolmaganligi savolini tahlil qilishi, o’qituvchining darsda qaysi metodlar samarali bo’lganligini tahlil qilishi ushbu bosqichga misol bo’la oladi. Uchinchi bosqich mavhum konseptualizatsiya ya’ni nazariy xulosalar chiqarish hisoblanadi va bundan maqsad tajribaga asoslangan yangi qoida, g’oya yoki strategiya ishlab chiqishdan iborat. Masalan, talaba bu qoidani misollar bilan tushunsam yaxshi bo’lardi fikrini qo’llab quvvatlasa, o’qituvchi keyingi safar interfaol metodlardan foydalansam yaxshi bo’lardi fikrini konseptuallashtiradi. Kolb modelining so’nggi bosqichi Faol Eksperiment ya’ni yangi usullarni sinab ko’rish hisoblanadi. Talabalarda endi bu qoidani mustaqil ravishda qo’llab ko’rish ko’nikmasi va o’qituvchilarda esa keyingi darsda guruh ishini ko’paytirish haqidagi o’rganilgan narsalarni amaliyotda qo’llash rivojlantiriladi. [Kolb, 44] Reflektiv pedagogik modellardan samarali foydalanish orqali o‘qituvchilar va talabalar nafaqat o‘z bilim va ko‘nikmalarini takomillashtirishlari, balki ularning shaxsiy va kasbiy rivojlanishlariga ham yaxshi ta’sir ko‘rsatishlari mumkin. Bu modellarni qo‘llash orqali ta’lim jarayonining sifatini oshirish va zamonaviy talablarga mos keladigan mutaxassislar tayyorlash mumkin.

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A STUDY ON THE DEVELOPMENT OF SKIMMING SKILLS IN INTERMEDIATE STUDENTS VIA CONTENT-BASED LEARNING

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Abstract. This research project aims to improve skimming skills among intermediate (B1) level students using a Content-Based Learning (CBL) approach. The topic of climate change was chosen to integrate meaningful content into reading instruction, enhancing student motivation and comprehension. The study investigates how CBL, by embedding skimming strategies in content-rich texts, can improve students' reading speed, ability to identify main ideas, and overall reading fluency.

Keywords: Skimming skills, Content-Based Learning (CBL), strategies, English language teaching, reading comprehension, language instruction.

Introduction

In the modern era of rapid information exchange, the ability to read efficiently and critically is crucial for academic success and informed citizenship. Among various reading strategies, skimming plays a vital role in helping learners quickly identify the main ideas of a text without reading every word. However, many intermediate-level (B1) students still struggle with this skill, often approaching reading tasks word-for-word, which reduces their efficiency and comprehension

To address this issue, the present study adopts a Content-Based Learning (CBL) framework, which emphasizes language learning through meaningful subject matter. As Brinton, Snow, and Wesche explain, CBL allows learners to acquire language while exploring relevant topics, making the learning process both effective and engaging[Brinton, Snow, and Wesche,2003, p. 2].

By aligning language instruction with engaging content, this study aims to determine whether CBL can significantly improve students' ability to skim texts more effectively. It also seeks to provide practical insights for language teachers on integrating reading strategies with content-based lessons.

Literature Review

To provide a solid theoretical foundation for the present study, several key works were reviewed, focusing on reading instruction, the development of skimming skills, and the implementation of Content-Based Learning (CBL) approaches in language

education. These sources offer essential insights into effective teaching strategies, curriculum design, and the integration of language and content learning. The literature reviewed below reflects both methodological guidance and practical frameworks relevant to the research objectives.

Harmer emphasizes the importance of integrating reading strategies like skimming into engaging and student-centered activities [How to Teach English, 2007]. He advocates for varied reading tasks that help learners process meaning quickly and efficiently.

Nation discusses reading fluency and stresses that strategies such as skimming and scanning are essential for developing automaticity in reading. He notes that regular practice with graded materials builds both speed and comprehension.

Brinton, Snow, and Wesche, in their foundational work on Content-Based Instruction, argue that language is best acquired when taught through meaningful content [Brinton, Snow, and Wesche, 2003, p.2]. They emphasize the role of topic-based lessons in motivating learners and building academic literacy skills.

Coyle, Hood, and Marsh present the CLIL framework, which aligns closely with CBL principles. They argue that integrating subject content with language instruction promotes deeper understanding and supports the development of both cognitive and linguistic skills.

Richards and Rodgers categorize Content-Based Instruction as an effective communicative approach [Approaches and Methods in Language Teaching (3rd ed) Cambridge University Press]. They highlight that it encourages interaction and contextualized language use, which in turn enhances learners' ability to apply strategies like skimming in real-world settings.

Harmer further elaborates on how structured reading activities, such as guided skimming tasks, can scaffold learner development [Harmer, J. (2007). The Practice of English Language Teaching (4th ed)]. He underlines the need for strategy training within communicative and purposeful reading lessons.

Taken together, these resources advocate for a comprehensive approach to teaching skimming. They emphasize the value of scaffolding, explicit strategy instruction, and authentic content to foster both linguistic and cognitive development. Through formative feedback, engaging materials, and repeated practice, intermediate-level learners can gradually master skimming and apply it as an essential tool in their broader reading repertoire.

Research Methodology

This study was designed to investigate the role of Content-Based Learning (CBL) in improving skimming skills among B1-level learners of English. The following research questions were developed to guide the inquiry:

1. What is skimming, and how does it support reading comprehension at the intermediate level?
2. What difficulties do the teachers face in teaching skimming reading skills for B1 level students?
3. How effective is it to use content-based learning (CBL) strategies in improving skimming skills for intermediate-level students?

To explore these questions, I employed a combination of qualitative and quantitative methods, following a structured sequence of steps:

Step 1 – Lesson Observations;

Step 2 – Interviewing teachers;

Step 3 – Learners' Pre-test;

Step 4 - Lesson organization

Step 5 – Learners' Post test

Step 6 – Learners' questionnaire

Needs Analysis

To determine what kind of support students required in developing skimming skills, I first conducted a needs analysis. This involved observing online lessons from a language learning centre that delivers English instruction through digital platforms. The goal was to better understand how reading skills, especially skimming, are addressed in virtual classroom environments.

Additionally, I gathered input from teachers through semi-structured interviews. These interviews focused on identifying learners' common struggles, such as lack of familiarity with skimming techniques, difficulty identifying main ideas, and limited confidence when reading longer texts.

I also analyzed existing syllabi and instructional materials to evaluate whether they supported the development of reading efficiency. This allowed me to identify content gaps and adjust instructional strategies accordingly.

Comparative Analysis

To evaluate the outcomes of the intervention, I compared learner performance in the pre-test and post-test. The comparison helped measure the extent of improvement in students' ability to locate key information and summarize texts after skimming. I also examined various instructional resources, including authentic reading texts and digital content, to determine their alignment with B1-level learning objectives.

The comparison focused on three core questions:
a) Are the texts and tasks level-appropriate and engaging?

b) Do the materials support explicit development of skimming techniques?
c) Are learners able to transfer skimming strategies to different types of texts?

Analytical Method

A short instructional module titled “Improving Skimming Skills through Content-Based Learning (CBL)” was developed using climate change as the thematic focus. The materials included environmental texts, infographics, and reading tasks aimed at enhancing learners’ ability to extract key information efficiently.

Each lesson in the module was designed to promote skimming through structured activities such as timed readings, headline analysis, and summarization tasks. Harmer highlights that “developing students’ ability to find specific information quickly is a key reading skill in modern curricula” [Harmer, 2007,p. 107], supporting the emphasis on skimming in the tasks. The lessons also integrated content and language, reflecting the CBL approach, which “allows learners to acquire language through meaningful content and task engagement” [Richards & Rodgers, 2014, p. 118].

Observations, teacher feedback, and learner outcomes were analyzed to assess the module’s effectiveness. This triangulated analysis confirmed that CBL strategies can successfully improve intermediate learners’ skimming abilities while keeping the learning process engaging and content-rich.

Observation results

Overall, Mashrapova S demonstrates strong teaching practices with a well-organized and engaging classroom environment. The development of learning objectives is clear, with objectives given at the start and revisited at the end of the class, ensuring alignment with the lesson. Instructional materials, including audiovisual aids, are used purposefully, supporting the lesson’s goals effectively. The teacher's enthusiasm is evident, fostering an engaging atmosphere for both students and themselves. However, there are opportunities to improve by incorporating more student names in interactions and encouraging quieter students to engage more in class discussions.

The lesson is well-paced, with clear explanations and ample opportunities for student participation. The instructor ensures that the physical, intellectual, and emotional needs of students are met, making the classroom an inclusive space. The use of humor is appropriate, and the instructor’s availability for questions and feedback after class is commendable. While the instructor is responsive to student feedback, a greater focus on integrating students' prior learning and providing more individualized support could further enhance the experience. Additionally, some students’ engagement could be increased by diversifying methods to boost motivation.

In conclusion, Mashrapova S’s teaching is effective, but small adjustments in student interaction and more individualized approaches could take the learning experience to the next level.

Interview results

The interview with Miss Sevinchoy highlighted the importance of skimming as a strategy for intermediate-level students to quickly grasp main ideas without focusing on every word. She emphasized modeling the technique, addressing challenges like skipping unknown words, and using timed tasks to promote focus. Skimming works best with informational texts, and success is assessed through general comprehension questions. Miss Sevinchoy advised new teachers to be patient, use short texts, combine skimming with scanning, and celebrate small progress. I also acquired new knowledge and methods that I can use in my future lessons.

Questionnaire results

Most students enjoy learning new vocabulary through topics, emphasizing the effectiveness of integrating vocabulary into meaningful contexts. Discussing interesting content is another favored activity, showcasing the importance of engaging and thought-provoking materials. In contrast, group activities and individual reading tasks are less preferred, suggesting that these elements may need adjustments to align better with student interests.

All respondents agreed that using real-life topics significantly enhances their learning. This highlights the value of connecting lesson content to practical and relatable scenarios, making learning more relevant and impactful.Group work is highly appreciated, with most students enjoying collaborative activities. However, a small number prefer working alone, suggesting the need for flexibility in lesson design to accommodate varying preferences.Motivation to participate in reading activities is remarkably high, indicating that the materials and tasks provided are engaging and effective. This enthusiasm underscores the success of CBL in fostering active participation.

When it comes to explaining reading tasks, most students prefer step-by-step instructions, while others appreciate practical examples. Few prefer figuring out tasks independently, highlighting the importance of clear teacher guidance to support comprehension.

The results demonstrate that CBL lessons are successful in engaging students, particularly through real-life topics and vocabulary-focused activities. However, there is room for improvement in group activities and individual reading tasks. To ensure continued effectiveness, teachers should provide clear instructions, maintain context-driven content, and create a balance between group and independent activities. This approach will enhance learning experiences and meet diverse student needs.

Data Analysis

This analysis presents the results of a study aimed at improving the skimming skills of 12 intermediate-level students through the implementation of a Content-Based Learning (CBL) approach. The thematic focus was on climate change, integrating language learning with meaningful content to enhance students' academic reading abilities.

	Pre-Test	Post-Test
Azizov A	4	5
Boltayev J	4	5
Malikov S	5	5
Masharipova U	4	5
Qahorova A	5	5
Umarov D	5	5
Xoshimov D	5	5
Yoqubov T	5	5
Shodiyev A	4	5
Murtazayev U	5	5
Nuritdinova L	4	5
Kengesbaeva K	4	5
RESULTS	**4,5**	**5**

Before the intervention, students took a pre-test designed to assess their existing skimming skills. Scores ranged from 4 to 5 out of a maximum of 5 points. Specifically:

• 6 students (50%) scored 4 points, indicating they had some grasp of skimming but needed further practice to efficiently extract main ideas and key details quickly.

• 6 students (50%) scored a perfect 5 points, demonstrating a good level of proficiency in skimming strategies even before the intervention.

The average score for the pre-test was 4.67, showing that while the majority of students were fairly proficient, a significant minority required additional support to reach the highest level of skill.

Following the pre-test, an instructional program grounded in the Content-Based Learning (CBL) methodology was implemented. Climate change was selected as the thematic focus to provide meaningful, real-world content that could enhance learner engagement while developing skimming skills.CBL “creates conditions for meaningful communication by immersing learners in topics that extend beyond language form” [Brinton, Snow, and Wesche 2003.p. 17]. The reading materials included authentic environmental texts that aligned with B1-level objectives, allowing learners to simultaneously access subject knowledge and refine their reading strategies.

Throughout the module, students practiced key skimming techniques such as identifying headings, topic sentences, and keywords, often through structured, time-limited reading tasks. Collaborative activities and follow-up discussions reinforced understanding and encouraged reflective learning. Coyle, Hood, and Marsh support this integrated approach, noting that “language learning is more effective when

content drives communication and learners focus on understanding meaning in context" [Coyle, Hood, and Marsh 2010,p. 29]. The intervention not only improved learners' skimming efficiency but also highlighted the value of CBL in promoting both linguistic and cognitive development.-Post-Test Results

After completing the CBL-based instruction, students were re-assessed using the same skimming test. The post-test results showed a clear and significant improvement:

• All 12 students (100%) achieved the highest possible score of 5 points.

• The class average increased from 4.67 to 5.0, reflecting a uniform enhancement in skimming ability across all learners.

The transformation is particularly notable for the students who initially scored 4 points. They were able to improve their skills to match those of their higher-performing classmates, closing the gap and creating an evenly skilled group.

-Analysis and Implications

The results underscore the effectiveness of the Content-Based Learning approach in enhancing skimming skills. The method proved successful not only in raising lower scores but also in maintaining the high standards of already proficient students. This suggests that CBL's focus on meaningful content and relevant subject matter can motivate learners and provide contextual support that strengthens academic reading strategies.

Furthermore, the consistent post-test scores indicate that the intervention was inclusive and adaptive, addressing individual learning needs while promoting collective achievement. By embedding language instruction within a content area like climate change, students were exposed to authentic material that increased their engagement and facilitated deeper cognitive processing.

Conclusion

This study confirms that integrating Content-Based Learning (CBL) into reading instruction significantly improves students' skimming skills, helping them to identify key information more quickly and effectively. As Harmer (2007) highlights, engaging learners with meaningful content enhances their motivation and language acquisition process [How to Teach English, p. 235]. Furthermore, the targeted use of CBL addresses individual learning needs, promoting equal achievement among students. The improvement in skimming skills observed in this study aligns with Nation's [2009] assertion that skill-focused instruction combined with contextualized content leads to better reading outcomes [Teaching ESL/EFL Reading and Writing, p. 102]. Besides academic progress, this approach fosters learner autonomy and confidence, essential factors for long-term language development. Overall, the results suggest that carefully designed, content-rich instruction not only advances technical reading skills but also encourages students'

engagement and critical thinking. This supports the broader pedagogical goal of preparing students to navigate complex texts in academic and real-world contexts.

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STRUCTURAL MODELS OF MILITARY DISCOURSE NEOLOGISMS IN LANGUAGE

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ABSTRACT. As in all languages, the Azerbaijani language is notable for its frequent changes at the lexical level. There are factors that affect each language primarily at the lexical level. Development in all areas of society leads to the emergence of new words and terms related to these areas. In our modern era, there is strong competition between states in the military field. The creation of new weapons by states to protect or defend their territorial integrity leads to an increase in the power of these states in the military-political field. With the production of self-defense and offensive weapons, their creation in accordance with modern standards, the lexicon of the language also changes and enriches accordingly.

A military term is a word or a combination of words, used to indicate certain specific concepts and notions related to one or another branch of military science or military technology. As a result of the widespread spread of wars in the global world, the number of units expressing military concepts in the language increases in accordance with the development of that field, and thus rapid changes are observed in the military layer of the lexical layer of the language. This process of change observed in the lexical layer of the world's languages is realized in different ways in different specific languages, in accordance with the internal laws of each language. The factors affecting these changes affect the development of military lexicon in

different languages, and the achievements of society in this field are also reflected in its language.

The use of semantic, morphological, syntactic and calculus methods in the language is realistic in the creation of military terms. The rapid development of science and technology has led to the creation of new terms in the military field. It is observed that words in the language acquire new meanings and multiply due to homonymy. A field term is a functional language element that manifests itself during specialized communication. A term is not a general attitude to life and its various fields, but rather the result of a scientific attitude, a professional-occupational attitude.

The field lexical system is regulated by the existing laws of the national language. The military terminology system of the Azerbaijani language has played a major role in the enrichment of the general vocabulary. The oldest and most static way in the creation of military terms is considered to be the lexical way. In this way, the enrichment of the military lexicon differs fundamentally from the morphological and syntactic way. In addition, the enrichment of the military lexical fund has certain different characteristics from the enrichment of the general vocabulary of the national language.

Key words: *military, syntactic, lexical, communication, terminology, morphological*

İNTRODUCTION.

Lexical word creation is more related to the objective factor. Morphological and syntactic ways, however, the subjective factor is stronger. This objective basis is especially evident in the creation of military terms based on the lexical base of the national language, terminology, and the national language. The ineffectiveness of the purism process as one of the ways of terminology is well proven by the ineffectiveness of the purism process. Terms that arise as a result of purism, which in a certain sense has the effect of “terminology”, are not accepted by the norms of the language. At the same time, xenomania, which prefers to accept the word as it is from the source language or etymon, does not satisfy the language. In terminology, preference is given to utilitarianism - term substitution, in which a lexical unit borrowed from another language but not yet fully established in the national language is replaced with lexical units that are present in the rich vocabulary of the language, or in dialects and dialects, in various written and oral monuments, or in the vocabulary of other peoples with whom the language is shared.

Termination through the Kalka method is also carried out on the basis of the rich lexical units of the language. The system of military terms in the Azerbaijani language is very rich. Various linguists, including F.P. Sorokoletov, P.Y. Chermikh, X.F. Tuzova, N.A. Baskakov, A. Donuk, F. Köprülü, A. Akay, paid special attention to military terms, their etymology, their place in the vocabulary of the language, the importance of military terms in determining the ethnogenesis of the language and the people, and drew attention to the study of such terms. The attitude towards

military terms in Azerbaijani linguistics was very superficial. The first and largest source of military terms in the Azerbaijani language is the ancient Turkic written monuments. The large number of military terms used here proves that these monuments, reflecting the heroic history of the Turkic race, should be considered the foundation of the military lexicon.

After that, in the great dictionary that Mahmud Kashgari collected from all over the Turkic lands - "Divani-luget-it-turk", up to 120 military terms, their various variants, and other military-oriented words he created help determine the place of these field terms in the dictionary. In this dictionary , for the first time, in addition to various military terms (arrow, shot, raid, army, cherik, sword, ambush, rifle, shield, tug, sü, bayonet, etc.), information is provided about parts of various weapons, military ranks, combat equipment; military units, and certain military rituals. It is precisely the study of the military lexicon in these monuments that gives us the basis for saying that the names of weapons in Turkic languages and later passed into the languages of other neighboring peoples were formed on the basis of onomatopoeia.

When examining the army structure and military skills of the Turks in F. Rashiddedi's "Oguzname", one gets the idea that one of the advantages of the Turks, who had a fairly strong army, was the highly developed and formed terminology of Turkic origin in this army. L. Gumilyov, who studied the history of the Turkic khaganate, also confirms this in his separate works.

Military terms, which have firmly established themselves in bayats, proverbs and sayings, various fairy tales and epics, including the heroic epic "Koroglu", are transformed into military poeticisms in the works of Qutbi, Gazi Burhaneddin, Nasimi, Khatayi, Fuzuli and other poets. The importance of military poeticisms for a more precise and powerful expression of thought is undeniable.

Just as the military work of the Turkic peoples attracted the attention of their neighbors, so did the military terms of Turkmen origin. The transfer of Turkmen terms to the Russian, Persian and Arabic languages was due to various reasons. The first of these was the fact that these peoples lived in the neighborhood and their languages were related, and the second was the spread of the military work and military equipment of the Turkic peoples over a large area. The Arabic language, which penetrated the territories inhabited by the Turkic peoples, had to accept certain advantages of the Turkish language. Military terms were the most adopted by the Turkic peoples from the Arabic, Persian and Russian languages. The use of Turkmen terms with military content in those languages confirms this.

Onomatopoeia plays one of the most significant roles in the creation of military terms in the Azerbaijani language. The creation of various weapon names (arrow, axe, pistol, cannon, ram, shrapnel, etc.) in this way, especially through sound imitations, proves that the creation of weapon names based on onomatopoeia is characteristic of all languages

Another way of word formation that shares a commonality between morphological word formation and lexical word formation is the analogous way. A number of military lexical units have been created in this way (guard, superior, tuslanc, teribble, etc.). At the same time, it should be noted that other language units also play a role in word formation in this way (watchman - ər.: guard - Turk.).

Main Body. The ways of creating military terms that are more related to subjective factors are morphological and syntactic. In the morphological way, the military lexicon is enriched through suffixes that form nouns from nouns and verbs. Regardless of the productivity of such suffixes, their number is large.

The syntactic way of creating military terms, carried out through the relationship of approach and control, mainly involves the first and second types of noun combinations. Military terms with complex structures are created on the basis of mutual lexical-syntactic and morphological-syntactic relations between loanwords and loanwords, loanwords with Turkmen or more understandable Arabic and Persian words, and Turkmen lexical units.

Abbreviations syntactically manifest themselves as a branch of word formation. Another feature of abbreviations in military lexicon is their previously agreed confidentiality. Such abbreviations constitute the vast majority of complex abbreviations in military lexicon. The study of military lexicon is of relevance in Azerbaijani linguistics. The military work of an independent state should be regulated by the capabilities of the national language. For this, the etymology of existing and newly emerging military terms in our language should be investigated, and linguistic features should be studied. Every step taken in this area should be aimed at the formation of the Azerbaijani army, the enrichment of the military language, the regulation and improvement of this language on scientific grounds. Since the military field and the military-industrial complex are the most rapidly developing areas of our time in the modern Azerbaijani language, the possibilities of the language, especially using the semantic method, lead to the creation of new words [Qasımov İ.Z. 2000, p43].

The creation of military terms by the morphological method is achieved by adding various word-forming suffixes to root words [Sadıqova S.A. 2002, p. 96]. Military terms formed from nouns are formed by adding word-forming suffixes to nouns, and in rare cases, adjectives and adverbs between parts of speech. For example, attack-attacker, tank-tanker, target-shooter, etc. Verbs are also used in the creation of new military terms. For example, shooter, fighter, shooting, etc.

In the creation of new military terms by the syntactic method, mainly complex words are considered. For example, beshatilan, archer, beshbarmag, air bomb, major general, radio communication, radioactive, self-propelled, small-caliber, large-caliber, rocket carrier and so on. It is known that as the number of words that make up the components of a military term or military word combinations increases, the meaning of those terms becomes clearer and, therefore, more extensive information

can be obtained. The components of military terms and word combinations can be simple, corrective and complex. For example, Fortification unit, combat aviation, direction of retreat, bomber aircraft and so on.

It should be noted that as the number of lexical units, i.e., determining members, in the components of military terms and word combinations increases, the explanation of these terms also becomes more specific, and each word added to this combination gives a new shade of meaning to the general content. For example, complex military terms, the first component of which is a simple, modifying or complex adjective, and the second component is a noun, consist of noun combinations of the first type with the first aspect related to approach, and the second type with the second aspect related to control [Məmmədli.Y. 1997.p68] .For example, fighter aircraft, decisive battle, regular troops, ground troops, interdiction fire, silencing fire, and so on.

The analysis of military terms in the form of nominal combinations shows that, with the exception of the coordination-related compounds, all structural models of nominal combinations were used in the creation of military terms. Among the combination models, approach and approach-coordination-related nominal combinations are the most prevalent.

The main part of the approach-related noun-terminological compounds consists of nouns, just as the hash has both sides of a simple structure, there are also those with both sides of a complex structure, one simple and the other complex.

Approach-related noun-terminological compounds with both sides of a simple structure can be included - head unit, head soldier, red guard, senior sergeant, nuclear-armed aircraft, etc. Approach-related noun-terminological compounds with one component simple and the second component constructive - explosive missile, minefield, explosive substance, military gymnasium, high command, official information, military memoir.

The approach-related nouns, both sides of which are corrective, are included in military terminological compounds - military officer, military service, military hospital, military tax, military uniform, military crime. The approach-related nouns, the dependent side of which consists of a complex word, include - mine-carrying ship, refueling aircraft, photo-reconnaissance aircraft, radio-electronic barriers. The main side of such compounds is formed with the participation of the suffixes -lıg, -çı, -lı, -sız, -xana, -gi, -ma, -ım, -kar. Of these suffixes, only -lı and -sız form an attributive compound. (military officer, military duty-free). The main side of the remaining compounds consists of words with object content. The dependent side consists mostly of compound words with the -an verb-adjective suffix. -refueling aircraft, corrective aircraft.

The dependent part of the approach-related noun military terminological compounds consists of nouns, adjectives and verbs (chief soldier, long trench). When the

dependent part is a correction, adjectives with the suffixes -ıçi, -i, -l are used more often (poisonous substance, minefield, military crimes).

Among the approach-related military terms, the main part also has members of the same gender (spare tools and equipment).

The dependent part of the administrative-related noun military terminological compounds is in the cases of direction, location, and access of the noun (close to the front, revolution in military work, order extract, bomb shelter).

The first part of the military terminological compound with the related noun approach-compromise is in the indefinite possessive case, and the second part is the possessive suffix. Both parts of such compounds consist of substantive words-nouns. However, the components of these compounds are structurally different.

a) Approach-compromise related nouns, both components of which are simple nouns, are divided into military terminological units - aircraft carrier, war veteran, airborne troops, war invalids, personnel system, army commander, brigade commander, division commander, corps commander, parachute landing, flare gun, rocket engine, signal soldier, etc. b) Approach-compromise related nouns, the first component of which is a modifier and the second component is a simple noun, are divided into several semi-groups:

The dependent part is composed of a noun, which is a relative pronoun, and the noun is a military terminological combination - ammunition, type of equipment, volley fire, ambush group, reconnaissance method, landing force, intelligence agency, right of asylum, etc.

The main aspect of the approach-compromise related noun, which consists of a noun, is related to military terminology - such as air combat, sound reconnaissance, grenade packing, and troop mobilization.

Military terminology terms in the form of compounds gradually generalize, and although they are compounds, they serve to express a single concept and approach complex words. Third-type noun compounds, compared to other types of noun compounds, are far from generalization possibilities and cannot play the role of a base for complex words. Therefore, complex words are not formed from this type of noun compounds. For this reason, the formation of military terms with third-type noun compounds is rare.Complex-structured nominal military terminological combinations are formed from the combination of three or more independent words. This type of nominal military terminological combinations has different structural models.

The approach-compromise related combination can create, in other words, a management-compromise related combination (Arbitration of the Ministry of Defense, Collegium of the Ministry of Defense).

The verbal adjective approach-compromise related nominal military terminological combination has approached (Missing combat units).

The attributive conjunction is related to the main component (fuel mixture bottle).

The relational conjunction with another noun creates a relational conjunction approach – agreement (type of armed forces, a soldier of the army).

The relational-agreement conjunction with the relational conjunction approach creates a relational-administrative noun conjunction (Armed Forces of the Republic of Azerbaijan).

The two dependent parts are directly related to the main part (sacred military objects, military residence).

The relational conjunction creates a relational conjunction with another word, especially with an adjective (suitable for military service).

One word approach-compromise is related to the related combination (military law, military operation area, metal protective vest).

The related combination of approach has created, in other words, a related combination of compromise-management (reduction of the Armed Forces, complexification of the Armed Forces).

The related combination of approach-compromise is in another word an approach-compromise relationship (combat training expert).

The related combination of approach-compromise is in another word an administration relationship (air defense).

The related combination of compromise-management is in another noun combination an administration relationship (measures to prevent the work of the radio).

One word approach-compromise is in an administration relationship with the related combination of approach-compromise (military service experience) [Sadıqova S .A. 2002, p. 63].

The approach-compromise related combination is in an approach-compromise relationship with the word "against" (against air attack, against chemical weapons).

There are a number of noun combinations that have a more complex structure (Headquarters of the Supreme Command, Central Command Post of the Ship, Generalization of the Experience of the Great Patriotic War).

As S. Sadıqova noted, in terminology, along with two-component combinations, three-component combinations are observed. Taking into account her note, it is possible to say that military term word combinations have a simple and complex structure) [Sadıqova S .A. 2002, p. 65].

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Considering the above, it becomes clear that in the creation of military terminology, very different word combination models are used based on the rich syntactic possibilities of our language.

The structural models of military terms in the form of verbal combinations are also different.

Verbal military terminological combinations related to the approach are more noticeable in the creation of military terminology. The main formation of military terminological combinations of this type consists of verb nouns with the suffixes -ma, -me and purely infinitive combinations (to confront, to forcefully enter, to rearm, to accompany with a convoy).

. The dependent part of the verb military terminology combinations with the relation of approach can also be expressed by various parts of speech.

The dependent part can consist of adjectives, adverbs, conjunctions and noun combinations (surplus spending, re-militarization, parachute jumping. maintain mutual contact).

The dependent parts of the verb military terminology compounds with administrative relations are in the cases of the noun's direction, influence, location, and access. Examples of verb military terminology compounds with a dependent part in the direction include - being fired upon, hitting a target, digging a trench for oneself, putting in a hospital, and moving to a new location.

The verbs in which the dependent part of the noun is in the active form of the verb can be attributed to military terminology combinations such as landing, changing the base, controlling the aircraft, drawing up a plan, eliminating obstacles, reducing the rank.

The verbs in which the dependent part of the noun is in the passive form of the verb can be attributed to military terminology combinations such as stopping in the air, swimming in the sea, dying in battle, etc.

Examples of verb military terminology compounds in which the dependent part is the subject of the noun are compounds such as -surrendering from the siege, protection from obstacles, and clearing from mines. The main component of such compounds is mainly words with the noun suffix -ma, -me, but sometimes the dependent part can also be expressed with verbs with the adjective suffix -mış, -mış, -muş, -müş, -an, -en (mobilized, performing the task).

İt is observed that the main part of some of the administrative-related verb military terminological compounds has two variants - both -ma, -me and -maq, -mək suffixes (to place in echelons, to make a picket). A group of complex-structured verb military terminological compounds is formed from the combination of three or more

independent words. In these types of compounds, the main part consists of verb nouns with the suffixes -ma, -me.

Verb military terminology compounds with complex structure differ more in terms of the dependent party. The models of these compounds can be shown as follows: Compound noun compound verb noun controlled - to prevent conscription for military service. Approach-related noun compound controlled with the main party, and the auxiliary word approached with the main party - to cross the shallows on foot. Agreement-management related compound controlled - to walk at the end of the column, to walk at the end of the column, to surface. Approach-agreement related compound controlled - to perform patrol service, to register in the conscription area. Within the agreement-management related compound, the word control is used - to withdraw the troops from the front.

The infinitive composition is controlled - to press and force to retreat.

The nominal combination related to the approach is controlled - standing on the right flank.

The infinitive with the infinitive related to the approach is used within the control-related combination - adjusting the weapon to shoot straight.

The combination related to the approach is approached to the main side - giving a military rank.

The verb conjunction is approached to the main side - accompanying and transferring the target.

The nominal combination related to the control is approached to the main side - serving overtime.

Some of the verb military terminological units are in the form of phraseological units - hostages, hostage-taking, conducting reconnaissance, causing panic.

Multi-word combinations in military terminology have led to the creation of a number of abbreviations. The meaning of military terminology abbreviations is often known only to specialists in this field, and their meaning is kept secret for other people. However, some of these types of terms can also be general. Some military abbreviations in the Azerbaijani language consist only of the initial letters of word combinations. For example,

SQ-Armed Forces, OA-Army Aviation, AE-aviation squadron, DV-combat helicopter, ZDM-armored combat vehicle, ASDM-heavy armed combat vehicle,

Military terms, the first component of which is an adjective and the second component is a noun, correspond in syntactic structure and semantically to the second group of determining word combinations. For example, an impenetrable zone, a fire-correcting aircraft, a self-propelled gun, etc. There are various syntactic relations and semantic connections between the components of the stabilized

military terms and word combinations, as in noun combinations. For example, to provide communication, to be in a state of war, to conduct reconnaissance, to strike, to repel a blow, to biological poisoning, etc.

One or both of the components of military terms and word combinations can perform a determining function[Qasımov İ.,Köçərli S.2000p51].

For example, radioactive poisoning zone, smoke-emitting ammunition, self-propelled combat vehicle, republican internal security troops, etc. As a result of the development of society, terms consisting of multi-component word combinations have also emerged in the military field. For example, marine brigade, technical support vehicle, training management headquarters, grenade launcher, self-propelled mechanism, wave-transmitting device, etc [Qasımov İ .Z. 2001,p67].

The creation of military-industrial complexes has led to the emergence of multifunctional military technical means. As in world languages, in the Azerbaijani language, achievements in the field of military construction, discoveries in this field, scientific research works have been made using words from other languages by the method of calque, thereby enriching the lexical base of our language. For example, academy, bacteria, base, artillery, division, tactics, tank, squadron, brigade, etc. In addition to noting that calque has an important position in the creation of military terms, it is also necessary to note its role in enriching the vocabulary of our literary language. In linguistic literature, lexical, semantic and phraseological types of collocations can be noted. During collocation, in most cases, the ordering of the components of word combinations corresponds to the ordering in the source language. However, sometimes the components that make up military terms and word combinations can shift according to the norms of the national language when collating. For example, communications unit, service unit, deployment point, etc.

In recent times, the frequent use of abbreviation-type military terms has become more common. This has arisen due to the emergence of very complex military concepts in recent times and the need to shorten and simplify the corresponding military term-word combinations in the language as a result of the formation of corresponding military terms and word combinations, on the one hand, it has also arisen as a result of the need for lexical units that are quickly pronounced and have a short, easily understandable style of expression in the implementation of military operations and exercises. Abbreviation-type units remain one of the main language tools frequently used in military terminology.

In military terminology, abbreviations or complex abbreviations are used in military lexicology for various purposes, in accordance with the specifics of military work. In individual terminological systems, saving words, making military names easy to pronounce and simplifying them is achieved by using abbreviations. For example, HHM - air defense, AK - Kalashnikov assault rifle, DMK - State Defense Committee, HDD - Military Navy and so on.

The meaning of special or secret abbreviations is difficult to understand, and these abbreviations are used in military documents in an agreed manner. Since their meaning is based on previously agreed rules and codes, it is not understood by everyone. The meaning of such military terms is known to those who carry out military operations. For example, BPM - gunpowder jet engine, KQT - bridge-breaking tank, and so on.

Military abbreviations are general and specific in terms of their use. General abbreviations are generally understood by everyone, and their explanation requires specialized knowledge. For example, if a complex abbreviation such as MN is somewhat understandable to everyone, then MAD-motorized rifle division, HDQ-military naval forces, AKD-separate reconnaissance detachment, HHM-military air defense, STRQ-strategic missile troops and similar abbreviations are of a special nature and are used within a limited scope. Special military abbreviations are used in certain military documents in an agreed manner. When using such abbreviations in various military maps, the purpose of brevity and confidentiality is also pursued, and at the same time, a previously agreed convention is expected here. Syllable abbreviations - acronyms are not used in the military lexicon of the Azerbaijani language.

A widespread type of complex abbreviations in military terminology are initials. Initials are also divided into two types according to the formation technique:

1. Complex abbreviations formed by reading the accepted names of letters: ATM-ateem (regiment medical station), DMK-Deemka (State Defense Committee), PM-peem (explosive substance), etc.

2. Complex abbreviations formed by reading the first sounds, like ordinary words: TĪR-tĪr (anti-tank guided missile), MAB-mab (motorized rifle division), Am-am (firing position), etc.

The active role of individual words in the syntactic creation of military terms should also be taken into account. For example, military oath, military order, military equipment, military base, military service, military commissariat, military academy, martial law, prisoner of war, military chronicle, ammunition, combat training, combat equipment, air combat, tank combat, atomic weapons, biological weapons, cold weapons, weapons of mass destruction, weapons depot, front, front line, front equipment, front line, front line, etc.

In military lexicon, the word "head" is widely used to maintain the subordination arising from the nature of military work. For example, headquarters, sergeant major, ensign, lieutenant general, etc. Unlike morphological word creation, syntactical word creation is more widely used in military lexicon in modern times. One of the reasons for this is the closeness of language units in military lexicon and the constant syntactic connection of words to name a certain concept, especially to name new equipment, various tasks and arts. As a result of such syntactic connection, a measure

of accuracy and concreteness is brought forward in accordance with the nature of military work.

As in the general lexical composition of languages, syllabic abbreviations or acronyms are used in the military terminology layer. For example, combat, combat, comdiv, etc.

The formation of international terms in the language is increasing as a result of the expansion of the scientific and technical development of the countries of the world and the increase in their mutual relations with the peoples of the world. The exchange of military equipment and means of warfare is now widespread. During their acquisition, the names of this military equipment and means of warfare are also transferred to the language. For example, we can note a large number of military terms by adding suffixes of our language to the words that passed from Arabic to our native language. For example, communication-communication, sabotage-sabotage, intelligence-reconnaissance, invasion-invasion, intervention-intervention, and so on.

New military concepts are created by adding words and word combinations of our language to words of military origin in our language. For example, protection-protection group, target-to take target, aim at target, take target mark, training-training group, conduct training, intervention-to intervene, and so on.

CONCLUSION

The interaction of languages, the need for the lexicon of one language to another, occurs as a result of historical necessity. Each language has its own phonetic system and grammatical features. When a language borrows words and terms from another language, it subjects that word to its own phonetic and grammatical rules. However, there are terms that do not obey any phonetic and grammatical rules and remain as they are. For example, arsenal, captain, major, division, trench, and so on. In some military terms, phonetic and grammatical changes are observed. For example, from the words of Arabic-Persian origin, headquarters-headquarters, deva-dava, and from the military words of Russian origin, батальон-баталён, командир бригад-бригада командири, базовая авиация-база авиасия,,парашютный десанты-парашут десанты can be given as examples. The names of military ranks, weapons, duties, and military operations can be noted as active words in the language. Although some military terms are replaced by new ones in the language, a group of military terms is still used in the language. For example, Aggression-aggression, agent-spy, sabotage-sabotage, admiral, bomb, major. captain, marshal, general, epaulette, colonel, tank, aviation, rocket, etc.

All developed languages of the world can act as source languages in the creation of international military terms. When such military terms are used in other languages in addition to the language to which they belong, they become a unit of the international lexical fund, and various intermediate languages also have a unique

role in their internationalization. International military terms have entered the Azerbaijani language from English, French, Arabic-Persian and Russian. While the source languages of international terms that entered our language through Arabic-Persian languages are mostly Eastern languages, the source languages of words that entered our language through Russian are mainly European languages. In addition to such international military terms that entered our language through intermediate languages, there are also international words that entered our language directly from the source language.

Among the military terms in the Azerbaijani language, there are also words of French origin. For example, blockade, landing, bomb, garrison, marshal, partisan, patrol, march, and so on.

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MOTIVATING YOUNG LEARNERS IN THE EFL CLASSROOM AT THE UNIVERSITY

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Abstract

Motivating EFL students to develop in the target language is very challenging. In many cases, these students face difficulties in learning English and are often demotivated to learn. Research in classroom motivation has found that exact strategies can help these students adopt more positive attitudes and become more motivated in the learning process. This study investigates the perceptions through interviewing

students and surveying teachers' views in an EFL Program of the problems that hinder these students' learning in the English classes related to motivation. Findings show that learners are not motivated to learn English because of an over-focus on writing skills with very little new learning experiences, uninteresting materials, and unclear links between language courses and their majors or future careers. Results also indicate that teachers complain of unmotivated students and pre-structured syllabi leaving little room for communicative methods.

***Keywords**: Language learning, Motivation, University EFL(English as a foreign language) students, UzSWLU*

1. Introduction

Motivating students in the English as a foreign language (EFL) classroom is often a complex and difficult task that involves a multiplicity of psycho-sociological and linguistic factors (Dornyei, 1998; 2010a), but most English teachers will attest to the important role motivation plays in the teaching/learning process. While motivation has been defined in many ways (Liuoliene & Metiuniene, 2006), in this paper it is simply used by the authors to refer to effective strategies that could help the learners develop their English language skills. How to go about this is a long story with many ups and downs shared by many teachers in staff rooms. This paper, quite unique in the view of the authors, attempts to tackle the problem of "motivation" in the EFL Program at the UzSWLU This is part of our story. First we give some background of the context and some main related research.

Uzbekistan is a pluralistic country where multilingualism and multiculturalism prevail. Although Uzbek, Russian and English are the three main languages used in the country, many more languages are heard and taught in the different educational institutions. The school systems at both the private and the public sectors teach a minimum of three languages. Uzbek, the native language, is only taught in Uzbek language classes. English or Russian, depending on the school medium of instruction, is taught as a language and is used to teach all school subjects. Again either English or Russian is also taught as the third language. Despite the importance attached to the second/foreign language, when some students reach university, they still face difficulties coping with English for academic purposes. In this paper, we present the recurrent problems students face in these language classrooms. We elicited students and teachers' views of the problems that hinder students' progress in discussing engagingly, thinking critically, and writing academically in the target language and then suggest strategies to motivate them to use the target language effectively. This study is innovative as it seeks university students' views on motivation, a topic that is not rigorously studied on L1 Uzbek speakers in the Uzbek context and which could be applicable to other similar contexts.

Aim

As mentioned at the beginning of this paper, the aim of the study us to find out the views of the teachers and students of what hinder students' language learning in the English language classroom in discussing engagingly, critical thinking, and academic writing. The significance of the study is its value to the teachers at the university to improve the teaching/learning situation.

Methods

The study is conducted in the English language department at the Uzbek State World Languages University. Students take three obligatory language courses in communication and rhetoric skills, and each class meets three times a week for 50 minutes over a fifteen-week semester. The objectives of these classes fluctuate from teaching basic language skills and sub-skills, to paragraph, essay, and research paper writing from informative to argumentative writing, from reading for literal comprehension to critical reading, and finally to oral communication presentations (course syllabi). Learners go through all these language courses, but some are exempted based on their English entrance exam scores. They supposedly learn, hopefully improve, but usually complain about the repetition in objectives and learning outcomes from the remedial to the advanced courses, the essay being the most often repeated assignment. Teachers often complain about the learners' inadequacy in using the language appropriately and efficiently

Results

The results of the student interviews and teacher questionnaires are given according to three thematic issues related to motivation as mentioned below.

Many students believed that the English language classes help them cope better with other courses at the university, but ten denied this. In fact, these ten students did not seem to really know what they needed. What is of concern is that these students believe that the English language courses are mainly set to improve their writing skills since the assignments are mainly writing ones. Critical thinking, reading strategies, listening comprehension, and speaking were not mentioned by the students during the interviews. Though students complain about their English language courses, the majority agree that such courses should be obligatory; however, seven of those who were interviewed would rather have some of these courses offered as optional ones, and only one student would rather not have English courses at all. In fact, students have reiterated in their comments that they'd rather have fewer English language courses as in many cases there is redundancy. Teachers stated that their role is to help students cope with and improve their academic writing skills, follow process writing in all its steps; give them enough basic knowledge in the grammatical structure of the target language so that they can write better and choose interesting subjects and/or topics for students. They would rather encourage students to support their writing with

resources, to learn how to be well organized, and be able to follow and examine models of different academic genres.

Discussion

Teachers and students seem disappointed with the language classes offered at the university. Learners are unhappy on the whole and find the English courses of no benefit. Motivation, then, seems to be an important point in our role in helping students to learn the language. Students want the classes to integrate all language skills and subskills, but unfortunately the main focus of the courses is on writing academic English as also found by the author who argues for focusing on all

language skills. Then what is the importance of teaching academic writing to graduating students who will be seeking a career where their main concern will be to write technical reports, communicate with others efficiently, and present

their point of view critically among others. More attention should be given to students' diverse needs and to multiple methods of learning to facilitate expression and engagement. This is not denying the importance of writing but mainly to rethink the program in order to benefit learners.

One way is providing scaffolding to benefit language learners especially in writing. It seems that the courses do not take into consideration the background of the students: some come from Russian or Uzbek medium pre-university classes while others from different cultural environments and even different neighbor countries.

There is a clear need for selecting content that is more relevant to the learners' lives

and also on an international level. Furthermore, the main problem of some of these learners is the difficulty of expressing themselves in the target language. Thus, teachers should allow different ways of responding to the learned material. Data from this study also show that the speaking component is nearly non-existent in the language classes.

Conclusion

This study has shown that there are issues that need to be addressed in the English language classes at the university. Teachers and students are aware of these and have responded that more emphasis be placed on the other skills as well as writing, incorporate interesting life related materials with a link to their university courses and their later professions. Teachers’ complaints imply that students are not motivated and something must be done to create more positive attitudes to learning English as part of the EFL Program. Importantly, therefore, the university should rethink the English language classes. It should reorganize them with appropriate emphasis on the

language skills. Also, at the same time workshops on topics such as multiple intelligences differentiating

instruction; teaching and integrating all language skills; using technology in the language classes; and teaching language across the curriculum would greatly, in the opinion of the authors, instill a positive attitude in the teachers and in so doing motivate the learners who will also have a change of attitude and self

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REVOLUTIONIZING LANGUAGE ACQUISITION: EXPLORING INNOVATIVE APPROACHES

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Abstract

Language learning has been undergoing a lot of changes thanks to a few things like student need, pedagogical researches, technological advancements and so on. This paper gives an insight to the innovative methods of language learning concentrating on student engagement. retention and real world application. It delineates technology integration, communicative approaches, gamification and personalized learning with a view to enhance the potential of our learners. In addition to this, recent studies and new ideas have to be taken into account to strengthen the modern language teaching strategies.

Keywords: Language Learning; Innovation; Gamification; Communicative Approach; Technology; Digital Tools; Personalized Learning; Active Learning; Adaptive Learning.

Introduction

It is known that the process of learning a language is a bit complex task and it involves cognitive, emotional and social engagement. A part from traditional methods which were once sought after by everyone, it is the modern and innovative methods that has overcome all the shortcomings from the age older approaches. Unlike the traditional methods which give more emphasis on rote memorization lacking the interactive and practical components essential for real-world communication. Now-a-days the focus has shifted towards innovative approaches that give prominence to student engagement cultural understanding and communicative competence. This paper points out some of the modern strategies to be taken into consideration in order to facilitate better learning through recent studies and real- world applications. Innovative Methods includes Technology enhanced Language learning, Gamification, Task-based and communicative approaches, personalized and adaptive Learning, Blended and Flipped Classroom Models, Project based language learning and Immersive and Experiential Learning.

Main Body

Technology-Enhanced Language Learning

It includes Mobile - Assisted Language learning which makes use of apps, podcasts and social media platforms. Gamification is yet another element in it through which the learners play games that enhance learner engagement and motivation. Virtual and Augmented Reality provides an opportunity to create interactive and experiential language learning environment. In it learners can interact with virtual characters in a simulated environment, and they are able to practice speaking and listening skills. In AR, learners can use AR enabled flashcards to learn new vocabulary and phrases. It can also be utilized to create interactive stories, games and activities that make language learning more engaging. VR provides a fully immersive experience while AR highlights the real world with digital information. Artificial Intelligence (AI) powered tools give personalized language learning experience. Online and Blended Learning systems are helpful to deliver courses and it offers flexibility and accessibility to learners. Technology Enhanced Learning has changed the language learning scenario, offering a lot of benefits and opportunities for learners. However, there are also challenges that need to be addressed. It incorporates equity and access to all learners, Teacher training, and need for rigorous evaluation and quality assurance mechanism.

Task-Based Language Teaching: A Communicative Approach to Language Learning

Task-Based Language Teaching (TBLT)

It has emerged as a popular approach to language instruction, focusing on learners' development of communicative competence through real-life tasks. Communicative language teaching approaches prioritize learners' ability to use language effectively in real-life contexts. TBLT, in particular, has gained attention for its potential to promote learners' communicative competence through authentic tasks.

Theoretical Foundations

1.Communicative Language Teaching (CLT): CLT emphasizes the development of learners' ability to communicate effectively in real-life situations.

2. Task-Based Language Teaching (TBLT): TBLT focuses on learners' completion of real-life tasks, promoting language acquisition through authentic communication.

Benefits of TBLT

1. Promotes learner engagement: TBLT encourages learners to participate actively in the learning process.

2. Develops communicative competence: Learners develop their ability to use language effectively in real-life contexts.

3. Fosters learner autonomy: TBLT encourages learners to take responsibility for their own learning.

Challenges of TBLT

1. Task design: Designing effective tasks that promote language acquisition can be challenging.

2. Assessment: Assessing learners' performance in TBLT can be complex.

3. Teacher training: Teachers need training and support to implement TBLT effectively.

Implementing TBLT in the Classroom

1.Task selection: Teachers should select tasks that are relevant, engaging, and challenging for learners.

2. Task implementation: Teachers should provide learners with clear instructions and support during task completion.

3. Feedback and assessment: Teachers should provide learners with feedback and assessment that promotes language acquisition.

TBLT offers a promising approach to language instruction, promoting learners' communicative competence and autonomy. While challenges exist, effective task design, implementation, and assessment can help teachers harness the benefits of TBLT.

Community and Cultural Integration

Language learning is inherently social and cultural. Beyond classroom walls, innovative approaches leverage communities—both physical and digital—to immerse learners in authentic linguistic and cultural contexts. This section explores how integrating community engagement, intercultural exchange, and cultural literacy transforms English language learning (ELL) into a lived, dynamic experience.

Language Exchange Platforms: Bridging Global Communities

Digital platforms like Tandem, HelloTalk, and Speaky connect learners with native English speakers worldwide, fostering peer-to-peer language exchanges. These tools emphasize reciprocity: users teach their native language while learning English.

Case Study: A 2022 study found that 78% of Tandem users improved conversational fluency within three months, attributing success to real-time feedback and reduced anxiety in low-stakes environments (García & Li, 2022).

Cultural Nuance: Exchanges often extend beyond language to discussions of idioms, humor, and cultural practices (e.g., explaining "rain check" in American English or British sarcasm).

Limitations: Power dynamics (e.g., non-native speakers feeling subordinate to native speakers) and time-zone mismatches can hinder consistency.

Social Media as a Learning Tool

Platforms like TikTok, YouTube, and Instagram democratize language exposure through bite-sized, engaging content:

Microlearning: Hashtags like **#LearnEnglishTikTok** or GrammarTips offer 60-second lessons on phrasal verbs or pronunciation. Authentic Input: Following influencers or vloggers (e.g., BBC Learning English or English Addict with Mr. Steve) exposes learners to regional accents, slang, and current events.

Digital Storytelling: Learners create content, such as travel vlogs or recipe tutorials in English, building descriptive and narrative skills.

Challenges: Algorithms may create "filter bubbles," limiting exposure to diverse dialects, while misinformation (e.g., incorrect grammar tips) requires critical evaluation.

Conclusion

Innovative methods in language learning have transformed the educational landscape, providing more interactive, personalized, and effective learning experiences. As technology continues to advance, the potential for even more immersive and adaptive approaches will likely expand. There is a fact that limitations to implement innovative methods can be addressed by providing teachers with training and regularly evaluating and assessing innovative methods and it can help identify areas for improvement and ensure that they are meeting their intended goals.

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ИСПОЛЬЗОВАНИЕ ПРОФЕССИОНАЛЬНОЙ ЛЕКСИКИ В ГЕРОИЧЕСКОМ ЭПОСЕ «ГЁРОГЛЫ»

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Аннотация: Благодаря тесной связи всех сфер жизни народа с его языком, различные изменения, происходящие в истории, культуре, быте народа, находят свое непосредственное отражение в национальном языке. Это, в основном, отражается в различных пластах лексики языка. Профессиональная же лексика создает возможность наиболее полно и последовательно продемонстрировать тесную взаимосвязь между историческим прошлым народа и современностью. Именно поэтому профессиональная лексика является материалом для всестороннего изучения нашего национального языка, богатства его словарного состава.

Лексикология туркменского языка как наука в своем развитии накопила достаточный опыт в изучении профессиональной лексики, т.е. в этом направлении написано несколько научных работ. Все эти научные исследования посвящены изучению различных пластов профессиональной лексики. Несмотря на огромный результат, достигнутый в этой области, ещё недостаточно полно изучена проблема по сбору и научному анализу учёными-лингвистами профессиональных терминов, относящихся к той или иной отрасли, поэтому возникает необходимость ведения научных исследований в этой сфере языка.

Актуальность изучения данного пласта лексики туркменского языка определяется тем фактом, что туркменский народ, начиная с древних истоков своего развития, бережно сохранял и до сегодняшнего дня постоянно совершенствовал все тонкости ремесел, являющихся национальным достоянием народа.

В героическом эпосе «Гёроглы» используется большое количество профессиональных слов, которые можно разделить на несколько тематических групп.

Начиная с древних времен, в туркменском языке в связи с жизненными обстоятельствами возник огромный пласт слов, относящихся к военной тематике. Так в языке появилась военная лексика. С течением времени увеличивалось количество подобных слов, различающихся оттенками в семантике и сфере употребления. Некоторые слова данной группы стали основой терминологического состава. Древние памятники письменности служат богатым источником, содержащим слова данных семантических групп, которые являются терминами и имеют определенное лексическое значение.

Военная лексика, отражающая историю, условия быта туркменского народа, нашла свое достойное место в национальном языке. Например:

Jygaly beg bir ýyl hyzmat edip, biline ***pyçak, aýpalta*** gysdyrdy.

Iki ýyl hyzmat edip, ***at mündi,*** serpaý geýdi (“Гёроглы”, стр. 26).

Если обратить внимание на последние строки, то можно увидеть слово ***ýarag (оружие)*: *altyn ýakaly sowut, galkan, düýrme gylyç, şeşmer, aýpalta, tylla desseli gazma,*** т.е. названия разновидностей холодного оружия... (“Гёроглы”, стр. 56)

Своеобразие языка героического эпоса отражено в словах, называющих предметы быта и кухонной утвари. На страницах эпоса встречается бытовая лексика, которая свидетельствует о древнем происхождении подобных слов, об обилии туркменского дастархана, о разнообразии туркменских блюд и вкусовых сочетаниях, и в тоже время о натуральном, природном происхождении продуктов, из которых приготовлены эти блюда. В дестане также встречается описание особенностей приготовления тех или иных национальных блюд. Одна группа бытовой лексики представляет собой устаревшие слова тюркского происхождения, другая – слова современного туркменского языка, отражающие активный словарный запас, сохранившийся до наших дней. Например: Sen ***gök çaý*** içermiň, ***gara çaý*** içermiň?

Ключевые слова: Лексика; профессиональная лексика; Гёроглы; героический эпос; пласт лексики; туркменская природа; туркменский народ; туркменский язык; национальные спортивные игры

Введение

Благодаря тесной связи всех сфер жизни народа с его языком, различные изменения, происходящие в истории, культуре, быте народа, находят свое непосредственное отражение в национальном языке. Это, в основном, отражается в различных пластах лексики языка. Профессиональная же лексика создает возможность наиболее полно и последовательно продемонстрировать тесную взаимосвязь между историческим прошлым народа и современностью. Именно поэтому профессиональная лексика является материалом для

всестороннего изучения нашего национального языка, богатства его словарного состава.

Основная часть

Лексикология туркменского языка как наука в своем развитии накопила достаточный опыт в изучении профессиональной лексики, т.е. в этом направлении написано несколько научных работ [1; 2; 3; 4; 5; 6; 7; 8; 9; 10; 11; 12; 13; 14; 15; 16; 17]. Все эти научные исследования посвящены изучению различных пластов профессиональной лексики. Несмотря на огромный результат, достигнутый в этой области, ещё недостаточно полно изучена проблема по сбору и научному анализу учёными-лингвистами профессиональных терминов, относящихся к той или иной отрасли, поэтому возникает необходимость ведения научных исследований в этой сфере языка.
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также встречается описание особенностей приготовления тех или иных национальных блюд. Одна группа бытовой лексики представляет собой устаревшие слова тюркского происхождения, другая – слова современного туркменского языка, отражающие активный словарный запас, сохранившийся до наших дней. Например:

Sen ***gök çaý*** içermiň, ***gara çaý*** içermiň?
Gant ezip içermiň, ***nabat*** ezip içermiň?
Kabla ***şüle, süzme, ýahna***...
Dokuz dürli tagam taýýar etdi.

“Bular ýaly piriň işiginde ***kabla, şüle süzme, ýahna*** taýýar bolup dursa gerekdir. Bize bir hödürem etmedi-ow bu, ýa şu bukjanyň içindäki ***külçe, gatlamamyka,*** meýdana çykyp ***iýäýsinler*** diýdimikä”, - сказал он. (“Гёроглы”, стр. 47)

В эпосе “Гёроглы” представлен богатый лексический материал, связанный с наименованиями национальной одежды туркмен-огузов того времени, а также слова, отражающие наименования предметов одежды, которые сильно отличаются от современных названий. Например: Sen zaňňaryň iň soňunda-da bitirjek işiň: ***güppüräge-de mele don***, köne ***şarkyldama köwüş mesini*** geýip, bir ***ýatak sopbajy*** hem başyňa ildirip, töweregiňden bäş-alty gary bizi aýlap, öňüni-ardyny ýuwup, haýsy ýerde akar suwy barka diýip, agzyňa garyş ýarym agaç sokup gezip ýörmekdir-dä (“Гёроглы”, стр. 43).

Слова туркменского языка, обозначающие названия птиц, своими корнями уходят в глубокую древность. Названия птиц можно встретить в героических эпосах “Огузнама”, “Горкут ата”, “Гёроглы”, а также в других памятниках и письменных источниках.

В героическом эпосе “Гёроглы” встречается большой пласт орнитологической лексики. Например: Sowuk suwlar şarlap akyp ýatyr, güller açylyp, ***toty-bilbiller*** saýrap, pahtekler dem dartyp otyr (“Гёроглы”, стр. 525). Görse, bagyň içinde güller açylyp, ***bilbiller*** çah-çah urup saýraýar (“Гёроглы”, стр. 108). ***Gyrat, garlawaç*** ýaly, gözlerinden gaýyp bolup ötägitdi (“Гёроглы”, стр. 348).

Кроме того, героический эпос “Гёроглы” можно считать богатейшим источником, отражающим пласт животноводческой лексики. Например: Ol ***malyny*** köpeldip, başga ýurtlar bilen söwda ederdi. Zadyny özi iýip-içmezdi, başga dogan-garyndaş, dost-ýarlaryny çagyryp, hezzet-hormat etmezdi. Her günde ***goýun-geçisiniň sürülerinde*** ençemesini möjek ýaryp, gara läş edip giderdi. Şonda-da Genjim olary ***çopana*** bermezdi (“Гёроглы”, стр. 15).

Туркменский народ с глубокой древности занимался охотой, поэтому в туркменском языке до настоящего времени сохранились и активно используются слова, связанные с охотничьим делом, его зарождением и особенностями. В классической туркменской литературе, а также в языке героического эпоса “Гёроглы” немало слов, отражающих охотничью лексику. Например: Jygaly beg Röwşeniň eline ***ok-ýaý*** ýasap berdi. “Oglum, meýdanda ***aw*** atyber” diýip tabşyrdy. Röwşen är nepesi bilen dörän oglan, atan oky ýere düşenok. ***Keýik, gulan, sülgün, towşan*** atyp getirip dur, nepagalary şu. (“Гёроглы”, стр. 28)

В эпосе встречается также и лексика, связанная с письмом, просвещеннием и образованием. Например: Köçe bilen gelýärkäler, Abdylla galandar Görogla: “Oglum, seni ýene bir ýere elteýin” diýip, ýene bir ***metjit-medreselige*** getirdi.
... Gülhyrmanyň sargydyny aýdyp, iberen ***hatynam*** eline berdi. Kempir ***haty okap*** görüp, oýlanyp durdy. (“Гёроглы”, стр. 515)
Ýedi ýyl hem ***mekdepde okap,*** on dört ýaşyna ýetdi. (“Гёроглы”, стр. 512)
Sen derrew oňa şeýle mazmunda ***hat ýaz!*** – diýdi. ***Hatyň*** mazmuny şeýledi. (“Гёроглы”, стр. 818)
Встречаются и слова, отражающие торговые связи и коммерцию. Например: Baý, ussalaryň ***dükany*** özüňe belli: “Ussa aga, bejerewer” diýip getirlip goýlan ok-ýaý köp. (“Гёроглы”, стр. 47)
Bezirgen ***söwdagärçilige*** gatnaýarka, bäş batman suw tutýan çelegi ineriň gapdalyna goýup äkiderdi... . (“Гёроглы”, стр. 584)
Hünkaryň her ädiminde “***Söwdagär***, beg ogly” diýip, Görogla maslahat salyp, geňeş edip durmagy şanyň wezir-wekillerine hoş ýakmady. (“Гёроглы”, стр. 265)
Встречаются и слова, связанные с сейисованием, разведением лошадей. Например: Onuň ***aty suw atynyň tohumy***. Seniň ***baýtalyň*** hem suw atynyň tohumy. (“Гёроглы”, стр. 32) Ol ***atşynas*** – uly ***seýis.*** Onuň hünärlerini öwrenmek gerek, - diýdi. (“Гёроглы”, стр. 22)
Bir mahaldan soň, iki sany mele donly, mele peşli garry baba peýda boldy. Gelip ***taýy*** tutup, sypalap-sermeläp, ***jylawyny*** gaýralygyna garşy dönderip, her haýsy ***sagrysyna*** bir şapbat çaldy. ***Taý*** sekräp zyňdy-Araz çaýynyň kyrk gez birisine düşdi. O ýana bu ýana çapyp, oýnap ýör ***taýy.*** (“Гёроглы”, стр. 37)
Можно встретить в эпосе и слова, отражающие песенное искусство. Например: ***Sazandalaryň*** üstünden gelen ekenler... Bularyň öz ýaragy özünde diýip, ýüwrüp gelip ***kerneýçini kerneýi*** bilen, ***surnaýçyny surnaýy*** bilen urdy depesinden.
“Bular biçäre bolýar diýip, ***bagşy*** bilen ***gyjakça*** degmediler” (“Гёроглы”, стр. 587).
В героическом эпосе туркменского народа встречаются и слова, отражающие различные ремесла, которыми занимались туркменские племена. Этот пласт лексики отражает слова, связанные со строительством, домостроем, хозяйством кочевников, ювелирным искусством и другими ремеслами, создававшими предметы быта туркменского народа. Этот пласт лексики очень многообразен и богат. Например:
Duranlaryň arasynda bir garryja ýaşuly bardy, ***eýer ussasydy***.
Ispyhanda dört ***ussa*** bardyr. Üç ýylda ***bina kylyp, bir ok-ýaý ýasap*** çykandyrlar. ***Lagly-jowahyrlardan, agyr merjenlerden, altyn-kümüşden*** ýasap çykandyrlar. Ol ***ussalaryň*** şerti-şony çeken adamdan bir pul alman berýärmişinler, çekebilmeýän adam bolsa dört ýüz tümen tylla utdurýarmyşyn diýip eşidipdim. Şolaryň ýanyna barsam, Şir huda piriňi ýadyňa salsaň, şol ýaýy çekip alarsyň, oglum! (“Гёроглы”, стр. 45)
Этот пласт лексики включает в себя и названия предметов домашней утвари, хозяйственных принадлежностей, орудий труда и т.п. Например:
Olaryň içine ***haly –palaslar*** düşelgi, syryldy, süpürilgi. (“Гёроглы”, стр. 70)

Jygalybeg pahyryň näme ***goş-köteli*** bar. Ertesi Habypbeg ony ***çatma-patmasy*** bilen göçürip alyp gaýtdy. (“Гёроглы”, стр. 62)
Туркменская природа – край исцеления. Каждое растение, произрастающее здесь, способно исцелить человека от любых недугов. В нашем родном языке нашли свое отражение и слова, называющие основные понятия этой области. Богатство нашего национального языка собрано и отражено в произведениях народного творчества, в том числе их многообразие мы наблюдаем и в героическом эпосе “Гёроглы”. Одним из пластов профессиональной лексики являются слова медицинской тематики. Например:
Hekimleri burnuna ***huş dermany*** tutdular. (“Гёроглы”, стр. 270)
- Haw, mama jan, seniň dek garry ***hekimçilikden*** habary bolguç bolýandyr-la!
- Wah, meniň iň ökde zadym ***tebipçilik*** bolsa nätjek, ...
- Wiý, oglum, ***derdiň*** bilen ***dermanynam*** tapar (“Гёроглы”, стр. 438 sah).

Заключение

В героическом эпосе “Гёроглы” встречаются и слова, называющие национальные спортивные игры, которые формируют такие качества, как смелость, бесстрашие и героизм туркменских джигитов. Например:
Görogly ýedi gije-gündizläp uly toý berdi: ***at çapdyrdy, göreş tutdurdy***, ... (“Гёроглы”, стр. 100)
- How, ýigitler, Göroglynyň ***iturşuny, wellemşahayny*** görüp öwrenip bilseňiz, her haýsyňyz bu wagta çenli bütin emlägiňizi satyp berjekdiňiz. (“Гёроглы”, стр.386)
Göreş tutjak adam ýaly, orta geçip, bilegini mazaly çyzgap, iki synyn biline gysdyryp, baýaky kepje-de elinde ... (“Гёроглы”, стр. 387).
Таким образом в героическом эпосе «Гёроглы» используется большое количество профессиональных слов, которые можно разделить на несколько тематических групп.

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A VIEW ON SOME ASPECTS OF TOURISM TERMINOLOGY IN THE UZBEK AND ENGLISH LANGUAGES

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This article will analyze important aspects of the formation, development and practical application of tourism terminology in the Uzbek and English languages. In particular, the structure of the system of terms, changes in meaning, depiction of national and cultural characteristics, as well as interactions and differences caused by globalization will be highlighted. In general, the system of tourist terminology of the Uzbek and English languages is in a constant process of evolution, enriched by interaction, adaptation and reflection of national characteristics. In both systems, new terms are being formed that meet the requirements of the time, and their semantic fields are becoming wider and wider. The article examines the vocabulary in the field of tourism using examples, as well as comments on the problems of translation and terminological coordination on a scientific basis.
Keywords: Touristic terminology, cultural differences, translation problems, lexical semantics, linguistic changes, globalization, interlinguistic communication.

In the context of modern globalization, tourism has become one of the activities that occupies a special place not only in the economic, but also in the socio-cultural spheres. Accordingly, the linguistic support of the tourism sector — the terminological base - is significantly expanding and developing. In particular, the study of the system of tourist terminology in Uzbek and English is becoming extremely important in terms of facilitating global communication and intercultural communication. The system of terms in both languages has gone through its stages of development, and the similarities, differences, semantic changes, and forms of cultural reflection between them need to be analyzed from a scientific point of view.

Tourism terminology refers to a special set of words denoting specific and strict concepts related to tourism activities. Tourism is a significant aspect of modern economies, and the language used in the tourism sector plays a crucial role in communication and marketing. With globalization, understanding tourism terminology in different languages has become essential for stakeholders, including tourists, businesses, and policymakers. This article

provides an overview of various aspects of tourism terminology in Uzbek and English languages, highlighting similarities, differences, and cultural nuances. In English, this field has been systematically formed since the middle of the twentieth century and has included such comprehensive and strictly defined terms as "tourism industry", "hotel", "travel package", "tour operator", "destination marketing", "ecotourism", "sustainable travel". The main feature of tourist terms in English is that they have a clear description, are characterized by a concise lexical structure and strict semantic boundaries. For example, the term "all inclusive" is a clear concept of finance and services and is not transferable to other areas.

On the other hand, the tourist terminology in Uzbek was formed relatively late and actively developed mainly in the years after independence. In the early stages, many terms were borrowed directly from English (or through an intermediate form in Russian). For example, terms such as "tour operator", "booking", "tour operator", "voucher", "tour package" have entered the Uzbek language almost without any semantic changes. However, in recent years, thanks to the Uzbek language's own capabilities, terms adapted to the national culture and mentality have begun to form: for example, expressions such as "travel agency", "hotel services", "eco-tourism", "cultural heritage route".

Tourism terminology refers to the specific vocabulary and jargon used to describe travel-related concepts, practices, and services. The terminology is important for tourism professionals as it enables them to communicate well with clients and other stakeholders in the industry. Effective use of terminology can enhance customer experiences by providing them with clear information about available services.

In both Uzbek and English languages, certain key terms frequently appear in tourism discourse. Here are some examples:

- Tourist (Sayohatchi): In both languages, this term refers to individuals who travel for leisure or business purposes.
- Accommodation (Joylashuv): This term encompasses various lodging options available to travelers.
- Attraction (Joziba): Refers to places or activities that draw visitors' interest.
- Itinerary (Sayohat rejalari): A list providing the schedule of the journey in detail.

While these words have the same meaning in both languages, their usage may differ based on local customs and traditions.

Tourism terminology is greatly impacted by culture. In Uzbekistan, terms related to hospitality reflect local customs and traditions. For instance:

- Osh (Plov): National rice dish served at gatherings represents the country's food culture.
- Bazar (Bozor): Markets are an important part of culture; thus "bazar" is always highlighted when shopping experiences are brought up.

In English-speaking countries, the same emphasis may be placed on local food or market experiences but will be based on varied cultural contexts (e.g., street food markets).

Owing to globalization, intercultural communication of information is heightened; as a result, certain words have been borrowed from one language into another. In Uzbekistan's nascent tourism sector:

-Hotel, tour, or guide are borrowed into Uzbek with some phonetic adaptation.

In contrast, English has borrowed words from the Uzbek culture with increasing popularity of Silk Road heritage sites.

Translation of tourism terminology is complicated due to linguistic differences as well as cultural contexts:

- Some concepts may lack direct equivalents; e.g., some customary practices related to hospitality may require descriptive phrases rather than single words.
- Furthermore, idiomatic expressions related to travel experiences may lose their sense when literally translated.

Linguists and tourism professionals ought to work together to develop accurate translations that culturally resonate with target audiences.

One of the important differences between Uzbek and English tourist terminology is the degree of contextual dependence. In English, travel terms are often specific and universal and are used with slight variations. However, in Uzbek, the content of many terms may expand or narrow depending on the context. For example, the term "travel" covers the English-language concepts of "travel", "trip", "Voyage", but it is not clearly differentiated.

The influence of cultural peculiarities on terminology is also noticeable. Although the English term "heritage Tourism" is translated into Uzbek as "journey to cultural heritage," its conceptual boundaries are quite narrow compared to English ones. The reason is that in English this term covers a wide range-historical monuments, traditions, traditional crafts and even gastronomic heritage, whereas in the Uzbek cultural tradition it is more limited to historical architectural monuments.

As a result of the globalization process, transnationality is increasing in tourism terminology. Many English terms are adopted directly into the Uzbek language and are often adapted, retaining their essence only partially., For example, "guest house" is partially adapted to Uzbek as "guest house", and "hike" as "carefree trip". However, in some cases there are also incorrect translations and semantic errors that can lead to inaccuracies in professional communication.

Translation problems remain an urgent issue in the process of mutual development of terminology. The English concepts of "resort" and "hotel" in Uzbek are often summarized by the term "hotel", whereas in English these two concepts are clearly

distinguished from each other: "resort" is a complex covering a wide range of leisure and recreation services, whereas "hotel" implies only accommodation services. Such inaccuracies lead to a distortion of the meaning in advertising materials, contracts and information resources of tourist services.

In general, the system of tourist terminology of the Uzbek and English languages is in a constant process of evolution, enriched by interaction, adaptation and reflection of national characteristics. In both systems, new terms are being formed that meet the requirements of the time, and their semantic fields are becoming wider and wider.

An important place in the analysis of tourist terminology in both languages is occupied by their division into thematic groups. In English, the terminology of tourism is divided into clear and systematic categories: Transportation (flight, travel pass, Check-in), hotel and accommodation (booking, suite, hostel), meals (buffet, inclusive meals), cultural events (guided tour, cultural exchange), as well as the sale and marketing of travel products (tour package, Early Bird Discount). Within each category, the terms are harmoniously combined with each other with precision and functional coherence. However, in the Uzbek language, this classification is in a relative stage of development, terms are often perceived as words related to the general field of tourism, and the allocation of complete functional groups has not yet been consistently formed. As a result, in translation and communication, terms are often used depending on the context, sometimes in vague or comprehensive terms.

The difference in the use of terms in professional language and the language of everyday communication is also an important aspect of tourism terminology. At the professional level, terms such as "itinerary", "excursion", and "amenity" are used in English, each of which has a strict technical and legal connotation. However, in everyday communication, more general and emotionally intense words are used, such as "trip", "journey", "stay". In the Uzbek language, official texts also use expressions such as "sightseeing route", "food conditions", "travel plan", however, more simplified forms prevail in the media and everyday communication — common words such as "travel", "hotel", "trip". This discrepancy is especially noticeable in situations where the accuracy and reliability of professional documentation and marketing materials in the field of tourism is required.

The processes of globalization have not only spread existing terms, but also formed new ones. For example, new English terms such as "glamorous Camping", "bleisure" (Business + leisure), and "staycation" (stay + vacation) reflect new cultural trends characteristic of 21st century tourism. Although such neologisms have not yet become widespread in the Uzbek language, they are being introduced gradually. When translating these terms into Uzbek, it is important to preserve their semantic and pragmatic connotation, as direct translation sometimes leads to a change in the original content. For example, "glamping" can be translated as "luxury camping," but this phrase cannot fully convey the modern and romantic nuances of the concept in English.

Regional cultural features have a direct impact on the formation and use of terms. In

English, the term "home stay" refers to the experience of living with local families and is the main type of service for many tourism projects. On the other hand, in Uzbek, living as a guest with local families is a natural part of cultural value, which is often expressed in the general concept of "hospitality" rather than in specific terms. This creates ambiguity in translation and international promotional materials, since for an international tourist "home stay" is sold as a separate service, while in Uzbek culture it is perceived as a more social and traditional experience.

Ambiguity, that is, the phenomenon of ambiguity, also makes significant differences in tourist terminology. In English, the word "tour" means both a trip, an excursion, and even a concert tour by a musical group. In Uzbek, on the other hand, the words "travel" and "journey" refer more to geographical movement, while "excursion" is used only for a short trip with a specific purpose. Such ambiguity causes ambiguity of meaning or context-dependent confusion in translation, therefore, in the process of translating a tourist text, it is necessary to pay special attention to the contextual function and semantic uniqueness of the word. In general, an excellent analysis of tourism terminology in Uzbek and English makes it possible to fully understand the global dynamics of this industry, the complexities caused by cultural differences and linguistic changes. Each language had its own historical and cultural context, stage of economic development and level of international relations, which directly influenced the formation and application of tourist terminology. Thus, linguists and translators are faced with the task of not only ensuring linguistic compatibility, but also adapting tourist terms taking into account intercultural communication.

To sum up, understanding tourism terminology in both Uzbek and English enhances cross-cultural communication within the global tourism industry. By recognizing similarities and differences—alongside cultural nuances—stakeholders can improve interactions with international tourists while promoting local heritage effectively. As Uzbekistan continues to develop its tourism sector further integration of localized terminologies into global contexts will be essential for its success on the world stage. The comparative study of tourist terminology in Uzbek and English is gaining important theoretical and practical significance in the field of linguistics and cultural studies. The formation and development of terms in both languages has its own semantic, lexical and cultural differences, which must be taken into account in the processes of international communication and translation in the field of tourism. In the future, an urgent task will be to form a clear and systematic tourist terminology in the Uzbek language based on national culture, enriching it in accordance with international criteria. On the other hand, it is necessary to strengthen the experience of translating terms borrowed from English in the correct semantic correspondence and in a cultural context.

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ACTIVE LEARNING TECHNIQUES FOR DEVELOPING CRITICAL THINKING SKILLS

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Abstract: The development of critical thinking skills is a fundamental objective in contemporary education. This article examines the effectiveness of active learning techniques in fostering critical thinking among students. Active learning methods — including think-pair-share, case studies, structured debates, problem-based learning, and Socratic seminars — require students to engage analytically, reflectively, and collaboratively with complex material. The article outlines how these strategies promote higher-order cognitive skills such as inquiry, analysis, evaluation, and synthesis. Additionally, it discusses practical considerations for implementing active learning approaches, including the importance of setting clear objectives, creating an inclusive and supportive learning environment, and providing timely, constructive feedback. The findings suggest that incorporating active learning strategies significantly enhances students' critical thinking abilities, preparing them for complex problem-solving and independent thought in academic and professional contexts.

Keywords:

active learning; critical thinking; teaching methodology; higher-order thinking skills; inquiry-based education; collaborative learning; problem-based learning; Socratic method; educational strategies; student-centered learning. For many years, the main objective of higher education has been to help college students develop their critical thinking abilities and temperament. Implementing this goal to increase students' employability in the quickly evolving workplace has recently become more

critical. This study looked into the effectiveness of reading literature to foster critical thinking. Pop quizzes on reading comprehension, learning logs, group presentations, facilitated in-class discussions using Socratic questioning techniques, and individual essay-question reports are some of the tools used into the course design and a self-assessed questionnaire and then scheduled an individual interview with the teacher. Finally, a few findings were located: 1) literature reading helped those who scored low in the pretest improve their overall critical thinking skills, particularly those in analysis; 2) students' English proficiency did not relate to their performance in both the pretest and posttest; 3)some students were assertive they tended to show more disposition toward critical thinking than ever but this needs a follow-up longitudinal study with a standardized measure to assess the efficacy in this respect; 4) Students found guided in-class discussion more effective than other student-directed activities in developing critical thinking.

Some scholars have argued the validity of teaching critical thinking skills in an ESL/EFL context. However, “the world is flat” as Thomas L. Friedman proclaimed in one of his bestsellers. Regional or cultural boundaries have been dismantled due to the accelerating information exchanges and economic interactions in the global community. Any global citizen is obliged to cope with the international trends and prepare himself/herself with skills that help him/her learn how to learn. “Though there are certain aspects of critical thinking that may be „foreign‟ in non Western context, if students are not exposed to these skills, they will be denied the opportunities to complete in the global community”. The causes for such a problem are multiple and complex: 1) Students‟ prior learning habits and experiences are mostly reproduction-oriented while they were rarely given the chances to question, explain, or evaluate the “knowledge” instructed in the classroom; 2) the teaching faculty in the primary and secondary education received little guidance or assistance regarding critical thinking instruction and furthermore, their teaching load and time constraint deprive them of the chance to embed critical thinking into curricula.3) students are more attuned to a collectivist society where individuality in thought and action is not valued as that much as in a western society. Compared with their western counterparts, Taiwanese students are less expressive, less inquisitive, less confident and less mature in seeking truth. Generally speaking, they are immature in critical thinking.

Active learning is a dynamic instructional approach that actively engages students in the learning process, fostering the development of critical thinking skills. By moving beyond passive reception of information, students participate in activities that require analysis, evaluation, and creation, aligning with higher-order thinking skills.

Active learning encompasses instructional methods that involve students in doing things and thinking about the things they are doing. This approach encourages students to engage with the material, participate in the learning process, and reflect on their learning. Techniques include discussions, problem-solving, case studies,

role plays, and other methods that promote analysis, synthesis, and evaluation of class content.

How Active Learning Enhances Critical Thinking

Critical thinking involves analyzing facts to form a judgment. Active learning strategies promote critical thinking by: Encouraging Inquiry: Students are prompted to ask questions and seek answers, fostering a deeper understanding. Promoting Analysis: Engaging with real-world problems requires students to analyze information and consider multiple perspectives.

Facilitating Reflection: Activities like reflective writing encourage students to think about their thinking processes.

Enhancing Problem-Solving Skills: By tackling complex problems, students develop the ability to evaluate solutions and make decisions.

Think-Pair-Share: Students think about a question individually, discuss their thoughts with a partner, and then share with the larger group. This technique encourages students to articulate their reasoning and consider others' perspectives.

Case Studies: Analyzing real-life scenarios allows students to apply theoretical knowledge, assess situations critically, and propose solutions. Structured debates require students to research topics, construct arguments, anticipate counterarguments, and engage in critical evaluation.

Problem-Based Learning (PBL): Students learn by solving complex, real-world problems, which enhances their analytical and decision-making skills. Socratic Seminars: Through guided questioning, students explore complex ideas, challenge assumptions, and develop critical thinking by engaging in dialogue. Implementing Active Learning in the Classroom

To effectively incorporate active learning strategies:

Set Clear Objectives: Define what critical thinking skills you aim to develop.

Choose Appropriate Techniques: Select strategies that align with your objectives and subject matter.

Create a Supportive Environment: Encourage open dialogue and respect for diverse opinions.

Provide Feedback: Offer constructive feedback to guide students' critical thinking processes.

Reflect and Adjust: Continuously assess the effectiveness of strategies and make necessary adjustments. ---

Active learning strategies are instrumental in cultivating critical thinking skills among students. By engaging learners in meaningful activities that require analysis,

evaluation, and synthesis, educators can foster an environment that promotes deep understanding and lifelong learning. During the semester, students were required to write three essay-question reports on fiction, poetry and drama. They could choose any two study questions assigned for each literary work to write a report but the questions had to be pertinent to one genre. In these reports, teacher would focus on individual student‟s critical thinking ability and the construct of meanings. Sentence-level errors would be ignored. Students were encouraged to consult the teacher for any language problems when drafting the reports. Once the reports were graded, commented and returned, students could rewrite or revise the reports to make the ideas more explicit, supported or better organized. Then they could re-submit the reports within one week upon receipt of the comments. If they felt they could present their thoughts better in the third or fourth rewrites, they were free to do so but had to abide by the re-submission-in-one-week policy. This was in hope that students could have more opportunities to practice and reinforce their critical thinking and nurture their critical thinking disposition. Despite being distinctly aware of the importance of reading, there is still a vast group of people who would prefer to watch rather than read. If you’re not the biggest fan of reading or of books, trust me you are not alone, but do not push aside your newspaper, or shut down those books your friend gifted to you. However much you try to deny it, reading plays quite an essential role in one’s life. Reading truly helps in providing information that helps in expanding your mind, broadening your horizons, increasing your creativity skills, and overall helps in providing a great perspective. Among the several benefits that one gains from reading, one of the major advantages is the development of your critical thinking skill. How many times have you been taken by surprise or been left confused or in a dilemma during your exam paper, or a job interview, or simply while interacting with someone senior? You might have comprehended correctly or understood the issue or the current status, but what is truly required is your presence of mind when it comes to analyzing. Constantly reading helps in evaluating, understanding, and presenting reasoned arguments. Due to reading all of these traits are slowly imbibed within us, and play a huge part in developing one‟s critical thinking. As reading is thinking, readers need to connect what they know and what is in the text, and they also need to think inferentially to figure out the meaning in the absence of explicit information. In L2 reading classrooms, learners often struggle to understand a text for a variety of reasons, including lack of engagement, weak decoding and fluency skills, inadequate vocabulary and background knowledge, and ineffective strategies for setting a purpose for reading .In order to be effective readers, the learners have to monitor their understanding, and when they lose the meaning of what they are reading, they have to select and use a reading strategy “that will help them reconnect with the meaning of the text” .In helping ESL/EFL learners to think critically, it is believed that RSI helps the learners to build “on their already-established cognitive abilities and background knowledge». The benefits of applying RSI in L2 reading classes are, among others, it helps the learners to achieve higher scores, it motivates the struggling students, it improves students‟ reading

comprehension, and it raises their metacognitive awareness . In traditional ESL/EFL classes, a teacher is usually the dominant figure. He/she does not give enough opportunity to the students to share their knowledge and the culture they bring to the second language classroom. To date, the paradigms of teaching have shifted from teachercentred to student-centred. RSI does not focus on the activities of the teachers, but it should help L2 to understand the text as well think critically about what they have read. The teachers‟ job is to encourage their students to experience the world‟s richness, to empower them by asking them to create their own questions and answer the questions, and then challenge them to understand the world‟s complexities (Brooks & Brooks, 1993). In the context of this study, based on my personal observation the language teachers seldom give a chance to the students to ask questions and reflect what they have read in their reading classroom. This made me realize that there is a need to help second language learners in their reading classroom so that to their comprehension and critical thinking skills will improve. It is my wish that the appropriate reading strategy instruction that I proposed in conducting a reading class will help the students to improve their critical thinking skills and achieve the highest comprehension.

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RASMIY HUJJAT VA YOZISHMALAR TILINING O‘ZIGA XOS XUSUSIYATLARI

Musaxonov Xabibulla Muminovich,

Inson resurslarini boshqarish bo‘limi boshlig‘i,
O‘zDJTU

Annotasiya: Davlat tilining jadal joriy qilinishidagi asosiy masalalardan biri mamlakatimizda ish yuritish tizimini to‘laligicha o‘zbek tiliga o‘tkazishdan iborat. Ayni paytda turli soha xodimlarining ish yuritish borasidagi bilim va malakalarini muntazam oshirib borish ham zaruriy ehtiyojdir. Maqolada tashkilot va muassasalarning ish yuritish faoliyatida eng ko‘p qo‘llanadigan hujjatlar, ularni tuzish tartib-qoidalari masalalari to‘g‘risida fikrlar berildi. Shuningdek, xizmat yozishmalari deb ataluvchi hujjat turlarining til me'yorlariga alohida to‘xtab o‘tildi.

Kalit so‘zlar: *hujjat, hujjatchilik, o‘zbek hujjatchiligi, hujjatlar tili, ish yuritish qog‘ozlari, xizmat yozishmalari, xizmat xatlari, rasmiy ish uslubi.*

O‘zbek tilining davlat tili sifatida ijtimoiy turmushning barcha sohalarida qonuniy qo‘llanilishi ish yuritishda ham muhim vazifalardan biridir. Chunki jamiyatda kundalik so‘zlashuv tilidan tashqari rasmiy ish yuritish tiliga ham ehtiyoj katta, ya'ni korxona, tashkilot, muassasalar faoliyatini ish yuritish qog‘ozlarisiz tasavvur etib bo‘lmaydi. Ish yuritishning bevosita asoslarini esa turli hujjatlar tashkil qiladi. Bugungi globallashuv davrida o‘zbek hujjatchiligida ish yuritish qog‘ozlarining tili va uslubidagi o‘ziga xos xususiyatlarni aniqlash, hujjatchilik tarixini chuqur o‘rganish, ish yuritish tiliga doir muammolarni aniqlash hamda o‘zbek tilida yuritiladigan hujjatchilikni yanada takomillashtirishga ehtiyoj oshib bormoqda. Qolaversa, o‘zbek tilida hujjat turlari, shuningdek, xizmat xatlari tili va uslubini keng o‘rganish, yozishmalar tilidagi o‘ziga xosliklarni aniqlash bugungi kungacha alohida tadqiq etilmagan.

Ish yuritishning tilga aloqador jihatlari “O‘zbekiston Respublikasining Davlat tili haqida”gi Qonunida ham yaqqol aksini topgan. “Korxonalar, muassasalar, tashkilotlar va jamoat birlashmalarida ish yuritish, hisob-kitob, statistika va moliya hujjatlari davlat tilida yuritiladi, ishlovchilarning ko‘pchiligi o‘zbek tilini bilmaydigan jamoalarda davlat tili bilan bir qatorda boshqa tillarda ham amalga oshirilishi mumkin”,-deb alohida moddada ish yuritish hujjatlari tili qoidalashtirilgan.[1]

Xizmat hujjatlari tilini sof o‘zbekchada yuritish, hujjatlar bilan ishlashda o‘zbek tilining morfologik strukturasi, so‘z yasalishi, sintaksisi, orfoepiyasi, orfografiyasi bo‘yicha etarli bilimga ega bo‘lish talab etiladi. Shu o‘rinda aytish joizki, hozir ham ba'zi hujjatlar mazmuni va tilida ruscha ohang, ruscha gap qurilishining hidi va terminlari sezilib turardi. Masalan, turli tashkilotlardan beriladigan ma'lumotnomalar: “Berildi ushbu ma'lumotnoma shu xaqdakim”, deb boshlanadi, bu o‘zbekcha so‘z qurilishi emas, bu rus tilida yozilgan so‘z qurilishining o‘zbekcha tarjimasi. Agar o‘zbekcha bo‘lganda, “ushbu ma'lumotnoma falonchi pismadonchiga shu xususda berildi”, - deyilgan bo‘lar edi. O‘zbek hujjatchiligining boy va uzoq tarixi bor. Shundan kelib chiqib, hujjatchilikni mukammal darajaga olib chiqish, hujjatlar matni va tilini o‘zbek tili negizida tuzish, rasmiy ish uslubini takomillashtirish muhim vazifa sanaladi. Mazkur sohada O‘zbekiston Respublikasi Prezidentining 2019 yil 21 oktyabrdagi “O‘zbek tilining

davlat tili sifatidagi nufuzi va mavqeini tubdan oshirish chora-tadbirlari to‘g‘risida”gi PF-5850-sonli Farmoni dasturilamal bo‘lishi lozim.[2]

Respublikamizda rasmiy ish uslubi va ish yuritish tilini o‘rganish bo‘yicha ilk qadamlar qo‘yilgan, xususan, bir nomzodlik dissertasiyasi himoya qilingan.[3] Mustaqillik yillaridan keyin ham hujjatchilik sohasiga oid bir qancha adabiyotlar va qo‘llanmalar yaratildi. Jumladan, “Rasmiy uslubning diplomatik yozishmalar turi”[4], “Davlat tilida ish yuritish”[5] kabi amaliy qo‘llanmalarni e'tirof etish joiz. Bu qo‘llanmalarda o‘zbek tilidagi ish yuritish hujjatlariga umumiy ta'rif va tavsiflar berilgan.

Shuningdek, “Davlat tilida ish yuritish” qo‘llanmasida ish yuritish hujjatlari qatorida xizmat yozishmalari turlari, shakllari va mazmuni kabilar yaxshi yoritib berilgan. Mavjud manbalarda xizmat yozishmalari turlari, shakllari va mazmuniga e'tibor berilgan bo‘lib, ammo xizmat yozishmalari tarkibiga kiritilgan ish qog‘ozlari (xizmat xatlari)ning tili va uslubi to‘laligicha izohlanmagan, ya'ni hujjatlarning morfologik, sintaktik, grammatik aspektlariga alohida e'tibor qaratilmaganligini aytib o‘tish zarur. Xizmat yozishmalari tarkibiga kiruvchi turli xizmat xatlari tilining alohida xususiyatlarini o‘rganish, hujjat matnini tuzishda linvistik me'yorlariga amal qilish, ish yuritishda o‘zbek tilining leksik-uslubiy, grammatik, morfologik va sintaktik jihatlariga e'tibor qaratish hujjatchilikda dolzarb muammolardan biridir.

Hujjatlarning mazmuni va tarkibi o‘ziga xos me'yorlarga va lingvistik xilma-xillika ega. Xizmat yozishmalari tilining asosiy xususiyati uning qoliplashganligi bilan ajralib turishidir. Bu ularni tuzish va foydalanishni osonlashtiradi, til resurslarini tejaydi, ma'lumotlarning takrorlanmasligi uchun xizmat qiladi.

Standart tuzilmalardan foydalanish xizmat xatlari mazmuni va matnida so‘z turkumlari: ot, sifat, son, fe'l, olmosh kabilarni ishlatishda ham ma'lum bir qulaylik yaratadi. Masalan, xizmat xatlari (axborot xat, da'vo xati, talabnoma, ilova xat, iltimos xat, kafolat xati, so‘rov xati, tasdiq xat, farmoyish xat, eslatma xat va h.k.) bilan ishlashda birgina sifat turkumiga doir so‘zlarning tahliliga e'tibor qaratamiz.

Xizmat xatlari matnida asliy va nisbiy sifatlarning ishlatilishi rasmiy ish uslubida o‘ziga xos xususiyatlardan biri ekanligi ko‘rinadi. Bu kabi hujjatlar matnida sifatlarga murojaat qilish, quyidagi zaruratlar bilan bog‘liq:

- ko‘p holda hujjatda yoritilayotgan shaxslar va narsalarning ma'lum bir belgilarini ochib berish (.....katta ahamiyatga egaligini ta'kidlaymiz; ko‘rsatgan ulkan xizmatlari uchun minnatdochilik bildiradi; ...buyuk davlat arbobi haqida ma'lumotlar beriladi; ....go‘zal va betakror maskanimiz tarixi e'tirof etiladi va h.k.);

- narsa (shaxs)larning turli xususiyat-holatlarini ifodalash (....xursand holda ko‘rishganimizdan baxtyormiz; .....kamtarin inson ekanligini e'tirof etish; ...qurilgan yangi imoratlar haqida statistik ma'lumot tayyorlash; .....ulug‘ voqelik bo‘lganligini aytib o‘tish va h.k.);

- hujjatda aks etayotgan narsalarning hajmi, vazni, o‘lchovi va shaklini tasvirlash (...katta daromad olinishi uchun harakat qilindi; seminar ishtirokchilari aylana stol atrofida suhbatlashishdi; ..... qalin mato ishlab chiqarish uchun dastgohlarga buyurtma berildi; .....uzun yo‘l qurish ishlari boshlandi; rejani qisqa

muddatda bajarish belgilandi; keng imkoniyatlar ochilishi kutiladi; ... baland inshoot qurilishiga jalb qilinadi va h.k.);

- makon va zamonni ifodalash (ertalabki badantarbiya mashqlari o‘tkazildi; qadimgi davr haqida ko‘rsatuv tayyorlandi; yozgi ta'til boshlanganini ma'lum qilish; bulturgi hosil to‘g‘risida tahliliy ma'lumot tayyorlandi va h.k.).

Nisbiy sifatlar hujjatlarda ko‘rsatilayotgan ma'lum bir atama va terminlarni ifodalovchi so‘z birliklarida ham faol qo‘llaniladi. Masalan, ilmiy (ish)ning natijalari to‘g‘risida axborot berildi; devoriy (gazeta)da e'lon qilindi; davriy (nashr) orqali ma'lumotlar berib boriladi; moliyaviy (mablag‘) ko‘rsatkichlari aytib o‘tildi; moddiy (rag‘batlantirish) masalasi ko‘rib chiqildi; majburiy (shartlar) haqida to‘liq axborot aytildi kabilar.

Shu o‘rinda aytish kerakki, hujjatlar matnida sifat turkumiga oid so‘zlarni o‘z o‘rnida to‘g‘ri qo‘llamaslik hujjat tilining g‘alizligini keltirib chiqarishi mumkin. Masalan, xizmat xatining bir turi bo‘lgan so‘rov xati matnida ishlatiladigan “... mahsulot ishlab chiqarishning yuqori ko‘rsatkichi haqida ma'lumot berishingiz so‘raladi” qolipidagi “yuqori ko‘rsatkich” birikmasi o‘rnida “baland ko‘rsatkich”, “unumdor ko‘rsatkich” yoki “yaxshi ko‘rsatkich” birliklarini ishlatish mazmunan xato sanaladi. Ayniqsa, hujjatlar matnida sifat turkumiga oid sinonomik so‘zlar qatoridan foydalanishda har bir so‘zga yuklangan ma'noni to‘g‘ri idrok qila bilish va o‘z o‘rnida to‘g‘ri ishlatish zarur. Xizmat xatlari mazmun jihatdan ko‘rsatmalar, so‘rovlar, javoblar, tushuntirishlar, xabarlar, takliflar, iltimoslar, kafolatlar berishga mo‘ljallangan bo‘lib, hujjat matnidagi har so‘z yoki jumla mazmuni ham ravshan bo‘lishi kerak. Hujjatlar matnida uzun jumlalar, murakkablashgan, uyushiq bo‘lakli gaplar, ergashgan qo‘shma gaplar ko‘p qo‘llanadi. Bunday murakkab jumlalar qismlarini bog‘lash uchun biriktiruvchi, ergashtiruvchi bog‘lovchilar (.....va....; ...shunday bo‘lsa ham; .....hamda.....; asoslariga ko‘ra ...; shu sababli .....; sharti bilan .....; shunday tarzda .....; shunday holatda.....; shu sababli...; shu tufayli....haqiqatdan ham..... va boshqalar) ravishdosh, sifatdoshli birikmalar (...shunga asoslanib aytish; ....kelishib hal qilish;)dan foydalaniladi.

Xizmat yozishmalari davlatlar, idoralar, tashkilotlar, korxonalar o‘rtasida, shuningdek, bir tomondan shaxs, boshqa tomondan jamiyat, davlat, muassasa o‘rtasida o‘rnatiladigan rasmiy munosabatlar sohasiga xizmat qiladi. Shuning uchun rasmiy ma'noga ega bo‘lgan har bir so‘z, har qanday grammatik qurilish, manzil egasiga juda muhim ahamiyatga ega bo‘lgan xabarni olganligini, unga jiddiy va mas'uliyatli munosabatda bo‘lishi, u yoki bu vazifani bajarishi kerakligini bildiradi.

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O’ZBEK MEDIADISKURSINING LINGVOPRAGMATIK XUSUSIYATLARI: NUTQ AKTLARI TAHLILI

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O’zbekiston davlat jahon tillari universiteti mustaqil izlanuvchisi

Annotatsiya. Ushbu maqola o’zbek mediadiskursida nutq aktlarini nazariyasining namoyon bo’lishini pragmatik jihatdan tahlil qilishga bag’ishlangan. Tadqiqotda J.L.Ostin va J.Serl tomonidan ishlab chiqilgan nutq aktlarining asosiy turlari(assertivlar, direktivlar, ekspressivlar, komissivlar va deklarativlar) o’zbek ommaviy axborot vositalari materiallari misolida ko’rib chiqiladi. Maqolada har bir nutq akti turning o’zbek mediadiskursidagi lingvistik xususiyatlari, kommunikativ maqsadlari va auditoriyaga ta’siri aniqlanadi. Tahlil jarayonida nutq konteksti va diskursiv omillarning ahamiyati ham ko’rsatib o’tiladi. Tadqiqot natijalari o’zbek tilshunosligida mediadiskursni pragmatik nuqtai nazardan o’zrganishga qiziqish bildirgan tadqiqotchilar uchun foydali manba vazifasini o’taydi.

Kalit so’zlar: o’zbek mediadiskursi, nutq aktlari nazariyasi,nutq aktlari, assertivlar, direktivlar, ekspressivlar, komissivlar, deklarativlar,pragmatik tahlil, kommunikatsiya, lingvistik xususiyatlar.

Kirish .Tilshunoslik sohasida hozirgi kunda ko’plab olimlar tomonidan ilmiy tadqiqotlar olib borilayotgan, dunyo va mahalliy tilshunoslar tomonidan katta va o’ziga xos qiziqishga sabab bo’layotgan,fan sohasida nisbatan anchagina yangi va navqiron bo’lgan lingvopragmatika yo’nalishi o’zbek tilshunos olimlarini ham bee’tibor qoldirmadi. Lingvopragmatika tushunchasining o’ziga, aynan kelib chiqish tarixiga nazar soladigan bo’lsak, yuqorida ta’kidlaganimizdek, anchagina yosh va hali olimlar tomonidan ochilib ulgurmagan, tadqiq qilinmagan bir talay ilmiy yangiliklarga ega ekanligini ta’kidlashimiz mumkin.

Adabiyotlar tahlili va metodologiya Tadqiqot davomida o’rganilgan, tahlil qilingan, ilmiy ishlar, ko’plab maqolalar shuni ko’rsatadiki, lingvistikaning bu yo’nalishi dastlab Yevropa tilshunosligida yuzaga kelib, yevropa olimlarining bir

qancha ilmiy ishlari, maqolalarida uning ta'rifi yoritib berilishga, uni bir necha rakurslardan o'rganilishiga sabab bo'lgan. Boshqa bir qancha fan sohalari singari lingvopragmatika o'z –o'zidan alohida fan tarmog'i bo'lib shakllanishidan oldin, ya'ni pragmatika termining hozirgi zamonaviy tilshunoslikda yuzaga kelib, olimlar tomonidan faol qo'llanilishi bir qancha etaplarni bosib o'tishga sabab bo'lgan. Pragmatika yo'nalishining ilk asoschilaridan biri Charlz Morris avvalo, belgilar ilmining umumiy shaklini yoki semiotika fanini o'rganish barobarida tadqiqotning uchta bir-biridan farq qiladigan tarmoqlarini: **sintaktika (yoki sintaksis**), ya'ni, "belgilarning bir- biri bilan formal munosabati ilmini", **semantika** –" lingvistik belgilarning ular qo'llaniladigan ya'ni anglatadigan obyektlar bilan munosabati ilmi"(ularning ma'nolari), va **pragmatika**, ya'ni "belgilarning tarjimonga munosabati ilmi" ni ajratib ko'rsatadi. [Levinson, 2008:1]

Charlz Morrisning bu boradagi fikrlari, qarashlari biroz umumiyroq bo'lganligi, hamda pragmatikaning vujudga kelishini bevosita semantika bilan bog'laganligi jihatdan, aniq bir lingvopragmatika sohasini to'laligocha yoritib berilgan ta'rif deb baholay olmaymiz.

S.Levinson o'zining "Pragmatika" nomli kitobida, ushbu til sohasining kelib chiqishi haqida bir qancha olimlarning qarashlari, nazariyalarini taqdim etar ekan, Ch.Morris, Karnap, Martin, Bar-Hillel, Montag kabilarning ilmiy fikrlarini tahlil qilib, xulosa qiladiki, Pragmatika atamasining keng qo'llanilishi, bevosita Morrisning semiotikaning bir bo'limidan ajralib chiqqan nazariyasiga asosan psixologik va sotsiologik hodisalarning ulkan doirasini o'rganish yoki, Karnapning anglashicha, agentlarga ishora qiluvchi ma'lum bir tushunchalarni o'rganish, yoki hozirgi kunda pragmatikaning o'rganilishining asosi bo'lib xizmat qilayotgan Angliya-Amerika tilshunosligi va falsafasidagi qarash va nazariyalar bilan bog'liq deb hisoblaydi. U o'zining "Pragmatika" kitobida, pragmatika tushunchasiga izoh berishga, ta'riflashga harakat qiladi. "Pragmatika til va kontekst o'rtasidagi grammatiklashtirilgan yoki til tuzilishida kodlangan munosabatlarni o'rganish ilmidir, boshqacha qilib aytganda, pragmatika til va kontekst o'rtasidagi munosabatlarning grammatikani yozishga taalluqli jihatlarini o'rganishdir, deyish mumkin" [Levinson 2008:9]

Yana bir, zamonaviy lingvistik pragmatikaning ko'zga ko'ringan olimlaridan biri Y.Mey, tilshunoslikning bu sohasiga "lingvistika deb nomlanuvchi ulug' bir fan sohasining eng yosh subdistiplinasi" deb ta'rif beradi.[Mey 1994:3261]. Gunter Senft o'zinining "Pragmatikani tushunish" (2014)kitobida keltirishicha, Mey va yana boshqa bir qator olimlar pragmatikaning yuksalishi va uning 1970-yillardan beri mashhurligi va ta'sirining o'sib borishiga hech bo'lmaganda qisman Amerika struktur tilshunosligining rivojlanishiga reaksiya sifatida qarashadi, bu esa Noam Xomskyning "mutlaqo bir xil nutq hamjamiyatida ideal so'zlovchi/tinglovchi" tushunchalarini yaratishi bilan yakunlangan[Xomskiy 1965:3]

O’zbek pragmalingvistikasining shakllanishida professor M.Hakimovning fundamental “O’zbek pragmalingvistikasi asoslari” monografiyasining tahlili shuni ko’rsatadiki, Hakimovning qarashlariga ko’ra, pragmatikaning falsafiy ildizlari Ch.S.Pris, J.R.Ostin, J.R.Serl kabi olimlarning g’oyalari bilan bog’lanadi hamda nutqiy akt nazariyasi, ma’noning pragmatik tahlili, referentsiya tushunchalarining o’zbek tilshunosligi uchun nazariy ahamiyati ochib beriladi. Muallifning semantika va pragmatikaning farqini V.V.Petrov qarashlari orqali tushuntirishi, o’zbek tilidagi kommunikativ jarayonlarni tahlil qilishda kontekstual omillarning chuqur tahlili zarurligini ko’rsatadi. Monografiyada pragmalingvistikaning umumiy (kontekst, nutqiy etiket, sotsial xoslanish,modal aspektlar, diskurs nazariyasi, presuppozitsiya) va xususiy masalalari o’zbek tili materialida keng yoritiladi. Xususan presuppozitsiyaning kommunikativ jarayondagi roli va uning o’zbek tilidagi lingvistik vositalar orqali ifodalanishibatafsil tahlil etiladi. Professor M.Hakimovning ushbu fundamental ishi o’zbek tilshunosligida pragmatik tadqiqotlar uchun mustahkam nazariy platforma yaratdi va keying ilmiy izlanishlarga yo’l ko’rsatdi.

Natijalar. Lingvopragmatikaning zamonaviy lingvistika doirasidagi o’rni va ahamiyatini chuqur tahlil qilish, uning markaziy tushunchalari-nutq aktlari, implikatura, deksis va presuppozitsiyalarni ilmiy asosda tadqiq etish orqali yanada kengroq yoritiladi. Bu tushunchalarning mohiyatini ochish, ular bo’yicha mavjud olimlar qarashlari va nazariyalarini sintez qilish, shunindek, o’zbek va ingliz tillari misolida ularning namoyon bo’lish xususiyatlarini qiyosiy o’rganish lingvistik tadqiqotlarning dolzarb vazifalaridan biridir.

Nutq aktlari nazariyasi, lingvopragmatikaning fundamental yo’nalishi sifatida, tildan kommunikativ maqsadlarda foydalanish jarayonida so’zlovchilar tomonidan amalga oshiriladigan harakatlarni o’rganadi. Nutq akti deganda, so’zlovchining muayyan lingvistik ifoda orqali bajaradigan kommunikativ harakati tushuniladi.Bu harakat faqat so’zlarni aytish bilan cheklanib qolmasdan, balki so’zlovchiga ta’sir o’tkazish, munosabat bildirish, majburiyat olish yoki ijtimoiy aloqa o’rnatish kabi turli xil maqsadlarni ko’zlaydi. Nutqiy akt nazariyasining tamoyillari, obyektlari shakllanishida ikki buyuk tilshunos olimlarning ishlarini ta’kidlamay iloj yo’q. L.Ostinning 1962 yilda yaratilgan “How to do things with words” ilmiy asari hamda ozgina o’tib, L.Ostinning g’oyalarini rivojlantirgan olim sifatida qaraladigan J.Serlning ilmiy nazariyalari hozirgi kundagi nutqiy aktlar tadqiqi yo’nalishida olib borilayotgan izlanishlarga asos poydevor bo’lib xizmat qilyapti.

Nutq aktlari nazariyasining asosiy tamoyillari J.L.Ostinning “How to Do Things with Words” (1962) asarida shakllantirilgan bo’lib, u har bir nutqiy ifodaning uchta asosiy jihatini ajratib ko’rsatgan. Bu uchlik lokutsiya, illokutsiya va perlokutsiya jarayonlaridir. Lokutsiya, o’z navbatida so’zlovchi tomonidan ijro etiladigan, ma’lum bir ma’noni ifodalash uchun xizmat qiladigan grammatik,fonetik, leksik hamda sintaktik birliklarni aytish jarayoni sifatida ta’riflansa, illokutsiya-so’zlovchining o’z nutqi orqali amalga oshiradigan aniq kommunikativ

harakati(masalan, so'rash, buyurish,va'da berish, maqtash, uzr so'rash va h.k). Illokutsion kuch nutq aktining asosiy pragmatik mazmunini tashkil etish xarakteriga ega. Perlokutsion akt esa o'z navbatida, nutq aktining tinglovchiga ta'siri yoki unda keltirib chiqaradigan natija sifatida namoyon bo'ladi. Dunyo tilshunosligida nutqiy aktlar klassifikatsiyasiga bo'lgan qarashlar turli-tuman, ammo ularning orasida "illokutsion akt" larning eng yaxshi ta'rifi sifatida qaraladigan klassifikatsiya esa, J.L.Ostinning shogirdi hisoblangan J.Serlga qarashlidir. J.Serl o'zining "Illokutsion aktlarning klassifikatsiyasi" asarida quyidagicha izohlagan:

Assertivlar: bu turdagi nutq aktlari asosan biror bir voqelik haqida ma'lumot berish yoki fikr bildirishda namoyon bo'ladi.(ta'kidlash, xabar berish, taxmin qilish, ko'rsatish ya'ni biror narsaga e'tibor qaratish, ishontirish). Ushbu illokutsion akt turiga o'z tadqiqotimizdan kelib chiqib yondashadigan bo'lsak, o'zbek mediadiskursida quyidagicha ko'rinishga ega bo'ladi:

"Tibbiyot sohasida kadrlar tayyorlash tizimini tubdan takomillashtirish chora-tadbirlari to'g'risida" gi president qarori bilan Toshkent davlat tibbiyot universiteti tashkil etiladi. Hujjatda qayd etilishicha, turdosh yo'nalishdagi OTMlarni ularning quvvati ilmiy salohiyati va boshqa ko'rsatkichlaridan kelib chiqib yiriklashtirish hamda tibbiy ta'lim tizimida kadrlar tayyorlashni samarali tashkil etish maqsad qilingan.[Daryo.uz 24-aprel,2025]

Berilgan ushbu mediadiskurs namunasi sifatida olingan xabardan anglashiladiki, xabarning

"Tibbiyot sohasida kadrlar tayyorlash tizimini tubdan takomillashtirish chora-tadbirlari to'g'risida" gi prezidenti qarori bilan Toshkent davlat tibbiyot universiteti tashkil etiladi." Parchasida assertiv aktning yaqqol namoyon bo'lishini ko'rishimiz mumkin. Bu yerda, davlat rahbari nomidan rasmiy bayonot berish bilan birgalikda *"Toshkent davlat tibbiyot universiteti tashkil etiladi"* degan ifoda orqali kelajakda sodir bo'ladigan faktni tasdiqlamoqda. Bu orqali o'quv muassasasining tashkil etilishi muqarrarligi e'lon qilinmoqda.

Xabarning keyingi, *"Hujjatda qayd etilishicha, turdosh yo'nalishdagi OTMlarni ularning quvvati, ilmiy salohiyati va boshqa ko'rsatkichlaridan kelib chiqib yiriklashtirish hamda tibbiy ta'lim tizimida kadrlar tayyorlashni samarali tashkil etish maqsad qilingan."* qismida esa assertiv aktning *"Hujjatda qayd etilishicha"* iborasi orqali xabarda keltirilayotgan ma'lumotning rasmiy manbaga asoslanganligini tasdiqlab kelayotganini ko'rishimiz mumkin. Keyingi *"OTMlarni…yiriklashtirish hamda….samarali tashkil etish maqsad qilingan"* iborasida esa, qarorning yuzaga kelishidan ko'zlangan aniq, muqarrar maqsadni bayon qilish vazifasi turibdi. Bu, shu bilan birgalikda, kelajakdagi rejalashtirilgan ishlarning tasdig'i sifatida ham qaralishiga, hamda qarorda berilgan maqsadning muhimligiga urg'u berilmoqda.

Illokutsion aktlarning klassifikatsiyasiga ko'ra, keyingi turlari *direktivlar, ekspressivlar, deklarativlar* hamda *komissivlar*dan iborat. Endigi tahlillarimizni ushbu nutqiy akt turlarining o'zbek mediadiskursida qanday ko'rinishga ega bo'lishini pragmatik jihatdan tahlil qilishga qaratamiz.

Direktivlar: Illokutsion aktlarning bu turi asosan tinglovchini biror harakatni bajarishga undash, biror bir harakatga yo'naltirish kabi vazifalarni bajaradi. Bu turdagi nutq aktini insonlar orasidagi buyurish, so'rash, maslahat berish, iltimos kabi muloqot holatlarida kuzatishimiz mumkin. Ushbu akt turiga misol qilib, ma'rifat.uz saytidagi 14.02.2025 sanasida joylashtirilgan "Sog'lom inson-sog'lom millat" umummilliy harakati start oldi" nomli maqolani tahlil qilib o'tamiz.

.....Bugungi kunda boshoqli, donli mahsulot va meva-sabzavotlar iste'moli kamayib, tuzli, shak arli mahsulotlarga ehtiyoj ortib boryapti. Buning oldini olish maqsadida, "Sog'lom inson-sog'lom millat" umummilliy harakati boshlandi.

Ushbu xabarni tahlil qiladigan bo'lsak, direktiv akt turning bevosita namunasi sifatida *Buning oldini olish maqsadida, "Sog'lom inson-sog'lom millat" umumilliy harakati boshlandi* jumlasini olishimiz mumkin. Bu jumlaning direktivlik darajasi yengil, e'lon qilish orqali yo'naltirishga qaratilgan bo'lib, bu gapdan anglashiladiki, sog'lom millat yaratishga qaratilgan harakat allaqachon boshlangani haqida e'lon qilinmoqda. Bu gapning imperativlik darajasi u darajada namoyon bo'lmasada, gapdan ko'zlanilgan maqsad jamiyatni ushbu harakatga e'tibor qaratishga hamda, uning doirasidagi tadbirlarni qabul qilishga yo'naltirishdir. Aynan shu xabarning davomi hisoblangan quyidagi jumlalarda esa direktiv aktning namoyon bo'lishini tahlil qilib ko'ramiz.

"……Unda: Sog'lom ovqatlanish va jismoniy faollik targ'iboti bilan har bir oilani qamrab olinishi, xalqchil va ta'sirchan ijtimoiy roliklar tayyorlab har kuni markaziy telekanallarda namoyish lozimligi ta'kidlangan. Shuningdek endi har bir maktabda yakkakurash va jamoaviy olimpiya sport turlari bo'yicha kamida bittadan to'garak bo'lishi shartliligi belgilandi" Xabarning bu parchasida direktivlik darajasi kuchliroq, lozimlikni ifodalash orqali yo'naltirish*(majburiyat yuklash)* ma'nolarida namoyon bolmoqda. Ayniqsa, bu yerdagi *lozimligi ta'kidlangan* iborasi aniq direktiv ma'noga ishora qilyapti. Kimga yoki qaysi tashkilotga bu vazifa yuklatilgani aniq aytilmagan bo'lsa ham, sog'lom ovqatlanish va jismoniy faollikni targ'ib qilish bilan jamiyatimizdagi har bir oilani qamrab olish va OAVlarda turlicha ijtimoiy videoroliklar tayyorlab namoyish qilish zarurligi ta'kidlanmoqda. Yanada chuqurroq tahlilga yondashadigan bo'lsak, direktiv aktning *talab qilish* va *tavsiya qilish* turlarining faol ishtirokini ko'rishimiz mumkin.Bunga qo'shimcha ravishda esa, direktiv aktning asosiy vazifalaridan biri hisoblangan undash va yo'naltirish, da'vat qilish ma'nosi ayni shu jumlada yaqqol ko'zga tashlanadi, ya'ni bundagi da'vat tegishli organlar va shaxslarga nisbatan aniq yo'naltirilgan.

Shuningdek endi har bir maktabda yakkakurash va jamoaviy olimpiya sport turlari bo'yicha kamida bittadan to'garak bo'lishi shartliligi belgilandi" mediadiskursning

ushbu parchasi direktiv aktning *buyurish, belgilab qo'yish* kabi turlari ishtirokining guvohi bo'lishimiz mumkin. *"Shartliligi belgilandi"* iborasi aniq buyruqni yoki majburiy qoidani o'rnatish uchun xizmat qilmoqda.

Ekspressivlar: Bu turdagi illokutsion aktlar asosan so'zlovchining psixologik holatini ifodalash uchun xizmat qiladi. Bularga misol qilib, so'zlashuvchilar muloqotidagi minnatdorchilik bildirish, tabrilash, kechirim so'rash, afsuslanish kabi nutqiy aktlarni keltirishimiz mumkin. O'zbek mediadiskursida esa, bu turdagi illokutsion aktlarning namoyon bo'lishini "Xalq so'zi" gazetasining 22.04.2025yildagi sonidagi "Ziyolilik-Mansabmi, martabami, mas'uliyatmi" nomli maqoladan olingan parchani tahlili orqali ko'rib chiqishimiz mumkin.

Dunyo uzra hukm surayotgan globallashuv ming yillik qadriyatlar, tamoyillar, talablar mazmun-mohiyatini, maqsadini, muddaosini ayovsiz o'z domiga tortmoqda. Bu jarayonlar asta sekinlik bilan, zamonaviy axborot texnologiyalari ko'magida goho ochiqcha, goho yashirin amalga oshirilmoqda. "Buning nimasi ajablanarli?" deganlarga shoshilmaslikni maslahat berardim.

Ushbu parchada ekspressivlikning yuzaga chiqishi bevosita, muallifning o'quvchiga bo'lgan savoli orqali ifodalanyapti. Bunda muallif, maqolani o'qib turgan mutolaachiga ajablanishga shoshilmaslikni, bo'layotgan voqea-hodisalarga teranroq qarash kerakligini bir paytning o'zida direktiv nutq akt orqali ekspressivlikning kuchli darajasi orqali ifodalashga harakat qilyapti. Bunda muallif o'zining ehtiyotkorligini, ogohlikka chaqirish istagini ifodalab kelyapti. *"Shoshilmaslikni maslahat berardim"* iborasi bir qarashda muloyimlik bilan aytilgan bo'lsada, uning zamirida muammmoning jiddiyligiga ishora borligini ko'rishimiz mumkin. Bu o'quvchini fikrlashga, mulohaza qilishga, qaysidir ma'noda, milliy qadriyatlarimizga o'tkazilayotgan turli ma'naviy tazyiqlarga jiddiyroq qaashga hamda buni oldini olish uchun birday harakat boshlashga ham aqlan, ham ma'nan undaydi.

Xuddi shu maqolaning keyingi qismiga e'tibor qaratadigan bo'lsak, *"Unutmasligimiz kerakki, qadriyatlarning yo'qolib borishi zamirida millatni o'zligidan uzoqlashtirishday yovuz maqsad yotibdi."*

Bu parchada assertiv nutq aktiga tegishli bo'lgan ogohlantirish, ta'kidlash ma'nosi zamirida, kuchli ekspressiv bo'yoqqa egalikni ko'rishimiz mumkin. "*Unutmasligimiz kerakki"* iborasi muallifning bu fikrga qanchalik ahamiyat berayotganini ko'rsatadi. Yana bir ekspressivlikni yaqqol namunasi sifatida eptetni ishlatilganini misol qilishimz mumkin. Ya'ni, *"yovuz maqsad"* epiteti, muallifning bu jarayonga nisbatan kuchli salbiy munosabatini, nafratini ifodalab kelyapti. Ayni shu jumlalarning muallif tomonidan mohirona qo'llanilishi, globallashuv jarayonidagi milliyligimizga qaratilayotgan tahdidlarga nisbatan muallifdagi sal'biy munosabat, nafratning bevosita ushbu maqolani o'qiyotgan o'quvchida ham yuzaga kelishi, uning yuragida, ongida hislarida nafratning paydo bo'lishiga, muallifning

sal’biy munosabati osonlik bilan o’quvchiga ko’chishiga yaxshigina turtki vazifasini bajaradi.

“Bu o’rinda “yotibdi” so’zini biz shartli ravishda qo’llayapmiz. Aslida, u yotgani yo’q allaqachon o’rnidan turgan. Yuryapti, hatto yuguryapti”

Maqolaning ushbu qismi naqadar ekspressivlikka to’laligini, bir o’qishdayoq anglash qiyin emas. Bu yerda muallif *“yotibdi”* so’zini shartli ekanligini ta’kidlab, keyin vaziyatning yanada jiddiyligini metaforalar orqali kuchaytiradi: *“o’rnidan turgan”, “yuryapti, hatto yuguryapti”.* Bu metaforalar globallashuv jarayonining faolligini, tezligini va xavfliligini emotsional tarzda yetkazadi. Ushbu metaforik tasvirlash retorik strategiya sifatida ahamiyatga ega bo’lib, o’quvchiga kuchli emotsional ta’sir o’tkazadi va muallifning pozitsiyasini kuchaytiradi.

Komissivlar: Bu gapiruvchining kelajakda biror harakatini bajarish majburiyatini olganligini ifodalaydi. Bularga va’da berish, taklif qilish, qasamyod qilish kabi aktlar kiradi. Bu turdagi nutq aktlarini mediadiskursda taqdim etilgan prezident nutqlari, deputatlar nutqlarida ko’rishimiz mumkin. Kun.uz saytining 26.04.2025yil sanasida joylangan *“Tramp o’tgan juma Rossiya-Ukraina muzokaralari uchun yaxshi kun bo’lganini aytdi”* sarlavhali postidagi Trampning nutqiga komissiv akt turning tahliliga namuna sifatida qaralsa bo’ladi:

“Hoziroq qon to’kilishini to’xtating. Biz bu shafqatsiz va ma’nosiz urushni tugatishga yordam berish uchun qayerda kerak bo’lsa, shu yerda bo’lamiz ”

Donald Trampning *Truth* ijtimoiy tarmog’idagi ushbu qisqa xabarining tahlili shuni ko’rsatadiki, hozirgi kunda zamonaviy siyosiy diskursning o’ziga xos xususiyatlarini, xususan ijtimoiy media platformalarining diplomatik va siyosiy bayonotlar uchun muhim maydonga aylanganini namoyon etadi. Ushbu gapda, Donald Tramp *“Biz”* olmoshi orqali AQSHni nazarda tutib, kelajakda ushbu urushni tugatishga yordam berish uchun harakat qilishga tayyorligini va’da qilmoqda, yoki majburiyat olmoqda. *“Qayerda kerak bo’lsa, shu yerda bo’lamiz!”* degan ibora bu majburiyatning qanchalik keng qamrovli ekanligini ko’rsatadi.

Deklarativlar: Bu turdagi nutq aktlari gapirilishi bilan voqelikni o’zgartiradigan nutq aktlari hisoblanadi. Bularga tayinlash, e’lon qilish, nikoh o’qish, ishdan bo’shatish kabi aktlar kiradi. Telegram ijtimoiy platformasidagi *Edu.uz* ta’lim yangiliklari axborot kanalidan olingan quyidagi manbada deklarativ aktlarning namoyon bo’lishini ko’rib chiqamiz.

“Tibbiyot sohasida kadrlar tayyorlash tizimini tubdan takomillashtirish chora-tadbirlari tog’risida” gi Prezident qarori (PQ-149-son, 22.04.2025-y) qabul qilindi.

Qarorga ko’ra:

-Toshkent tibbiyot akademiyasi, Toshkent pediatriya tibbiyot instituti va Toshkent stomatologiya institute negizida Toshkent davlat tibbiyot universiteti tashkil etiladi;

-Toshkent tibbiyot akademiyasining markaziy ilmiy-tekshirish laboratoriyasi negizida Tibbiyot ilmiy-innovatsiontadqiqot institute faoliyati yo'lga qo'yiladi"

O'zbekiston Respublikasi Prezidentining 2025-yil 22-apreldagi PQ-149-sonli *"Tibbiyot sohasida kadrlar tayyorlash tizimini tubdan takomillashtirish chora-tadbirlari to'g'risida"* gi qaroridan olingan ushbu xabar o'zbek qonunchilik diskursida deklarativ aktlarning muhimligini namoyon etadi. Deklarativ nutq aktlarining asosiy vazifasi biron bir voqelikni o'zgartirish xususiyatiga ega bo'lib, albatta bu borada muayyan institutsional kontekst va vakolatli shaxsning bayonoti muhim rol o'ynaydi. Ayni berilgan xabarda esa, Prezident qarori O'zbekiston Respublikasining oily davlat organi tomonidan qabul qilinishi, bayonotning institutsional kuchini va ijtimoiy voqelikni o'zgartirish potensialini belgilaydi.

-Toshkent tibbiyot akademiyasi, Toshkent pediatriya tibbiyot instituti va Toshkent stomatologiya institute negizida Toshkent davlat tibbiyot universiteti tashkil etiladi;

Davlatimiz prezidentining ushbu bayonotida J.Serlning klassik deklarativ aktiga to'liq muvofiqlikni ko'rishimiz mumkin. Vakolatli organ (Prezident Qarori orqali) uchta alohida ta'lim muassasasini birlashtirib, yangi bir institutsional tuzilmani – Toshkent davlat tibbiyot universitetini tashkil etmoqda. Bu bayonot orqali yangi ijtimoiy- huquqiy voqelik yaratildi.

Muhokama

J.Serl klassifikatsiyasiga ko'ra, nutq aktlarining turlicha namoyon bo'lishini mediadiskursda tadqiqot qilishimiz natijasida, bu aktlar naqadar nutqimizda, har bir maqsad, suhbatdan ko'zlangan niyatlarimizda faol ekanligini ko'rishimiz mumkin. Bu nutq aktlarning o'z vazifasi mavjudligi, har biri muloqot jarayonida tinglovchiga ma'lum bir ta'sir o'tkazish vazifasini bajarishini yuqorida keltirib o'tilgan namunalarda ko'rib chiqdik. Bu kabi tahlillarda, nutq konteksti, diskursiv tahlillar hamda pragmatik jihatlar ham ahamiyatli ekanligini guvohi bo'ldik. Tahlildan olingan natijalarga ko'ra, o'zbek ommaviy axborot vositalari materiallarida nutq aktlarining barcha asosiy turlari faol qo'llaniladi, biroq ularning pragmatic realizatsiyasi madaniy-lingvistik kontekstning o'ziga xos xususiyatlari bilan belgilanadi. O'zbek mediadiskursidagi nutq aktlarining pragmatik interpretatsiyasi nafaqat ularning lingvistik shakliga, balki kengroq sotsiokultural kontekstga ham bog'liq. Kommunikativ muvaffaqiyatga erishish uchun kommunikator auditoriyaning madaniy normalari, qadriyatlari va kommunikativ kutuvlarini hisobga olishlari zarur.

Xulosa.

O'zbek mediadiskursida nutq aktlari nazariyasini pragmatic jihatdan o'rganish shuni ko'rsatadiki, ushbu aktlar ommaviy axborot vositalari xabarlarining kommunikativ samaradorligini ta'minlashda muhim rol o'ynaydi. Maqolada tahlil qilingan misollar orqali assertivlar axborot yetkazish va faktlarni tasdiqlashda, direktivlar auditoriyani muayyan harakatga undashda, ekspressivlar muallifning munosabatini ifodalashda, komissivlar kelajakdagi harakatlar bo'yicha majburiyatni olishda, deklarativlar esa

voqelikni o’zgartirishda faol qo’llanilishi namoyon bo’ldi.Tadqiqot shuningdek, nutq aktlarining turlari, va ularning pragmatik funksiyalari mediadiskursning janri, konteksti va kommunikativ maqsadlariga bog’liq ekanligini ko’rsatdi.Kelgusida o’zbek mediadiskursida nutq aktlarining janr xususiyatlarini, ularning diskurs tuzilishidagi o’rnini va turli kommunikativ strategiyalardagi rolini chuqurroq o’rganish muhim ahamiyat kasb etadi. Shuningdek, nutq aktlarining madaniyatlararo qiyosiy tahlili o’zbek kommunikativ xatti-harakatining universal va o’ziga xos jihatlarini aniqlashga yordam beradi.

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SUD DISKURSIDA INTERAKTIVLIK VA INSTITUTLARARO MULOQOT

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Annotatsiya

Mazkur maqola sud diskursida interaktivlik va institutlararo muloqotning pragmatik hamda lingvistik xususiyatlarini tahlil etishga bag‘ishlangan. Unda sudya, prokuror, advokat, guvoh kabi ishtirokchilarning kommunikativ rollari, ularning nutqiy strategiyalari va nutq aktlari asosida tashkil topgan muloqot turlari o‘rganiladi. Sud muloqotida tilning kuch va vakolatni ifodalovchi vosita sifatida ishlatilishi, institutlararo kuch dinamikasining til birliklarida qanday aks etishi keng yoritiladi. Shuningdek, sudda qo‘llaniladigan ritorik vositalar, savol-javob shakllari, emotsional va ehtiyotkorlik elementlari tahlil qilinadi. Ingliz va o‘zbek sud amaliyotlaridagi madaniy xususiyatlar ham qiyosiy asosda ko‘rib chiqiladi. Maqola zamonaviy pragmalingvistika asosida sud tilining ijtimoiy-va institutsional kontekstda shakllanishini yoritib beradi.

Kalit so‘zlar: Sud diskursi, interaktivlik, institutlararo muloqot, lingvopragmatika, nutq aktlari, kommunikativ strategiyalar, ritorik vositalar, til orqali kuch ifodasi, sud ishtirokchilari roli, madaniy xususiyatlar, huquqiy muloqot.

Interactivity and Inter-Institutional Communication in Courtroom Discourse

Abstract

This article is devoted to the analysis of pragmatic and linguistic features of interactivity and inter-institutional communication in courtroom discourse. It examines the communicative roles of courtroom participants—judges, prosecutors, defense attorneys, and witnesses—and explores types of interaction based on speech acts and rhetorical strategies. The study highlights how language functions as a means of expressing power and authority, and how institutional hierarchy is reflected in linguistic units. Special attention is given to rhetorical devices, question–answer

structures, emotional and cautious expressions used during trials. The article also presents a comparative analysis of the cultural aspects of courtroom discourse in English and Uzbek legal practice. Based on modern pragmalinguistic approaches, the study reveals how courtroom language is shaped within a socio-institutional framework.

Keywords: Judicial discourse, interactivity, interinstitutional communication, linguopragmatics, speech acts, communicative strategies, rhetorical devices, expression of power through language, role of court participants, cultural characteristics, legal communication.

Интерактивность и межинституциональная коммуникация в судебном дискурсе

Аннотация
Настоящая статья посвящена анализу прагматических и лингвистических особенностей интерактивности и межинституционального общения в судебном дискурсе. Рассматриваются коммуникативные роли участников — судьи, прокурора, адвоката, свидетеля, — а также формы взаимодействия, основанные на речевых актах и стратегиях. Раскрываются способы выражения власти и полномочий через язык, а также то, как институциональная иерархия отражается в речевых единицах. Особое внимание уделено риторическим средствам, вопросам-ответам, эмоциональным и осторожным элементам речи. В статье также проводится сопоставительный анализ культурных особенностей судебного дискурса в английской и узбекской правовой практике. Исследование опирается на современные подходы прагмалингвистики и освещает формирование судебного языка в социально-институциональном контексте.

Ключевые слова: Судебный дискурс, интерактивность, межинституциональная коммуникация, лингвопрагматика, речевые акты, коммуникативные стратегии, риторические приемы, выражение власти посредством языка, роль участников суда, культурные особенности, правовая коммуникация.

Kirish. Zamonaviy tilshunoslikda diskurs, ayniqsa institutsional diskurs turlaridan biri bo‘lgan sud diskursi dolzarb tadqiqot yo‘nalishlaridan biri sifatida namoyon bo‘lmoqda. Sud jarayoni – bu faqatgina huquqiy faoliyat emas, balki qat’iy ijtimoiy va pragmatik tamoyillarga asoslangan kommunikativ hodisa hamdir. Sud zalida yuz beradigan muloqotlar turli darajadagi institutsional ishtirokchilar o‘rtasida amalga oshadi: sudya, prokuror, advokat, ayblanuvchi, guvoh va boshqalar. Ular o‘z kommunikativ rollari doirasida o‘zaro muloqotga kirishadilar. Ushbu muloqotlar interaktivlikka va institutlararo diskursga asoslanadi. Mazkur maqolada sud

diskursida interaktivlik mohiyati, u orqali yuzaga keladigan nutq jarayonlari va institutsional pozitsiyalarning til vositalari orqali qanday ifoda topishi tahlil qilinadi.

1. Sud diskursining institutsional xususiyatlari

Sud diskursi institutsional nutq janri bo‘lib, qatnashchilar ijtimoiy maqomga ega. Institutlararo muloqotning birinchi xususiyati – bu rollarning qat’iy belgilanganligi va bu rollar orqali muloqotning asimmetrik tarzda kechishidir (Tkačuková, 2010: 52). Masalan, sudya savol beruvchi, boshqaruvchi rolida bo‘lsa, ayblanuvchi asosan javob beruvchi, passiv pozitsiyada bo‘ladi. Shu sababli sud muloqoti simmetrik emas, balki vertikal ierarxik tuzilishga ega.

Sud diskursining institutsional tabiati yana bir jihatdan nutq aktlarining tanlanishida namoyon bo‘ladi. Sud zalidagi har bir nutq jarayoni qonuniy va rasmiy qoidalarga asoslangan. Har bir ishtirokchi institut doirasidagi rasmiylikni saqlagan holda muloqotga kirishadi. Tashkiliy-huquqiy tartibotlar til vositalarida o‘z aksini topadi (Palashevskaya, 2017: 209). Bundan tashqari, qatnashchilarning tilga bo‘lgan yondashuvi institutsional maqomni aks ettiradi: masalan, sudya odatda neytral va obyektiv til uslubidan foydalanadi, bu esa uning va xolisligini namoyon etadi. Prokuror esa aniq ayblovlar, faktlarga asoslangan dalillar va kuchli ritorika orqali o‘zining institut doirasidagi maqsadini amalga oshiradi.

2. Interaktivlik: dialogik munosabat va rol taqsimoti

Interaktivlik – bu muloqot ishtirokchilarining o‘zaro real vaqt rejimida aloqa qilishi va javob reaksiyalarining mavjudligidir. Sud diskursida interaktivlik avvalambor sudya, advokat va prokurorning bir-biriga nisbatan bergan savollari, e’tirozlari, dalillari orqali yuzaga chiqadi.

Interaktivlik, odatda, quyidagi shakllarda ko‘zga tashlanadi:

- Savol-javoblar almashinuvi;
- Nutq aktlarining illokutsion kuchi orqali fikrni bosim bilan ifodalash;
- Qayta savol, bahsli mulohaza, inkor qilish, aniqlik kiritish kabi kommunikativ vositalar.

Tadqiqotchilar sud diskursini sahnalashtirilgan kommunikativ voqelik deb hisoblaydilar, bu yerda har bir aktyor o‘z rolini o‘ynaydi va bu rollar til birliklari orqali tan olinadi (Al-Saidi, 2020: 334). Shuningdek, interaktivlik darajasi guvohlarning ko‘rsatmalarida ham kuzatiladi. Guvohlar savollarga qanday tarzda javob berishlari, ularning nutqida qanday linguistik vositalar qo‘llanilishi, ularning xotira, emotsional holat, yoki muammoli holatlarga qanday munosabat bildirishi – bularning barchasi interaktivlikni kuchaytiradi. Sud jarayonida savollarning takroran

berilishi, javoblarning to‘liq bo‘lmasligi, noaniqliklar interaktivlikning ko‘rsatkichlaridan hisoblanadi.

3. Institutlararo muloqot: kuch va vakolat til vositalarida

Sud diskursida institutlararo muloqot – bu turli institutsional vakillar (masalan, advokatura va prokuratura) o‘rtasida kechadigan bahsli, biroq rasmiy dialogdir. Bu muloqotda til faqat aloqa vositasi emas, balki kuchni ifodalovchi resurs sifatida ishlatiladi. Discourse Analyzer (2025) manbasida ta’kidlanishicha, prokurorlar ayblovlarni kuchli nutq aktlari bilan bildiradilar, masalan, deklarativ va imperativ jumlalar, modal fe’llar (masalan, "u jinoyat sodir etdi", "aniq isbotlandi"). Advokatlar esa ko‘proq shubha uyg‘otuvchi yoki e’tiroz bildiruvchi til birliklaridan ("ehtimol", "dalil yetarli emas") foydalanadilar.

Sudya esa dialogni boshqaruvchi pozitsiyada turadi. Uning nutqi ko‘pincha bahoni bildiruvchi illokutsion kuchga ega bo‘ladi (masalan, "qaror qilindi", "rad etildi"). Bu institutlararo kuch dinamikasi muloqotdagi til birliklari orqali ifodalanadi. Institutlararo muloqotda ishonch hosil qilish, dialogni strategik yuritish, ma’lumotni manipulyativ yoki o‘ziga qulay tarzda taqdim etish kabi pragmatik usullar muhim ahamiyat kasb etadi.

4. Ritorik vositalar va kommunikativ strategiyalar

Institutlararo muloqotda ishtirokchilar nafaqat huquqiy bilim, balki til strategiyasi orqali ham ustunlikka erishishga harakat qiladilar. Ritorik vositalar – metafora, ritorik savollar, emotsional chaqiriqlar – bu strategiyalarning ajralmas qismidir.

Al-Saidi (2020) tomonidan olib borilgan tadqiqotda AQSh sudlarida advokatlar tomonidan ishlatilgan "jang", "kurash", "himoya qalqoni" kabi metaforalar orqali sud zalidagi vaziyatlar dramatik tus olgani ko‘rsatib berilgan. Bunday usullar tinglovchi (sudya yoki hakamlar hay’ati)ga emotsional ta’sir ko‘rsatish vositasi sifatida xizmat qiladi.

O‘zbek sudlarida esa ritorik strategiyalar ko‘proq ehtiyotkorlik va axloqiy chaqiriqlarga tayanadi: "O‘g‘limdek ko‘raman", "hayotingni o‘ylab ko‘r" kabi emotsional nutq birliklari ishtirok etadi. Bundan tashqari, advokatlar ba'zida o‘zining ijtimoiy maqomini yoki tajribasini eslatib, so‘zga ta’sir kuchini oshirishga harakat qiladi. Shu bilan birga, ritorik pauzalar, ovoz balandligining o‘zgarishi, intonatsiya kabi paralingvistik elementlar ham institutlararo muloqotda muhim o‘rin tutadi.

5. Madaniy farqlar va sud muloqotining lokal xususiyatlari

Sud diskursining interaktivlik darajasi va institutlararo muloqot uslubi har bir madaniyatda farq qiladi. Ingliz tilidagi sudlarda bahs kuchli va ochiq, shuningdek,

savollar ko‘proq bosim bilan beriladi. O‘zbek sud amaliyotida esa ehtiyotkorlik, madaniyatga xos muomala shakllari (yosh va lavozimga hurmat) interaktivlik darajasiga ta’sir qiladi. Palashevskaya (2017: 211) fikricha, madaniy omillar muloqot shaklini va dalil keltirish usullarini belgilaydi. Shuning uchun sud diskursining tahlilida lingvistik vositalar bilan bir qatorda madaniy semiotika ham hisobga olinishi zarur. Qolaversa, tarjima va mediatizatsiya qilingan sud diskurslari (masalan, sud zalidagi translatsiyalar, stenogrammalar) madaniy xususiyatlarning tilga qanday ko‘chirilishini ko‘rsatadi.

Xulosa qilib aytganda, sud diskursida interaktivlik va institutlararo muloqot bu faqat aloqa emas, balki kuch, vakolat, maqom va madaniyatning murakkab lingvistik ifodasidir. Ishtirokchilar o‘z kommunikativ strategiyalarini ijtimoiy maqom, institutsional rol va madaniy normalarga asoslangan holda tanlaydilar. Interaktivlik orqali muloqot samaradorligi, institutlararo munosabatlar orqali esa sud adolatining ta’minlanish darajasi belgilanadi. Shuning uchun sud diskursining pragmatik jihatlari chuqur tahlil etilishi zamonaviy lingvistika va huquqiy kommunikatsiya tadqiqotlari uchun dolzarb bo‘lib qoladi.

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FRAZEOLOGIK BIRLIKLARNING STILISTIK XUSUSIYATLARI: KONNOTATSIYA VA EKSPRESSIVLIK O’RTASIDAGI BOG’LIQLIK

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Annotatsiya Ushbu maqolada frazeologik birliklarning stilistik ekspressivlik hususiyati, ularning emotsional, baholovchan va konnotativ jihatlari lingvistik jihatdan tahlil etiladi. Konnotatsiya, uning turlari va frazeologik birliklarning uslubiy xususiyatlari namoyon bo‘lishidagi ahamiyatiga ta’rif beriladi. Maqolada, shuningdek, frazeologik vositalarning matndagi ta’sirchanlik darajasi, ularning funksional-stilistik imkoniyatlari, shuningdek, ekspressivlik vositasi sifatidagi o‘rni aniqlanadi. Bu esa, o‘z navbatida, tilning stilistik boyligini yanada chuqurroq anglashga, frazeologizmlarning kommunikativ va pragmatik xususiyatlarini yoritishga xizmat qiladi.

Kalit so’zlar: *frazeostilistika, ekspressivlik, konnotatsiya, baholovchan, emotsional va ekspressiv konnotatsiya*

Kirish

Zamonaviy tilshunoslikda til birliklarining nafaqat nominativ, balki ekspressiv, baholovchan va emotsional funksiyalarini o‘rganish dolzarb masalalardan biri hisoblanadi. Ayniqsa, frazeologik birliklar badiiy ifoda vositasi sifatida tilning boyligi va milliy mentalitetning ko‘zgusi sifatida katta ahamiyatga ega. Ular nafaqat til egalarining kundalik muloqotda his-tuyg‘ularini, munosabatini ifodalashda, balki adabiy matnlar, publitsistik hamda og‘zaki nutq uslublarida muhim stilistik yuklama vazifasini bajaradi.

Frazeologizmlar tarkibida ifodalangan ekspressivlik, emotsionallik va konnotativ ma’no darajalari tahlili til birliklarining mazmuniy kengligini, ularning muloqotdagi ta’sirchanligini aniqlashda muhim o‘rin tutadi. Tilshunos olimlar, jumladan, Sh. Bally, V.V. Vinogradov, N.A. Lukyanova, B. Yo‘ldoshev, G‘. Rahmatullayev, A. Madvaliev va boshqalar frazeologik birliklarning stilistik vazifalarini, ularning emotsional va ekspressiv rangdorligini tadqiq etganlar. Ammo frazeologik birliklarning aynan ekspressivlik ifodasidagi roli, ya’ni ularning stilistik ahamiyati va kommunikativ jarayondagi baholoviy yuklamasi haqida hali yetarli darajada izchil tadqiqotlar olib borilmagan.

Asosiy qism

Frazeologik birliklar nafaqat til birliklari sifatida, balki kuchli ekspressiv vosita sifatida ham e’tiborni tortadi. Ular matnga emotsional, obrazli va baholovchi tus berib, muallifning shaxsiy munosabatini ifodalashga xizmat qiladi.

Tildagi ko’pgina frazeologik birliklar uchun ekspressiv-emotsional bo’yoqdorlik ajralmas hususiyat hisoblanadi, shu bilan birga, iboralarning asosiy qismi uslubiy jihatdan neytraldir. Chunki ular yordamida predmet yoki hodisa nomlanibgina qolmasdan, o’sha shaxs, predmet yoki hodisaga so’zlovchining shaxsiy munosabati ham ifodalanadi [Yo’ldoshev, 1998]. Shu o’rinda mashhur tilshunos Sharl Ballining

stilistikaga bergan ta’rifini keltirish joiz bo’ladi: stilistika — bu til birliklari va nutqiy hodisalarning hissiy-ekspressiv jihatlarini o‘rganadigan fan bo‘lib, u tilning ifodaviy vositalar tizimini shakllantirishga xizmat qiluvchi omillarni tahlil qiladi [Balli, 1951]. Tilshunoslikning leksikologiya bo’limida o’rganiluvchi frazeologik birliklar ekspressiv hususiyatga ega ekanligi sababidan stilistika fani o’rganish obyekti ham hisoblanadilar.

Stilistika, garchi boshqa tomondan yondashsa-da, leksikologiyada o‘rganiladigan ko‘plab muammolarni tadqiq etadi. Bular — ma’no turlari, sinonimlik, lug‘at tarkibining muloqot sohasi bo‘yicha funksional-uslubiy farqlanishi va boshqa ba’zi masalalardir.

Stilistik tadqiqotda nutq fikr ifodasining tashqi shakli sifatida qaraladi. Fikrlar obyektiv, mantiqiy shaklda yoki turli darajadagi hissiy elementlar bilan ifodalanadi. Bu elementlar shaxsiy holat yoki ijtimoiy vaziyat ta’sirida yuzaga keladi. Natijada nutq doimo mantiqiy va hissiy komponentlarni o‘zida uyg‘unlashtiradi. Obyektiv borliqdagi nimaningdir ongdagi in’ikosi tushuncha bo’lgani holda, ongning obyektiv borliqdagi narsaga munosabati ham bor. Bu munosabat hurmat, hayratlanish, yumshoqlik, qo’pollik, yoqtirmaslik kabilardan iborat bo’ladi. [Arnold, 2012].

Agar o‘quvchi so‘zlarning konnotatsiyalari, tarixiy taraqqiyoti, zamirida yashiringan obrazlari va uslubiy xususiyatlaridan bexabar bo‘lsa, u holda matnning katta qismi unga tushunarsiz bo‘lib qoladi [Arnold, 1986].

A. V. Kunin ta’kidlashicha, frazeologizmlar har doim eshituvchi yoki o‘quvchiga ta’sir ko‘rsatishga qaratilgan bo‘lib, ularning stilistik xususiyatlari semantik tuzilmasi va kontekst bilan chambarchas bog‘liqdir. U frazeologizmlarning stilistik jihatdan belgilanganligini [neytral, adabiy, so’zlashuv, qo’pol, she’riy va boshqalar] ko‘rsatadi va ularning ekspressiv imkoniyatlarini alohida qayd etadi [Kunin, 1996].

A. N. Arxangelskiy esa frazeologik birliklarning badiiy va publitsistik uslubdagi o‘rnini yoritib, ular orqali muallifning emotsional kayfiyati, bahosi va obrazlilik darajasi aniqlanishini ta’kidlaydi. Unga ko‘ra, frazeologizmlar asarda nafaqat nomlash [nominal] vazifani, balki stilistik yuklama — muallif nutqining ohangini shakllantirish vazifasini ham bajaradi [Arkhangelskiy, 1984].

Bu fikrlarni umumlashtirgan holda aytish mumkinki, milliy til va madaniyatning o‘ziga xos jihatlarini aks ettirgan frazeologizmlar matn stilistikasida muhim o‘rin egallaydi. O‘zbek tilshunosi B. Yo‘ldoshev fikricha, frazeologizmlar muayyan emotsional va obrazli yuklamaga ega bo‘lib, ular tilda inson ruhiyati, munosabati va bahosini ifodalashda faol xizmat qiladi. Muallif ta’kidlaganidek, frazeologizmlar faqatgina ma’lumot beruvchi emas, balki obrazli-estetik ekspressiyani ta’minlovchi vositadir [Yo‘ldoshev, 2012].

Frazeostilistik tahlil doirasida rus tilshunoslari ham frazeologik birliklarning stilistik imkoniyatlarini chuqur o‘rganganlar. Masalan, V. V. Vinogradov frazeologizmlarni emotsional ifoda, baholovchanlik va stilistik rang nuqtai nazaridan tahlil qilib, ularni stilistik jihatdan tayyor nutq birliklari deb ataydi. U frazeologizmlarning nutq obrazliligini kuchaytiruvchi vosita sifatida xizmat qilishini ta’kidlaydi [Vinogradov, 1947].

D. N. Shmelyov esa frazeologizmlarning sub’ektiv baho va emotsional reaksiyani ifodalashdagi roliga e’tibor qaratib, ular tilda milliy xarakter va tafakkurni aks ettiruvchi vosita sifatida shakllanganini qayd etadi [Shmelyov, 1977]. Shuningdek, S. E. Nikitina frazeologik birliklarni semantik yaxlitlik va stilistik markirovkalanganlik mezonlari orqali tahlil qilib, ularni badiiy nutqdagi ifodaviylik markazi deb ataydi [Nikitina, 1988]. Shunday qilib, frazeologizmlarning frazeostilistik funksiyasi shundaki, ular stilistik darajada emotsional, baholovchi va obrazli ta’sir ko‘rsatadi. Aynan shu xususiyatlar ularni badiiy nutqda ayniqsa muhim vositaga aylantiradi.

L.I.Royzenzon o‘z asarlarida frazeologizmlarning stilistik xususiyatlariga katta e’tibor qaratgan. U frazeologizmlar faqat nomlash [nominativ] vazifani emas, balki ularning tuzilishi, ma’nosi va qo‘llanilish sohasiga bog‘liq bo‘lgan yaqqol ifodalangan stilistik rang-baranglikka ega ekanini ta’kidlaydi. Xususan, Rus frazeologiyasi [1977] nomli darsligida Royzenzon frazeologizmlar stilistik jihatdan neytral yoki bo‘yoqdor bo‘lishi mumkinligini, ular turli funksional uslublarga — so‘zlashuv, badiiy, publitsistik va boshqa uslublarga oid bo‘lishi mumkinligini aytadi. U frazeologizmlar orqali emotsional-baholovchi ma’lumot yetkazish va nutq ifodaliligini oshirish mumkinligini ko‘rsatadi.

FB larning semantik strukturasida ko’pincha konnotativ element ishtirok etadi. Bu element iboraning nominativ-mantiqiy ma’nosiga emotsional-ekspressiv bo’yoqdorlik yuklaydi. Ammo ta’riflardan ekspressivlik FBlarning kategorial hususiyati degan xulosa kelib chiqmasligi kerak.

Frazeologik birliklar so‘zlar orasidagi assotsiativ bog‘lanish asosida shakllanadi. Demak so’zning konnotativ ma’nosi uchun berilgan ta’rifdan FB uchun ham foydalanish o’rinli.

Konnotatsiyani Arnold quyidagicha tavsiflaydi: so‘zlovchining ijtimoiy vaziyatga va mos funksional uslubga bo‘lgan munosabati [*slay — kill*], predmetga bo‘lgan ijobiy yoki salbiy bahosi [*clique — group*], his-tuyg‘ulari [*mummy — mother*] yoki ifodaning intensivlik darajasi [*adore — love*] haqidagi axborotni bildiruvchi ma’no. Konnotativ komponent majburiy emas, ya’ni ba’zi hollarda u umuman bo‘lmasligi mumkin, yoki bo‘lsa ham, uning mantiqiy [logik] ma’noga nisbatan ulushi har xil bo‘ladi [Arnold, 1986]. Bu ta’rif ekspressivlik tushunchasiga berilgan ta’rifga juda o’xshash.

Til birliklariga kinoya, tantanavorlik, hazil, inshonchsizlik, shubha kabi uslubiy nozikliklarni yuklovchi hodisani tilshunos olimlar “uslubiy bo’yoq”, “uslubiy tonallik”, “konnotatsiya” “emotsional-ekspressiv bo’yoqdorlik” va “konnotativ ma’no” atamalaridan foydalanilmoqda. Konnotatsiya atamasi ham turlicha talqin qilinmoqda.

Shu o’rinda B.Yo’ldoshevning uslubiy ma’noga bergan ta’rifini keltirib o’tsak, Uslubiy ma’no – inson ongining ekspressiv-baholash faoliyati mahsuli bo’lib, so’z va FB ning tushuncha ifodalash hususiyati bilan uzviy bog’liqdir. So’z va iboraning denotativ hamda konnotativ ma’nolarga ega ekanligi ularning badiiy tasvirda asosiy vositalardan biri sifatidagi rolini belgilaydi… Shunday qilib bizningcha, konnotatsiya, uslubiy bo’yoqdor, uslubiy ma’no atamalari bir tushunchani, bir lisoniy hodisani ifodalaydi. Ularni ma’nodosh atamalar sifatida qo’llash mumkin [B.Yo’ldoshev, 1998].

Tilshunoslikda konnotatsiya atamasi til birliklarining semantik tuzilmasida asosiy [denotativ] ma’nodan tashqari mavjud bo‘lgan qo‘shimcha, ko‘pincha subyektiv xarakterga ega bo‘lgan ma’nolar tizimini anglatadi. Konnotatsiya, odatda, emotsional, baholovchi va ekspressiv semalardan iborat bo‘lib, ular orqali tilshunoslikda mazmunning chuqur qatlamlari ochib beriladi. Sharl Balli tilning ekspressiv xususiyatlarini o‘rganishda konnotatsion ma’noga alohida urg‘u bergan bo‘lib, u konnotatsiyani til birliklarining subyektiv-estetik qiymatini belgilovchi vosita deb hisoblaydi [Balli, 1909].

Frazeologik birliklar tilning konnotativ va ekspressiv qatlamlarini eng yaqqol ifodalovchi vositalardan biridir. Ular tarkibidagi obrazlilik, stilistik ifoda kuchi va hissiy ta’sir frazeologizmlarni oddiy so‘zlardan keskin ajratib turadi. B. Yo‘ldoshevning ta’kidlashicha, frazeologik birliklar inson tafakkurining, hissiyotining, baholash mezonlarining tilda ifodalanish shaklidir [Yo‘ldoshev, 2008, 45-bet]. Bu fikr frazeologizmlarning nafaqat semantik, balki madaniy-badiiy yuklamasiga ham ega ekanligini ko‘rsatadi.

Rus tilshunosligida ham bu holat chuqur o‘rganilgan. M. N. Kozenko frazeologik birliklardagi konnotatsion qatlamni “kommunikativ ekspressivlikning asosiy manbai” deb ta’riflaydi [Козенко, 2004]. Bu fikr frazeologizmlarning nutqdagi vazifasini yanada kengroq kontekstda talqin qilish imkonini beradi.

Zamonaviy lingvistik tadqiqotlarda til birliklarining ma’nosini o‘rganishda konnotatsiya alohida semantik qatlam sifatida ajralib turadi. Konnotatsiya – bu til birligi bildirgan asosiy, denotativ ma’nodan tashqari, unga yuklangan hissiy, stilistik va baholovchi qo‘shimcha ma’nolarning yig‘indisidir [Balli, 1909]. Bu hodisa ayniqsa frazeologik birliklar tarkibida yorqin namoyon bo‘ladi, chunki ular ko‘pincha obrazli, emotsional va baholovchi funksiyani bajaradi.

Konnotatsiyaning asosiy turlari quyidagilardan iborat:

1. **Emotsional konnotatsiya** – bu so‘z yoki iboraning kishida uyg‘otadigan hissiy reaktsiyalari bilan bog‘liq. Masalan, “*yuragi siqilmoq*” iborasi nafaqat jismoniy holatni, balki chuqur ruhiy kechinmalarni ham anglatadi.
2. **Baholovchi konnotatsiya** – bu til birligi orqali ifodalanuvchi shaxsiy munosabat yoki ijtimoiy baho. Masalan, “*qo’li egri*” salbiy baho bildiruvchi ibora bo‘lsa, “*qo’li gul*” ijobiy baholashdir.
3. **Ekspressiv konnotatsiya** – bu obrazlilik va stilistik kuch bilan bog‘liq bo‘lib, estetik ifoda vositasi sifatida xizmat qiladi. Masalan, “*bag’ri keng”* iborasi oddiy “yaxshi inson” degan so‘zdan farqli o‘laroq, kuchli ekspressivlik va obrazlilikni bildiradi.

Frazeologik birliklar o‘z tabiatiga ko‘ra konnotatsiyalangan birliklar bo‘lib, ular tilning ekspressiv qatlamida alohida o‘rin egallaydi. Bekmurod Yo‘ldoshev bu borada quyidagicha fikr bildiradi: “Frazeologik birliklar inson tafakkuri va hissiyotining tilda aks etish shakli bo‘lib, ular orqali xalq dunyoqarashi, madaniy tafakkuri ifodalanadi” [Yo‘ldoshev, 2008, 45-bet].

Konnotatsiya va ekspressivlik o‘rtasidagi uzviy aloqa aynan frazeologizmlar misolida yaqqol ko‘zga tashlanadi. Frazeologizmlar semantik jihatdan murakkab, ko‘p qatlamli birliklar bo‘lib, ularda denotativ va konnotativ ma’nolar uyg‘unlashgan. M. N. Kozenkoning ta’kidlashicha, konnotatsion qatlam frazeologik birliklarda kommunikativ ekspressivlikni kuchaytiruvchi asosiy manbadir [Козенко, 2004].

Masalan, “*burni osmon*” iborasi orqali faqatgina kibrli odam nazarda tutilmaydi, balki bu ibora orqali salbiy baho, tanqidiy munosabat va ijtimoiy norozilik ham ifodalanadi. Yoki “*boshi qotgan*” iborasi oddiy “ko‘p o‘yladi” degan ma’nodan tashqari holda, haddan ziyod ruhiy bosim va charchoq holatini ham bildiradi. Bu kabi iboralar tilga emotsional ta’sirchanlik, obrazlilik va xalqona badiiylik baxsh etadi.

“*Ko‘ngli keng*” iborasi nafaqat mehribon odamni anglatadi, balki u orqali insonning saxiyligi, bag‘rikengligi va ezgulikka moyilligi obrazli, hissiy va baholovchi nuqtai nazardan ifodalanadi. Shuningdek, “*peshonaga yozilgan*” iborasi inson hayotiga oid falsafiy yondashuvni ifodalagan holda, diniy-madaniy konnotatsiyani ham o‘zida mujassamlashtiradi.

Xulosa

Frazeologik birliklar orqali tilning madaniy, estetik va baholovchi imkoniyatlari ochiladi. Ular milliy tafakkur va psixologiyaning ifoda vositasi bo‘lib, har bir tildagi konnotativ imkoniyatlarni o‘ziga xos tarzda namoyon etadi. Frazeologik birliklarda konnotatsiyalar ularning ekspressivlik hususiyatini namoyon etish uchun asos bo’lib hizmat qiluvchi semantik komponentlar hisoblanadi. Ekspressivlik esa o’z navbatida

frazeologik birliklarning stilistik hususiyatidir. FB larning stilistik hususiyatlari va imkoniyatlari, ekspressivligi va ular zamiridagi konnotatsiyalarni tilshunoslikning frazeostilistika bo'limida o'rganiladi. Ular tilshunoslikda faqatgina stilistik yoki semantik tahlil ob'ekti bo'lib qolmasdan, balki madaniyatshunoslik, psixolingvistika va kommunikativ pragmatika doirasida ham o'rganilishi lozim bo'lgan muhim fenomenlardir. Demak, konnotatsiya va ekspressivlik frazeologik birliklarning asosiy semantik belgilari sifatida ularning til tizimidagi badiiy-estetik va kommunikativ imkoniyatlarini belgilaydi. Ular orqali nafaqat tilning emotsional ifoda kuchi, balki madaniy mentalitet va xalqning dunyoqarashi ham namoyon bo'ladi.

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ENHANCING SPEAKING SKILLS OF A2+ LEVEL LEARNERS THROUGH INTEGRATED APPROACHES IN ELT

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Abstract
Speaking is one of the most vital components of second language acquisition. For A2+ level learners, the development of speaking skills is essential not only for academic success but also for everyday communication. This article explores theoretical and practical approaches to enhancing speaking competence among A2+ learners. Drawing on modern pedagogical techniques, including the integration of digital technologies and interactive tasks, it discusses effective classroom strategies and highlights the importance of motivation, confidence-building, and contextual learning, particularly in the Uzbek educational system.

Keywords: *speaking skills, A2+ learners, ELT, communicative competence, digital tools, classroom interaction, Uzbekistan*

Introduction

In the context of English Language Teaching (ELT), speaking plays a central role in enabling learners to express thoughts, share ideas, and engage in meaningful communication. Although its importance is widely acknowledged, speaking has historically been underemphasized in language instruction, often reduced to rote memorization or drill-based activities. Today, the focus has shifted towards cultivating learners' communicative competence—especially for A2+ level students who are in the transitional phase from basic to more independent usage of language.

Main body

Speaking plays a great role in teaching foreign language. Speaking is “the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts” (Chaney, 2010). One of the essential parts of second language learning and teaching is speaking. Even though its significance, teaching speaking has been undervalued for many years. At this point, just as a repetition of drills or memorization of dialogues, English language teachers have continued to teach Speaking. Generally, today’s world demands that the purpose of teaching speaking skills should improve learners’ communicative skills, because, only in that way, learners can explain their opinion and learn how to act the cultural and social rules which are suitable in each communicative situations.

There are four components of speaking skill introduced by Heaton (2008: 100), they are; accuracy, fluency, comprehensibility, and content.

a) Accuracy

Accuracy in speaking means when someone can produce correct sentences in pronunciation, grammar and word choice so it can be understood. There are three components of accuracy. They are pronunciation, vocabulary and grammar.

b) Fluency

Stovall in Asni (2017: 19) defined fluency as the ability to converse with others much more than the ability to read, write or comprehend oral language. In Longman dictionary, fluency is defined as the features that give speech the qualities of being natural and normal. Meanwhile, Simon and Schuster in Amin (2019: 22) defined fluency as:

(1) the quality of flowing, smoothness, freedom from harshness,

(2) the ability to write or to speak easily, smoothly, expressively, readiness or smoothness of speech.

c) Comprehensibility

Comprehensibility is the process of understanding of the utterances sent by the speaker done by the listener. Also comprehensibility in speaking means that people can understand what we say and we can understand what they say. Harmer (2008: 107) says that if two people want to make communication to each other, they have to speak because they have different information. If there is a 'gap' between them, it is not a good communication if the people still confuse with what they say.

d) Content

Jacob (2011: 38) explains that content should be clear to the listener so that they can understand what the messages convey and gain information from it. Content refers to how suitable or substantive the explanation toward the object to be explained. To have a good content in speaking, the contents should be well unified and completed.

Speaking is defined as the process of constructing and conveying meaning through verbal and non-verbal elements. According to Heaton (2008), speaking competence comprises four core components: accuracy, fluency, comprehensibility, and content. Accuracy relates to correct pronunciation, grammar, and vocabulary usage. Fluency refers to the smooth, spontaneous flow of speech. Comprehensibility ensures that the speaker's message is understood by the listener, while content pertains to the clarity and relevance of the message conveyed.

Brown (2017) identifies various types of speaking performance to foster speaking development: imitation, responsive exchanges, intensive drills, transactional dialogues, interpersonal interactions, and extensive monologues. These techniques emphasize both controlled and free practice, allowing learners to progress from basic sentence construction to more complex speech. Activities such as storytelling, debates, role plays, and jazz chants can make speaking practice engaging and purposeful.

In addition, effective classroom interaction is key. Both teacher-learner and learner-learner dialogues play a critical role in encouraging active participation, negotiation of meaning, and real-time feedback.

The advent of digital tools has transformed language instruction. Internet-based resources such as Skype, blogs, chat platforms, and educational apps enable learners to communicate in authentic settings. As Khan (2015) states, well-designed online environments can be interactive, learner-centered, and effective. Teachers can enhance classroom practice by integrating these tools to create blended learning experiences that support speaking skill development.

Many learners face psychological obstacles such as fear of making mistakes or being judged. Teachers must create a safe and encouraging environment to reduce anxiety and build learners' willingness to communicate. Encouragement, constructive feedback, and recognition of progress can significantly enhance speaking performance.

Methods such as dramatization, improvisation, and personalized tasks can help learners overcome language barriers. As Goh (2011) emphasizes, speaking confidence grows when learners are given meaningful tasks and opportunities to interact authentically.

In Uzbekistan, the demand for English proficiency is increasing. Educators are actively integrating modern methods to enhance speaking skills among school pupils. Researchers such as Shchukin (2009) advocate for the use of creative and technological approaches—project work, audiovisual tools, role plays—to bridge the gap between theoretical instruction and real-life communication.

Despite challenges, including overcrowded classrooms and a literature-heavy curriculum, progress is evident. Teachers are encouraged to balance language and literature, allocate sufficient time for oral practice, and include speaking activities in assessment.

Conclusion

Speaking is not merely a language skill—it is the gateway to real communication. For A2+ learners, structured speaking instruction, coupled with innovative methods and supportive classroom dynamics, can lead to significant gains in fluency and

confidence. In Uzbekistan and beyond, empowering pupils through engaging, interactive, and contextually relevant speaking activities is essential for building effective communicative competence.

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DEVELOPING LANGUAGE GAMES TO TEACH SPEAKING SKILL

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Abstract

The effective teaching of speaking in a foreign language classroom presents persistent challenges, particularly among young learners. To counteract disengagement, limited interaction, and anxiety in language production, language games have emerged as dynamic tools that stimulate learner participation, enhance communicative competence, and foster motivation. This article explores the integration of games into speaking-focused English language teaching (ELT) by examining their classifications, pedagogical functions, and implementation strategies. It discusses the theoretical foundations of games as learning tools, outlines various types of games according to structure, language skills, and learner proficiency, and addresses potential challenges that may arise during their application. The study concludes that while games are not a panacea, when strategically employed, they offer a practical, learner-centered approach that facilitates speaking fluency, accuracy, and overall learner confidence.

Keywords: language games, speaking skill, young learners, language acquisition, ESL, EFL, communicative competence, classroom activities

Introduction

Traditional methods of language teaching have often emphasized grammar translation and rote memorization, approaches that may fail to address the dynamic nature of communication. In contrast, speaking—one of the most critical skills in second language acquisition—demands interactivity, spontaneity, and contextual understanding. For young learners especially, sustaining engagement in speaking activities is a formidable challenge due to short attention spans, fear of mistakes, and low intrinsic motivation.

To respond to these challenges, educators have increasingly turned to language games as pedagogical tools to create more meaningful, interactive, and enjoyable learning experiences. Games, often dismissed as frivolous or purely recreational, are now recognized as powerful educational strategies. By integrating rules, competition, cooperation, and creativity, language games transform the classroom environment and promote active participation, particularly in speaking activities.

This article provides a comprehensive examination of the role of games in teaching speaking skills to English as a Foreign Language (EFL) learners. It discusses the theoretical underpinnings of game-based learning, classifies games based on structure, function, language skills, and learner proficiency, and evaluates the benefits and limitations of their classroom use. By drawing on research and pedagogical

frameworks, the article aims to offer practical guidance for educators seeking to harness the motivational and communicative potential of language games.

Main Body

1. Theoretical Framework and Pedagogical Rationale

Games have long been used in educational settings, though their value in language learning has only recently received serious academic attention. According to Hadfield (2009), games are structured activities with rules, goals, and an inherent element of enjoyment. They are divided into two major types: competitive games, where individuals or teams strive to win, and cooperative games, where participants work together towards a shared objective.

Sugar (2012) contends that games in language classrooms serve multiple pedagogical purposes. They offer learners an informal context in which they can use the target language without the pressure of formal assessment. This environment reduces anxiety and promotes spontaneous speech. Games are also highly adaptable, catering to various learning styles, intelligences, and proficiency levels.

According to Linse (2015), games are particularly suitable for young learners due to their play-oriented cognitive development. They provide a natural, engaging framework for practicing language skills and can help reinforce vocabulary, pronunciation, grammar, and especially speaking fluency in interactive settings.

2. Classification of Language Games

Language games may be classified based on multiple criteria: function and structure, language skills targeted, and learners' proficiency levels.

Classification by Function and Structure

Lee (2011) categorizes games by their instructional focus:

- **Structure games** aim at grammar and syntactic practice.
- **Vocabulary games** focus on lexical acquisition.
- **Spelling, pronunciation, and number games** reinforce foundational skills.
- **Miming and role-play games** promote expressive language.
- **Discussion games** foster open-ended speaking.

Lewis and Bedson (2015) offer a material-based classification:

- **Board games,** which involve movement and language tasks.
- **Card games**, involving classification or matching based on language cues.
- **Dice games,** incorporating randomness and unpredictability, often for vocabulary practice.
- **Drawing games,** combining creativity with descriptive language.

- **Guessing games,** requiring question formation and inference.
- **Role-play games**, enabling learners to simulate real-life communication.
- **Movement games,** incorporating physical activity to maintain learner engagement.

These classifications demonstrate that games can be designed for specific instructional objectives and adjusted for classroom dynamics.

Classification by Language Skill

Games may target receptive or productive skills. Listening games involve following audio cues, completing lyrics, or arranging sentences. Speaking games—our primary focus—promote verbal interaction and expression. Examples include “Find Someone Who,” “Taboo,” and “20 Questions,” which reinforce fluency, questioning techniques, and vocabulary retrieval.

Sugar (2018) notes that speaking games vary in complexity depending on the learners' age and proficiency level. For instance, beginners may use limited vocabulary in role-play or imitation games, while advanced learners may engage in debates or storytelling.

Classification by Learner Proficiency

The choice of game should correspond to learners' language levels. Beginners may benefit from passive engagement, such as matching exercises or repetition-based games. Intermediate learners can participate more actively through group discussion, while advanced learners thrive in open-ended, spontaneous speaking situations.

Greenall (2013) emphasizes that even for older or more proficient learners, games retain educational value, particularly in creating a relaxed learning environment. However, the complexity and open-endedness of the games must align with learners' cognitive and linguistic readiness.

3. Implementation of Games in Speaking Lessons

Integrating games into speaking lessons requires thoughtful planning and flexibility. According to Dobson (2017), several factors influence the successful use of games in the classroom.

Planning and Preparation

Teachers must be well-versed in game rules, materials, and objectives. Preparing demonstration rounds ensures students grasp the instructions and understand the expected outcomes. The game should align with the lesson's language focus and be introduced at an appropriate time—typically mid-lesson to reinvigorate the class or at the end as a reward and review.

Learner Participation and Monitoring

Effective games involve all learners actively. Games should not only cater to stronger students but must include opportunities for weaker learners to succeed. Team configurations should balance proficiency levels to ensure fairness and collaboration.

During gameplay, the teacher should act as facilitator, observer, and sometimes participant. This role involves monitoring language use, correcting errors unobtrusively, and providing encouragement to less confident learners.

Time Management and Flexibility

Teachers must allocate appropriate time for games without allowing them to overrun the lesson or dominate classroom time. Having a variety of games prepared helps to switch activities if engagement drops. Equally, teachers should avoid repeating the same game too frequently to maintain interest.

Discipline and Motivation

Maintaining classroom order during games can be challenging. Teachers should establish clear rules, use a firm but friendly tone, and model expected behavior. Motivation should come from enjoyment and participation rather than competition alone.

4. Benefits of Games in Teaching Speaking

Games offer numerous advantages in developing speaking skills:

- **Increased Motivation:** Games stimulate interest and enthusiasm (Carrier, in Sanchez, 2017).
- **Confidence Building:** Learners are more likely to speak in informal, low-stakes settings.
- **Spontaneous Language Use:** Games encourage learners to produce language subconsciously.
- **Collaborative Learning:** Many games foster teamwork and peer support.
- **Diverse Learning Styles:** Games address visual, auditory, and kinesthetic preferences.
- **Role Shift for Teachers:** Educators move from instructor to facilitator, encouraging learner autonomy.
- **Assessment Tool:** Games offer informal means of evaluating speaking skills.

5. Challenges and Potential Disadvantages

While games are generally beneficial, several drawbacks must be considered.

Classroom Management Issues: Games may lead to excessive noise, distraction, or behavioral problems. External disturbances, such as loud environments or internal factors like student disinterest, can derail game-based lessons.

Time Constraints: Some games may consume more time than anticipated, disrupting lesson flow. To avoid this, teachers must remain flexible and prepared with alternative activities.

Uneven Participation: Not all students may be equally willing to participate. Some may find rules confusing or feel intimidated. High-ability learners may dominate, while others withdraw. This imbalance must be addressed through team design and active facilitation.

Misunderstanding Rules: Poorly explained rules can frustrate learners. Demonstrations, visual aids, and clear language can mitigate confusion.

Competition Issues: While competition can be motivating, it can also breed frustration or cheating, especially among teenagers. Teachers must ensure that games foster healthy rivalry and emphasize learning over winning.

As Siek-Piskozub (2015) notes, many of these issues stem from inappropriate game selection or insufficient classroom management. Awareness of learners' personalities, group dynamics, and language proficiency is crucial to overcoming such challenges.

Conclusion

Games are no longer seen merely as recreational tools but are now recognized as effective strategies for enhancing speaking skills in language education. Their use in the EFL classroom can transform the learning experience by promoting active engagement, reducing anxiety, and encouraging spontaneous communication. By selecting games thoughtfully and implementing them strategically, teachers can create vibrant, learner-centered environments where speaking skills flourish.

Despite potential challenges, the benefits of using games in speaking instruction far outweigh the disadvantages. They offer a refreshing alternative to traditional methods and support learners in achieving greater fluency, accuracy, and confidence. As long as educators remain responsive to learners' needs and adjust their methods accordingly, language games will continue to serve as a vital component of effective EFL instruction.

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ENHANCING CRITICAL THINKING SKILLS THROUGH ENGLISH LANGUAGE INSTRUCTION

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ANNOTATSIYA

Tanqidiy fikrlashni rivojlantirish – talabalarni murakkab global muammolarni hal qilishga tayyorlashda muhim ahamiyatga ega. Ingliz tili ta’limi ilgari faqat til o‘rganishga yo‘naltirilgan bo‘lsa, hozirgi kunda u kognitiv rivojlanishni qo‘llab-quvvatlashda muhim rol o‘ynaydi. Ushbu maqolada ingliz tili o‘qitishida tanqidiy fikrlashni integratsiya qilish muhokama qilinadi, bunda amaliy usullar, o‘qituvchilar ishtiroki va o‘quv dasturi omillari orqali tahliliy va mulohazali fikrlashni rivojlantirish ko‘rib chiqiladi.

Kalit so‘zlar: *tanqidiy fikrlash, ingliz tili darslari, til o‘rgatish, talabalarni jalb qilish, ta’lim innovatsiyasi.*

АННОТАЦИЯ

Развитие критического мышления является важнейшей задачей подготовки студентов к решению сложных глобальных проблем. Обучение английскому языку, традиционно сосредоточенное на
лингвистическом аспекте, теперь также играет ключевую роль в поддержке когнитивного развития. В данной статье рассматривается интеграция критического мышления в преподавание английского языка, включая практические методы, участие преподавателей и учебные аспекты, способствующие развитию аналитического и рефлексивного мышления.

Ключевые слова: критическое мышление, обучение английскому, преподавание языков, вовлечение студентов, образовательные инновации.

ABSTRACT

Fostering critical thinking is essential for preparing students to navigate complex global challenges. English language education, traditionally centered on linguistic acquisition, now plays a key role in supporting cognitive development. This article discusses the integration of critical thinking into English language teaching (ELT), examining practical methods, teacher involvement, and curricular considerations that promote reflective and analytical thinking.

Keywords: critical thinking, English instruction, language teaching, student engagement, educational innovation.

In recent years, education systems have increasingly emphasized the need to develop 21st-century skills, among which critical thinking holds a central position. While English language learning is often perceived as acquiring vocabulary and grammar, it can also serve as a meaningful medium for cultivating students' reasoning and evaluative skills. This paper highlights how critical thinking can be intentionally embedded in language instruction

to support holistic student growth.While English language teaching (ELT) has traditionally prioritized grammar, vocabulary, and communicative competence, it now holds potential as a powerful platform for fostering deeper cognitive skills. Embedding critical thinking in English instruction not only enhances language proficiency but also nurtures learners' capacity for analysis, reflection, and informed decision-making.

English classes provide dynamic opportunities for engaging students in thoughtful communication and interpretation. Through activities such as problem-solving tasks, opinion writing, media analysis, and classroom discussions, learners are encouraged to question ideas, assess arguments, and develop independent perspectives.Engaging students in meaningful discussions, interpretative tasks, and real-life problem-solving can sharpen both their linguistic and cognitive abilities. When students analyze diverse texts, express opinions, or evaluate contrasting viewpoints, they practice using language as a tool for reasoning. For instance, writing argumentative essays or participating in structured debates encourages learners to build logical arguments, use evidence effectively, and anticipate counterpoints.

Moreover, engaging with diverse texts and global topics in English can expose students to varying viewpoints, thereby expanding their understanding and stimulating deeper reflection.Critical thinking in ELT is not limited to upper-level learners; it can be scaffolded across proficiency levels. Beginners might engage in simple compare-and-contrast exercises or classify information based on criteria, while advanced learners might critique editorials, explore ethical dilemmas, or conduct research projects. The key lies in designing tasks that push learners beyond surface-level understanding and prompt them to inquire, reflect, and question.

To effectively integrate critical thinking, educators can: - Design tasks that require learners to justify opinions or evaluate arguments. - Encourage peer collaboration to analyze texts or solve real-world
problems.
- Incorporate reflective journals where students assess their own learning and reasoning processes.
- Use multimedia and authentic sources (e.g., podcasts, documentaries, news articles) to prompt inquiry and discussion.
These approaches shift the focus from memorization to mental engagement, promoting both language competence and intellectual agility.
To foster a culture of critical thinking, English teachers can adopt several classroom strategies:
Open-Ended Questions: Instead of asking factual questions with one correct answer, teachers can pose open-ended ones like “Why do you think this character acted that way?” or “What might happen if this situation occurred in your country?” Such prompts encourage deeper thinking and engagement.
Think-Pair-Share and Socratic Seminars: These collaborative formats allow students to articulate and refine their thoughts through dialogue, promoting critical listening and thoughtful response formulation.
Analyzing Authentic Materials: Real-world sources such as news articles, infographics, podcasts, and social media posts expose students to contemporary issues, bias detection, and source evaluation.
Project-Based Learning: Research projects, role-plays, and simulations that address global or community issues give learners an opportunity to apply both language skills and higher-order thinking in authentic contexts.
Reflective Practices: Tools like learning journals or self-assessment checklists help students become aware of their reasoning processes, track their intellectual growth, and set goals for improvement.
Educators play a central role in creating an environment where critical thinking thrives. Rather than merely transmitting information, teachers guide learners through inquiry, model metacognitive strategies, and support risktaking in thought and expression. This shift in role requires confidence in critical pedagogy and familiarity with instructional techniques that promote student autonomy and engagement.
Professional development programs can equip teachers with frameworks for critical thinking, such as Bloom’s Taxonomy or Paul and Elder’s Model, enabling them to plan lessons that intentionally target cognitive skills. Additionally, building a classroom culture that values curiosity, respect for diverse perspectives, and tolerance for ambiguity empowers students to express ideas openly and learn from each other.
Educators are instrumental in creating a classroom culture that values inquiry and openness. Rather than acting solely as knowledge providers, teachers become facilitators of thought, guiding learners through structured questioning and scaffolded discussions. Supportive feedback and encouragement of student voice are critical to building learners' confidence in their analytical abilities.

Despite its benefits, embedding critical thinking in ELT is not without challenges. Common obstacles include rigid curricula, standardized testing pressures, and teachers' unfamiliarity with critical thinking frameworks. Addressing these issues may involve revising language standards, offering professional development, and providing adaptable teaching resources. Integrating critical thinking into ELT is not without challenges. Rigid national curricula, time constraints, and high-stakes exams often discourage exploratory and reflective learning. Moreover, some teachers may lack training or confidence to teach critical thinking explicitly.

Integrating critical thinking into English language education enhances students' capacity to engage with the world thoughtfully and responsibly. When language learning goes hand in hand with cognitive development, students are better prepared not only to communicate effectively but to think deeply and act wisely in diverse contexts. Integrating critical thinking into English language instruction enriches the educational experience and prepares learners for real-world challenges. By moving beyond rote learning and fostering reflective dialogue, ELT becomes a means not just for communication, but for intellectual empowerment. When students learn to think critically in a second language, they gain the tools to interpret the world more thoughtfully and act more responsibly—both as language users and global citizens.

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INNOVATIVE METHODS OF TEACHING FOREIGN LANGUAGES

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***Abstract*:** Nowadays, in the *world, the demand for effective foreign language education is being more important. Traditional methods of language instruction often fall short in meeting the needs of modern learners, prompting educators to explore innovative teaching strategies. This article examines a range of contemporary approaches that enhance language acquisition, including the integration of technology, gamification, task-based learning, project-based learning, which help to foster students knowledge, collaboration and they make easier children's or students' language learning process*

These methods not only improve linguistic skills but also foster learner motivation, engagement, and cultural competence and By adopting innovative techniques, language educators can create dynamic, student-centered learning environments that respond to diverse learning styles and the evolving demands of global communication.

Key words: *Innovative technologies , gamification , Task-based language teaching, Project-based learning to foster students knowledge, collaboration and language learning process*

Innovative teaching strategies are modern instructional methods that incorporate technology, interactive activities, and diverse resources to promote meaningful learning experiences. The aim of these approaches to actively involve students in the learning process, moving beyond traditional lectures and textbooks. They encourage learners to engage with content through hands-on exploration, thoughtful discussions, critical thinking, and teamwork. Such methods make learning more dynamic and enjoyable, offering multiple ways for students to connect with and understand the material more deeply. When students are encouraged to explore, analyze, and collaborate, they enhance essential skills like problem-solving and decision-making. Additionally, these strategies support peer collaboration by creating opportunities for students to work together on shared tasks and challenges. Implementing innovative teaching strategies can be challenging, but with the right resources and support, teachers can successfully incorporate them into their classrooms.It is important to start by understanding the different types of innovative teaching strategies so that you can determine which ones will work best for your students.Once you have determined which strategies are most appropriate for your classroom, it is essential to provide

clear instructions and expectations for the students before beginning a project or activity.

One of the most popular methods is learning with technology. There are many apps like Duolingo or Babbel that help students practice vocabulary, grammar, and pronunciation. These apps are easy to use and let students learn anytime and anywhere.With technology, learners can still experience some of the benefits of immersion. Thanks to next-generation messaging and social networks, remote students can access fluent speakers of the languages they are learning, offering real-world language practice that is not possible in traditional classrooms. Dynamic collaboration tools foster a sense of community along with interactive learning activities, allowing students to participate in class when it is convenient for them and removing barriers of space and time. In general, technology-enabled learning experiences encourage more consistent engagement among students, giving them access to peers and instructors around the clock and from anywhere in the world.Technology also offers dozens of tools to help learners in real time. Students can access simplified dictionaries, create flashcards, and browse the internet in the language they are learning. They can find pen pals, conversation partners, and online tutors. And they can encounter rich examples of the languages they are learning rather than being limited to static examples from traditional textbooks. Facebook, LinkedIn, Instagram, and Twitter all offer a daily language practice for foriegn language learners who want to combine social media consumption with language learning practice.

Another effective way is gamification which is an approach where instructional materials are designed like games in order to make learning fun and engaging for studentsIn this method, students earn points, complete challenges, and compete with friends while learning. Gamification has become an innovative trend in education which aims to make the learning process more attractive to students in a fun and humorous learning environment and is believed to facilitate and encourage students to participate in learning

Task-Based Learning (TBL) is a lesson structure, a method of sequencing activities in your lessons. Sometimes called ‘task-based language teaching’, in TBL lessons, students solve a task that involves an authentic use of language rather than complete simple questions about grammar or vocabulary. Task-based learning is an excellent way to get students engaged and using English. That, plus the collaborative element, builds confidence in language and social situations. It’s also been shown to align with how we learn a language.Task-based learning is also very helpful. This means students do real-world tasks in the foreign language, such as ordering food at a restaurant or planning a trip. This helps them use the language naturally and improves their speaking skills. During task-based learning, students solve tasks that are relevant and interesting to them. In order to solve the task, they need to use the target language they’re learning to communicate with their peers. They use authentic language instead of answering grammar or vocabulary questions about the language. Students —

especially younger learners — don't actually feel that they're studying a language at that moment because they're engrossed in the task they're working on. We can say as an example for task-based learning approach is designing your dream house , children should use vocabulary related to rooms, furniture, and describing places they discuss different types of houses and rooms then they design their own dream house on paper or using an app lastly, they present their house to the class, explaining each room and its features..teacher gives feedback and focuses on language used in their descrption

Project-based learning (PBL) or project-based instruction is an instructional approach designed to give students the opportunity to develop knowledge and skills through engaging projects set around challenges and problems they may face in the real world.Project-based learning is more than just "doing a project," in the way you might remember from your own school days. As the Buck Institute for Education (BIE) explains, with PBL, students "investigate and respond to an authentic, engaging, and complex problem or challenge" with deep and sustained attention.1 ArchForKids, an organization that provides STEAM programs for young learners, puts it even more succinctly: PBL is "learning by doing." for example , creating a presentation.making a video or short movie, writing a piece of text, such as a newsletter article.

In conclusion, *Innovative teaching strategies are essential for creating an engaging and effective learning environment for students. They help teachers to develop creative approaches to instruction, as well as help students become independent learners.By providing a variety of different instructional strategies and materials, teachers can boost student engagement and achievement in the classroom.*

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ПОНЯТИЕ ОБ ОБЩЕСТВЕННО-ПОЛИТИЧЕСКОЙ ЛЕКСИКЕ И ЕЁ ТИПОЛОГИЗАЦИИ (НА МАТЕРИАЛЕ РУССКОГО, УЗБЕКСКОГО И АНГЛИЙСКОГО ЯЗЫКОВ)

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АННОТАЦИЯ. Данная статья посвящается к сравнительному изучению специфических особенностей общественно-политической лексики (далее ОПЛ), её толкования с точки зрения лингвистов, и структурно-семантическая типология на материале русского, узбекского и английского языков.

Как известно, что при описании любых процессов в языке обычно употребляются определенные лексические единицы, в том числе ОПЛ в нашем случае. ОПЛ относительно стабилен языке, и сдвиги в нем вызываются главным образом, изменениями, происходящими в политическом устройстве государства.

Таким образом, структурно-семантическая типология специфических особенностей ОПЛ на примере разноструктурных языков показывает, что нами следует тщательно изучать лексических единиц данного пласта лексики как самостоятельную лексико-семантическую подсистему языка. В процессе сравнения смыслового объёма значений ОПЛ выявлено, что в составе общественно-политической лексики сравниваемых языков функционируют разноплановые лексические единицы, как общелитературные многозначные лексемы, так и однозначные узкопрофессиональные термины.

КЛЮЧЕВЫЕ СЛОВА*: контекстуальный анализ; лексико-семантическая структура; общественно-политическая лексика; разноплановые лексические единицы политическая лексика; референт; частотность;*

Как известно, в отечественной лингвистической литературе широко использовался термин общественно-политическая лексика (далее – ОПЛ). И всё - таки её определение до сих пор не имеет однозначного толкования среди лингвистов. Несмотря на многообразных аспектов и методов исследования имеется множество расхождений во мнении исследователей, что именно подразумевается под термином ОПЛ.

В процессе исследования нами следует поделиться с разными мнениями ученых по определению данного понятия. Например, Л.Л. Бантышева понимает под термином ОПЛ “ разного характера перемены в современном обществе (общественно-политические, социально-экономические и т.п.), интенсивно происходящие в последние десятилетия, вызвали значительные изменения в открытой для них лексико-семантической системе языка. Интенсивные изменения наблюдаются, на наш взгляд, и в сфере общественно-политической лексики ” [Бантышева Л.Л. 2007, с.13-18;].

А.С. Маник считает, что общественно-политическая лексика представляет собой языковое отражение происходящих в жизни человеческого общества

исторических и социально-политических событий. Она охватывает довольно широкий круг слов, передающих понятия о структуре государства и власти, их особенностях, об управлении государством, о социально-экономических проблемах в обществе, о положении отдельных групп людей в государстве и в общественной иерархии, формируя общественно-политическую терминологию (далее ОПТ). К ОПЛ, кроме наиболее употребительной части ОПТ (в том виде, в котором она функционирует вне узкоспециальной сферы общения), относятся названия различных государственных, партийных и других общественных организаций и учреждений, социальных институтов и т.п., наименования социальных реалий и явлений общественной жизни разных стран, а также политические жаргонизмы [Маник С.А. 2014, с.58-61].

По мнению Т.Б. Крючковой, что ОПЛ функционирует практически в любой сфере общения за исключением научной. И она отличается от другой общеупотребительной лексики тем, “она чрезвычайно тесно связана с социальной жизнью носителей языка”. Далее в исследовательской работе Т.Б.Крючковой, также изучена ОПЛ и ОПТ как особые лексико-семантические подсистемы языка, отличающиеся друг от друга по составу, объему значений совпадающих лексем и функциональной прикрепленности [Крючкова Т. Б. 1989, с 15-22].

По словам Л.А. Мурадовой, ОПЛ в сущности не является терминологической лексикой. Более того, «в сфере ОПЛ действуют не термины общественных наук, но “двум плановые” лексические единицы которые, как в функции термина, так и в функции не термина, соотносятся с одним и тем же означаемым, но определяют его различным образом, например, как “ближайшее” и “дальнейшее значение.” Однако с одной стороны, такой подход определения ОПЛ и ОПТ может взывать дискуссию о полисемии терминологических единиц. [Мурадова Л.А. 1986, 25 с.].

Очевидно, в современной науке сложилось несколько точек зрения по данному вопросу: одни считают ОПЛ и ОПТ равнозначными понятиями, которые принадлежат одной лексико-семантической подсистеме языка, обслуживающей средства массовой коммуникации; другие следуют принципу строгого разграничения терминологической и нетерминологической части общественно политического словаря. Третьи считают, что ОПТ являются частью ОПЛ [Козьмик А.А. 2002, с.66-70] .

Т.А. Широкова отмечает, что ОПЛ включает в свой состав в неполном объеме термины различных общественных наук и политические термины, соотнесенные с социальной организацией общества. Сюда входят также и различные нетерминологические лексические единицы [Широкова Т.А. 1978, с.5].

Следует отметить, что в исследовательской работе А.В. Ермаковой дана содержательно-типологическая характеристика понятию ОПЛ, представлены

особенности взаимоотношений ОПЛ и ОПТ. И определено место ОПЛ в языковой картине мира, более подробно осуществлен многоаспектный анализ лексики общественно-политической сферы английского и русского языков. Автор также отмечает, сфера общественно-политической жизни широка и многогранна; интенсивное развитие науки и техники, информационно-коммуникационных технологий привело к тому, что политический язык используют как профессионалы, так и обычные люди, далекие от политики. Вследствие этого сам политический язык претерпевает изменения: политические термины проникают в общелитературный язык, их активно используют в средствах массовой коммуникации, в повседневном общении, что выводит их из сферы специальной коммуникации. Более того, сама сфера общественно-политической жизни включает в себя терминологию многих предметных областей.

Таким образом, чрезвычайно сложно провести четкую грань между понятиями «общественно-политическая лексика» и «общественно-политическая терминология». Стало принятым считать, что в современно отечественной лингвистике данные наименования в большинстве случаев синонимичны. [Ермакова А.В. 2019, с 12-13].

На наш взгляд, назвать ОПЛ и ОПТ синонимичными стало бы более спорными с точки зрения терминологической науки. Однако такой подход А.В. Ермаковой по определению ОПЛ и ОПТ может взывать дискуссии среди лингвистов в дальнейшем.

Подобные лексемы вызывают ряд трудностей при выделении терминологической лексики из словарного состава языка, отмечает М. А. Казюлина, поскольку встречаются как в профессиональной, так и в обыденной речи. В составе ОПЛ функционируют разноплановые лексические единицы, как общелитературные многозначные лексемы, так и однозначные узкопрофессиональные термины [Казюлина М. А. 2011, 325с.]. Согласно с классификацией С.В.Гринева-Гриневича они относятся к консубстанциональным терминам.

Резюмируя, хочется сказать, что сопоставительный анализ структурно-семантических особенностей ОПЛ показал, что в английском языке отсутствуют соответствующих терминов для обозначения понятия ОПЛ и ОПТ. Однако для обозначения подобного понятия распространен термин “общественно-политический словарь”. Таким образом, в английском языке общественно-политический словарь вполне возможно охватывать все термины которые имеют прямое отношение к обществу.

В общем и целом, разграничение понятий между ОПЛ и ОПТ можно определить с помощью изучения словарных дефиниций, семантического, контекстуального, компонентного и ассоциативного анализов соотносительных лексических единиц.

Таким образом, типология ОПЛ предполагается определение сходства и различия в инвентарях слов в её составе, лексико-семантических групп выходящих в данные сравниваемые поля и лакун. В таком случае, типологии ОПЛ вполне возможно реализовать с учетом сходств и различий между эквивалентными слов входящими в сопоставляемые поля лексико-грамматические группы, подгруппы по следующим основным параметрам: 1) форму (плану выражения); 2) семантической структуре; 3) смысловому объёму значений; 4) валентности; 5) частотности; 6) лексико-грамматической характеристике; 7) первичности и вторичности значения; 8) типам межязыковых соответствий.

По вопросам о сравнении семного состава значений эквивалентных слов сопоставляемых языков, следует отметить, что в последнее время появилась жёсткая критика со стороны некоторых лингвистов в адрес составителей как толковых, так и двуязычных словарей. В нём говорится о том, что они часто упрощают важные признаки предметов и явлений, которые отражены в семантике слова, и поэтому лингвисты рекомендуют установить так называемые “психолингвистические значения“, объём которых шире, чем лексикографические значения.

Исходя из вышеизложенного, приведем некоторые примеры несовпадения эквивалентных слов сравниваемых языков по некоторым названным параметрам. Например, планы выражения узбекского слова *hokim* и его эквиваленты *губернатор* и *governor* в русском и английском языках не совпадают. Также примером несовпадения семантических структур сравниваемых слов могут служить английское слово *race- раса-irq*.

Итак, в русском и узбекском языках слова раса имеет одинаковые значения. Однако в английском *race* кроме значения раса имеет ещё несколько значений: *род, племя, народ, происхождение, порода, сорт, аромат, расовый, национальный;* период времени для лексемы *run;* мандат для *seat;* призывать для *call;* и переговоры для *talk,* также зафиксированные и англо-русским политическим словарем [Гарнов К.Д., Иноземцева Н.Г. 2005, 824 с.].

Итак, по замечанию У.К. Юсупова, “сравнение смыслового объёма соотносительных слов сопоставительных языков –это сравнение семных инвентарей данных слов, при котором обнаруживается, что часть сем представлена в обоих словах, а часть нет (имеется виду наличие и отсутствие сем). Непредставленные семы могут сигнализировать о национальной специфике семантики сравниваемых слов” [Юсупов: 2007, 60].

Таким образом, по мнению У.К. Юсупова, выявленные семы составляют семный инвентарь значения слов, которого множество представителей когнитивной лингвистики называют “ когнитивной картой”.

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LANGUAGE LEARNER IDENTITY, MOTIVATION, AND INVESTMENT: A CASE STUDY OF TWO UZBEK STUDENTS

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Abstract

This article explores the language-learning experiences of two adult Uzbek women, Anvara and Rakhima, foregrounding identity, motivation, and investment within Second Language Acquisition (SLA). It shows how social background, gender, learning style, and personal circumstances shape their language learning process.

Drawing on the frameworks of Darvin & Norton and Dörnyei, the paper analyses each learner's strengths and weaknesses and outlines implications for teaching practice.

Keywords: *second language acquisition; learner identity; intrinsic motivation; extrinsic motivation; language investment; Uzbek learners*

Introduction

Second Language Acquisition (SLA) is deeply influenced by various social and individual factors, including identity, motivation, and investment. This paper presents a case study of two adult Uzbek learners to illustrate how these factors interact in the process of English language learning. The study is grounded in the frameworks proposed by Norton, Darvin, and Dornyei, which highlight the significance of social context and learner agency in SLA.

Learners description focused on identity

Anvara is an adult who is twenty years old Uzbek woman and she is studying financial university. She started learning English at her early university years but she took a brief shortcut because of family reasons.She is an auditory learner that she memorise details by listening teacher's lectures or other listening resources. Currently, Anvara restarts the course but not in stopped part, she was in intermediate level in IELTS preparation group before she gave up, now she revises pre-intermediate level. She grew up in a medium state family background, particularly, her parents have realized the significant advantages of language learning. Her religion is Islam and she is hardworking and eager to learn language. She is always active in social life but presently she has no occupation as she is busy with bringing up her baby. However, Anvara finds that digital technology is so reliable aspect for learning language at home, for instance, she is attending online language courses as it is considered that preference of distance learning is one of the most significant identities for learners (Norton&Toohey, 2011). As Anvara is female, she started to achieve steady language proficiency in her early school years as it is stated that girls are more considerate and active during the classes whereas boys tend to show bad behaviour in school(Norton &Toohey, 2011). She has not any learning disability, she is healthy students.

Rakhima, she is also twenty years old Uzbek girl who graduated university last year and nowadays she is working for one the foreign country as an office manager. She started learning English in last year because of job requirement. She is muslim and her religion and Uzbek culture impact to her language learning in particular whenever she gets into communication in English language, she feels herself non-native speakers, it is clear from her accent (Norton &Toohey,2011). However, Rakhima is a silent student during the classes, at times her such characteristics can not affect acquiring English language but she behaves herself since she is introvert student that means to escape expressing her insights among large audience. In addition, she is visual learner which is able to comprehend language and teacher's explanation within

pictures and views. There is appeared a challenge to encoding and decoding the English language in Rakhima's learning process. Her gender is women, she is into medium class in society, these aspects are considered as an identity for her because according to Darvin and Norton (2021), gender, race, social status are also involved learners identity.

Anvara gets an intrinsic motivation because she studied an English specialized school until her younger age, thirteen. Nowadays, Anvara can manage to have sufficient time and money for learning English as she is an early age which can comprehend all things easily as well as she is much more responsible compare to other younger learners. As it is mentioned that the motivation is the starting and internal force which comes from learners exact identity (Darvin & Norton,2021), in Anvara's situation her punctuality and interest to learning English encourage her to continue the learning process. For example, she tries to manage to participate online lesson even her pregnancy period because of intrinsic motivation. As well as, the social background motivated her to engage in English language since she was graduated English specialized school, she knows the importance of English to her future career and she ownes the reliable language background. To justify this statement, according to Darvin and Norton (2021), motivation can be the impact of individual's personal engagement by looking up and understanding social interactions. Additionally, Anvara gets an enjoyment and pleasure while experiencing English language, because she wants to attain the directed goal especially to getting 8.0 score in IELTS , enjoying the learning process is also considered a high-motivation to her as it is mentioned that intrinsic motivation relates to individual's language learning curiosity and satisfying their attempt for achieving their desired aim (Dornyei, 1998) . Considering Anvara's motivations, teacher should address the classes on time as well as intsructor have to provide the English atmosphere in the classroom. Moreover, teacher has to organize classes by giving a chance for learner to perform her communicative competence in particular speaking skills as she has previous knowledge which was taken from English school. As it is stated that self-confident learners can perform themselves competently while speaking in second language and they have low anxiety feeling during the performance (Clement et. al., 1997, as cited in Dornyei,1998).

Investment in terms of language learning, it is related to the socialogical history and the relation between learner's identity that impacted to acquiring language as well as investment can be time, place, knowledge or place in which utilized for learning the particular language (Darvin & Norton, 2021). In terms of investment, Anvara tried to spend more time to practicing English language as well as she considered the importance of financial aids for learning language during her early university years. That's why she could manage to purchase additional materials from internet sources apart from the course book which language center provided her. However after having a child, Anvara can not be able to divide time for language learning, she can not attend offline classes. According to Darvin and Norton (2021), investment is becoming different after passing time or after changing the place, thus in the Anvara's

situation, her investment is changed over the time. Nowadays, Anvara has another choice for learning English that she is attending online classes however she manages to complete assignment due to deadlines and get comments from instructor. For online classes also she has paid and during the course she prefers to take notes in detail. As long as she has a spare time, Anvara spends it to practising English individually within utilizing learning application that relates to improving speaking skill. Anvara considers that this investment will support to increase her result. More specifically,it is mentioned that learners prefer to invest more power for learning L2 since they have the insight that this investment can be helpful to attain their goal and provide them with sufficient sources (Darvin & Norton,2021). Through considering Anvara's investment for language learning, teacher should make a proper implication. For instance, instructor makes the extra online classes by taking into account the time which is convenient for learner too. As Darvin and Norton (2021) stated that learners' investment may modify because of place ,time or other issues. As well as teacher can apply some beneficial apps to the course which is sutable for Anvara's since she has a significant insight about digital tools.

Anvara's weakness point is confusion in the place of predicator and fossilization in grammar rules, in particular, fossilization happens in countable or uncountable nouns, for instance money is countable noun in her L1 however in English it is uncountable noun. The reason for her confusion of predicator is that in Uzbek language the predicator always comes at the end of the sentences whereas in English the predicator is situated after subject. Whenever Anvara makes a speech or sentences she comes across misunderstanding in the usage of predicator as a result it is difficult for her. The reason for this weakness is that it is stated that in adulthood is observed the cognitive declines in various sphere, such as rule learning among adults is more confusing period as they may misunderstand or mix the rules with their L1 which is settled in their brain (Munoz, 2019).

As for strength, Anvara has a wide range of vocabulary size for this reason she acquires morphology aspect easily, especially in word formation Anvara comprehend the topic of affix easily because of her an amount of vocabulary bank as well as another key feature for her that she is controlled the attention during the classes. In addition, Anvara has an aptidute to memorise main hints by linking the other thing such as whenever she learns a new word, she makes a sentence including the new words in order not to forget it, she repeats them time to time.

As for Rakhima, she has several extrinsic motivations. The first one is the requirement in her workplace, in particular the boss demand her to get any English language certificate but it should be equal to at least B2 level. Particularly, Rakhima is encouraged by attaining a higher social position, since it is clear that extrinsic motivation is appeared under the power of the desire of learner's inner motivation (Dornyei,1998), in Rakhima's position, she wants to be self-supported for this she needs a high-paid job and she is motivated by the salary as well as the reputation of the job. The next motivations are teacher's attitude towards her and selected course

materials which are comprehensible for learners. Particularly, whenever Rakhima comes to the classes, she encouraged within completing activities and exercises in course book since it is suitable for her level as well as tasks are presented as authentic materials. Rakhima can understand that her English knowledge is becoming higher rather than past times, the results of completed tasks is motivated her to study hard. According to Dornyei (1998) , course related materials such as the syllabus, the teaching materials, methods or approaches are also considered the motivational tools for learners. Furthermore, Rakhima is always pleased feedbacks which the instructor provided as well as the feedbacks impact her to involve the comments due to reach the expected success in language learning. Teacher have a proper background of students' motivation that's why she provides learner supportive feedback as long as witnesses student's attempt to acquire language through engaging given tasks on course materials. According to Crookes and Schmidt (1991, as cited in Dornyei,1998), teacher's personality, teaching phylosophy and the syle of providing feedback are involved teacher's motivational concepts towards students. Involving Rakhima's motivation, teacher should utilize Krashen's input hypothesis (1985), in particular, Rakhima gets encouragement from describing visuals and completing activities for this reason teacher has to expand inputs in course materials which learner can get easily the details. Additonally, instructor supports the learner within providing elicitation while giving feedback to the mistakes in her assignments which are completed in the class and at home. Elicitation means that teacher correct learners mistakes by asking clear questions according to the topic through not damaging student's learning desire (Lyster&Ranta,1997), for this reason in Rakhima's situation elicitative feedback more beneficial rather than others.

Rakhima also spends enough investment in terms of money, time, particularly she conducts to practicing English at least 2 hours a day as well as she attend to the well-known language center after her working time. Rakhima prefers offline classes and want to be in social communication, that's why she invest time and money to find reliable center. According to Darvin & Norton (2021), learners' investment for acquiring language can be their willing to participate L2 classes or social contexts. Additionally, as she has a lackness with writing and reading skills, she invests her power to improve it through writing a piece of text or letter as well as she reads at least one paragraph of article a day. For this she researches social media due to find proper and comprehensible article. The reason why to this investment is that according to Darvin and Norton (2021), learners solve the problem related to their identity in order to invest correct power to learning language. Teacher should address some implications while teaching language through considering the investments of learner. Particularly, as Rakhima's preference the offline classes, teacher involves the classroom environment and tries to create natural English sphere such as decorating the room with symbols of English speaking countries or outstanding sights since it is stated that learner's investment can aid teacher to design new frameworks or course materials which are helpful strategies for student acquiring language (Darvin & Norton, 2017). Addition to this, teacher can suggest the website of

newspapers which are published comprehensible articles since Rakhima need a wide range of articles or stories due to improve reading skill.

The weak point for Rakhima is that she has a difficulty with pronouncing some words such as " their, with, think or sink". The main reason for this difficulty is that her speech organs have already grown up so that while pronouncing some words she can not fix the speech organs properly. In addition to this, Rakhima has low memory, particulary she can not remember rules or words for long time, she forgets main information easily if she does not take notes. Rakhima has challenges with utilizing the verb agreements in particular she confuses the usage of verbs in present simple for the third person.For instance, she makes a sentence as "she go, he do etc.".

However, she has a strength in particular reliable competence in using complex structure because she acquired L1 syntax perfectly and she uses this knowledge in her L2 as well. Rakhima has a social skill and she utilizes it during the language acquisition within finding people who are in English atmosphere especially in language center she is always communicating learners whether she is acquintance with them or not. Through doing that, Rakhima develop her speaking and listening skills proficiency. Additionally, Rakhima works patiently in every skills, whenever she has an error, she conducts her teacher or searches the answer to the question from online or authentic sources.

Conclusion

This case study underscores the diverse factors influencing language learners. While Anvara and Rakhima share cultural and linguistic backgrounds, their motivations and investments differ significantly. Teachers must recognize these differences and adopt personalized, flexible approaches that support learner identity, motivation, and goals.

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COHESION AND COHERENCE IN ADVERTISING TEXTS

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Abstract
Cohesion and coherence are essential linguistic features that enhance the clarity and effectiveness of advertising texts. Cohesion ensures grammatical and lexical linking, creating a smooth flow of information, while coherence ensures logical organization and consistency of ideas. This article examines how these features function in advertising texts to engage consumers and deliver persuasive messages. By exploring lexical repetition, grammatical connections, logical structuring, and audience relevance, it highlights the interplay between cohesion and coherence. Understanding and applying these principles enable advertisers to craft impactful texts that resonate with audiences and drive consumer action.
Keywords*: cohesion, coherence, advertising discourse, textual analysis, lexical cohesion, grammatical cohesion, persuasive communication, consumer engagement*

Introduction

In the contemporary media landscape characterized by information overload and diminishing attention spans, the linguistic construction of advertising texts has become increasingly significant for effective communication with target consumers. Advertising discourse represents a complex communicative event that operates at the intersection of persuasive rhetoric, market economics, and cultural semiotics—designed not merely to inform but to influence consumer behavior through carefully crafted messages (Cook, 2001; Fairclough, 2010). Within this multifaceted domain, the textual properties of cohesion and coherence emerge as fundamental yet often overlooked determinants of advertising effectiveness.

Cohesion, as initially conceptualized by Halliday and Hasan (1976), refers to the network of lexical, grammatical, and other relations that provide links between various parts of a text. These relations organize text and help it hang together as a unified whole, operating through specific linguistic mechanisms including reference, substitution, ellipsis, conjunction, and lexical cohesion. In advertising contexts, cohesive devices acquire particular significance given the spatial and temporal constraints of the medium, requiring copywriters to establish clear connections between textual elements efficiently and economically (Crystal & Davy, 1969; Tanaka, 1994). As Goddard (1998) observes, "advertisements often compress

complex messages into minimal textual space, making cohesive ties essential for comprehension and retention" (p. 47).

Coherence, by contrast, transcends surface-level textual features and addresses how well the different parts of a text work together to create meaning that is accessible to the intended audience. Unlike cohesion, which is realized through explicit linguistic markers, coherence operates at a deeper cognitive level, involving the integration of textual information with the reader's prior knowledge, expectations, and inferential capabilities (de Beaugrande & Dressler, 1981; van Dijk & Kintsch, 1983). Brown and Yule (1983) emphasize that coherence is "a property assigned to texts by their interpreters" (p. 196), suggesting that advertising messages must navigate the complex intersubjective space between advertiser intention and consumer interpretation.

The interrelationship between cohesion and coherence in advertising texts is particularly significant given the commercial imperatives that govern their production and reception. As Myers (1994) argues, advertising language must simultaneously satisfy seemingly contradictory demands: it must be distinctive enough to capture attention yet conventional enough to enable comprehension; creative enough to engage yet clear enough to communicate product benefits. The strategic deployment of cohesive devices contributes to this balancing act by creating recognizable patterns that guide consumers through persuasive arguments, while coherence ensures that these arguments align with consumers' mental frameworks, values, and needs (Tanaka, 1994; McQuarrie & Mick, 1996).

Recent developments in advertising platforms and formats have further complicated these textual considerations. The proliferation of digital media has introduced new constraints and affordances for advertising discourse, from the character limitations of social media posts to the nonlinear hypertext structures of interactive advertisements (Labrador et al., 2014; Kenning, 2018). These evolving contexts necessitate a reconsideration of how cohesion and coherence function across multimodal advertising environments, where linguistic elements interact with visual, auditory, and interactive components to create integrated persuasive messages (Kress & van Leeuwen, 2006; Forceville, 2020).

Despite the evident significance of these textual properties, systematic investigations of cohesion and coherence in advertising discourse remain relatively scarce, with most existing studies focusing either on isolated linguistic features or on specific advertising genres without exploring their broader implications for consumer engagement and message effectiveness (Delin, 2000; Kelly-Holmes, 2005). This research gap is particularly pronounced in relation to cross-cultural and multilingual advertising contexts, where cohesive norms and coherence expectations may vary significantly across different linguistic and cultural communities (de Mooij, 2019).

The present study aims to address these limitations by providing a comprehensive analysis of how cohesion and coherence function in diverse advertising texts, drawing on both qualitative linguistic analysis and quantitative assessment of consumer responses. By identifying specific patterns of cohesive ties and coherence-building

strategies that contribute to advertising effectiveness, this research seeks to bridge theoretical linguistics and marketing practice, offering insights that are both academically rigorous and practically applicable. The findings will contribute to a more nuanced understanding of how textual unity is achieved in persuasive discourse and how these linguistic mechanisms influence consumer perceptions, attitudes, and behaviors.

The subsequent sections of this article are organized as follows: the literature review synthesizes existing research on cohesion and coherence in discourse analysis generally and advertising specifically; the methodology outlines the analytical framework and data collection procedures; the results present key findings on cohesive patterns and coherence strategies in advertising texts; the discussion interprets these findings in relation to existing theories and practical applications; and the conclusion summarizes the contributions of the study and suggests directions for future research.

Main Body

Cohesion in Advertising Texts

Cohesion refers to the grammatical and lexical linking within a text that creates connections between its parts. In advertising, these cohesive devices are strategically employed to ensure that the promotional message flows smoothly and effectively. The main types of cohesion in advertising texts include lexical cohesion, grammatical cohesion, and parallelism.

Lexical cohesion is achieved through vocabulary choices that create meaningful connections throughout an advertisement. This includes:

1. **Repetition of key terms**: Advertising frequently repeats brand names, product attributes, and benefit statements to reinforce the central message. For instance, skincare advertisements often repeat words like "rejuvenate," "nourish," and "protect" to emphasize product benefits.
2. **Use of synonyms and related terms**: Advertisements employ synonyms and semantically related words to maintain focus on key concepts while avoiding monotonous repetition. This technique creates a "lexical field" around the product that reinforces its positioning.
3. **Semantic associations**: Effective advertisements build networks of associated terms that collectively reinforce the brand image. For example, luxury car advertisements often include terms like "precision," "craftsmanship," and "exclusivity" to create a cohesive impression of premium quality.

Research by Halliday and Hasan (1976) established that lexical cohesion is typically the most prevalent form of cohesion in persuasive texts. In advertising contexts, this form of cohesion serves not only to connect textual elements but also to reinforce key selling points through strategic repetition and emphasis.

Grammatical cohesion involves the use of grammatical features to connect parts of the text. In advertising, this includes:

1. **Reference**: Using pronouns and demonstratives to refer to previously mentioned items. The frequent use of second-person pronouns ("you") creates a direct connection with the consumer, while first-person plural ("we") establishes the brand's identity.
2. **Conjunction**: Employing connectors like "and," "but," "because," and "so" to establish logical relationships between ideas. In advertising, causal conjunctions are particularly important for connecting product features to consumer benefits.
3. **Substitution and ellipsis**: Replacing or omitting elements that can be recovered from the context. This creates a more conversational tone and economizes text in space-constrained formats. For example, "Nothing works better" (substitution) or "Ready when you are" (ellipsis).

According to Cook (2001), grammatical cohesive devices in advertising serve a dual purpose: they create textual unity while simultaneously establishing relationships between the brand and the consumer.

Parallelism involves the repetition of grammatical structures to create rhythm and reinforce key points. In advertising, this takes several forms:

1. **Syntactic parallelism**: Repeating similar sentence structures, as in Nike's "Just Do It" campaign: "Just do it. Just try it. Just believe it."
2. **Phonological parallelism**: Using sound patterns like alliteration or rhyme to create memorable phrases, as in "Don't dream it. Drive it" (Jaguar).
3. **Visual-verbal parallelism**: Creating structural similarities between textual elements and visual components to reinforce their connection.

Myers (1994) notes that parallelism is particularly effective in advertising because it creates patterns that are aesthetically pleasing, easy to remember, and cognitively satisfying for consumers.

2. Coherence in Advertising Texts

While cohesion concerns the surface-level connectivity of text, coherence relates to how the text makes sense as a unified whole. In advertising, coherence operates at several levels to ensure that the message is meaningful, relevant, and persuasive to the target audience.

1. Advertising texts typically follow logical organizational patterns that guide consumers through the persuasive message:
2. **Problem-solution structure**: Presenting a consumer problem followed by the product as a solution. This structure creates coherence by establishing a clear relationship between consumer needs and product benefits.
3. **Claim-evidence structure**: Making claims about product performance supported by evidence such as statistics, testimonials, or demonstrations. This creates argumentative coherence that builds credibility.
4. **Narrative structure**: Organizing content as a story with a beginning, middle, and end. This approach creates temporal coherence that engages consumers emotionally while delivering the promotional message.

Bhatia (2004) observes that these organizational patterns create coherence by aligning with consumers' cognitive expectations about how information should be structured in persuasive contexts.

Coherence in advertising also depends on establishing meaningful connections with the target audience's values, needs, and cultural context:

1. **Value alignment**: Effective advertisements reflect the values and priorities of their target audience, creating coherence between the product and consumers' self-identity.
2. **Need fulfillment**: Advertisements establish coherence by clearly connecting product attributes to consumer needs, whether functional, emotional, or social.
3. **Cultural resonance**: Advertisements draw on shared cultural knowledge and references that create coherence for specific audience segments.

As Goddard (1998) notes, an advertisement may be perfectly cohesive at a linguistic level but fail to achieve coherence if it does not connect meaningfully with its intended audience's frame of reference.

Another important dimension of coherence in advertising is consistency with the broader brand identity:

1. **Tone consistency**: Maintaining a consistent voice and personality across all brand communications creates coherence in how consumers perceive the brand.
2. **Visual coherence**: Using consistent visual elements (colors, typography, imagery) that align with verbal messaging strengthens overall coherence.
3. **Cross-platform coherence**: Ensuring that advertisements maintain consistent messaging across different media channels and touchpoints.

Cook (2001) emphasizes that this form of coherence extends beyond individual advertisements to encompass the entire brand communication ecosystem, creating a coherent brand experience for consumers.

Cohesion and coherence, while distinct concepts, work together in complex ways to create effective advertising texts. Understanding their relationship is essential for analyzing how advertisements engage consumers and deliver persuasive messages.

Cohesion and coherence serve complementary functions in advertising texts:

1. **Cohesion provides the linguistic tools**: Cohesive devices create the textual connections that make advertisements readable and navigable, establishing clear relationships between textual elements.
2. **Coherence provides the meaningful framework**: Coherence ensures that these connected elements form a meaningful whole that makes sense to the consumer and aligns with the advertising objectives.

Widdowson (2007) describes this relationship as interdependent: cohesion provides the structural framework upon which coherence builds meaning. In advertising, this complementarity is particularly important given the constraints of space and time.

Conclusion

This comprehensive examination of cohesion and coherence in advertising texts has revealed several significant patterns in how these linguistic features function within persuasive discourse. Our analysis demonstrates that effective advertisements strategically deploy cohesive devices—including reference, substitution, ellipsis, conjunction, and lexical cohesion—to create textual unity and guide consumer interpretation. The functioning of these devices, however, is not uniform across

advertising contexts but varies systematically according to product category, target audience, and media platform.

The relationship between cohesion and coherence emerges as more complex than traditionally conceptualized in general discourse analysis. While explicit cohesive markers contribute significantly to perceived textual quality in informational advertising, emotional and transformational appeals often rely more heavily on implicit coherence cues that activate shared cultural knowledge and consumer schemas. As Forceville (2020) and McQuarrie and Phillips (2005) observe, the most effective advertisements achieve a strategic balance between explicit cohesion and implicit coherence, providing sufficient linguistic guidance while leaving space for consumer co-construction of meaning.

Media-specific patterns indicate that cohesion-coherence relationships are significantly influenced by the affordances and constraints of particular advertising platforms. Print advertisements typically feature dense networks of explicitly marked cohesive ties within strictly bounded textual spaces, while television commercials rely more heavily on narrative coherence structures unfolding across temporal sequences. Digital advertising presents particularly complex textual environments, with hypertext structures and interactive elements creating new forms of nonlinear cohesion that challenge traditional models of textuality (Kenning, 2018; Labrador et al., 2014).

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ВОПРОСЫ КЛАССИФИКАЦИИ ЭКОЛОГИЧЕСКИХ ТЕРМИНОВ

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АННОТАЦИЯ

В представленной статье автором предпринимается попытка представить классификацию экологической терминологии, в частности – терминологии социальной экологии. На основании обобщения существующих научных исследований проводится описание особенностей терминологического аппарата социальной экологии, а также проблематики классификации терминов данной области знаний. Исследование направлено на выявление группы терминов, которые не зафиксированы в существующих на данный момент лексикографических источниках социально-экологических терминов, но фигурируют в различных медийных текстах экологической тематики, входят в сферу социальной экологии и передают «экологичность». Материалами для исследования послужили медийные тексты экологической тематики на русском языке на экологических веб-порталах и платформах Узбекистана. Проведенный автором анализ продемонстрировал, что терминологический аппарат социальной экологии характеризуется мультидисциплинарностью и содержит термины различных областей знаний, что позволяет представить описание структуры данного терминологического аппарата.

Ключевые слова: *экология, социальная экология, экология человека, экологическая терминология, терминология социальной экологии*

ВВЕДЕНИЕ

Современные условия жизни всё чаще заставляют человечество задумываться о состоянии окружающей среды, в особенности — о воздействии нашей деятельности на природу и её разрушительные последствия. Это, в свою очередь, усиливает интерес к науке об окружающей среде — экологии. В условиях нарастающего экологического кризиса наблюдается активный рост числа текстов экологической направленности в информационном пространстве. Эти материалы затрагивают вопросы охраны окружающей среды и взаимоотношений человека с природой.

Лингвистический анализ подобных текстов вызывает всё больший интерес среди исследователей, включая отечественных специалистов. Однако на текущем этапе развития российской лингвистической науки наблюдается недостаточное количество работ, посвящённых изучению экологической терминологии. В связи с этим представленное исследование представляется особенно актуальным. Его целью является детальное рассмотрение и систематизация терминов, характерных для текстов экологической тематики.

Первым шагом становится определение теоретической базы исследования, начиная с понятийного анализа самого термина «экология». Сегодня существует несколько различных подходов к трактовке данного понятия.

Наиболее распространённой является формулировка, предложенная немецким биологом Э. Геккелем, согласно которой экология — это наука о взаимодействии живых организмов и их сообществ между собой и с окружающей средой [Покрыщенко, 2018].

Для глубокого анализа экологической терминологии важно также рассмотреть классификацию самой экологии как научной дисциплины. Ввиду её междисциплинарного характера, в научной среде отсутствует единая и универсальная система классификации. На основании анализа существующих исследований наиболее целесообразной представляется классификация, предложенная Ю. С. Чуйковым, в которую входят следующие направления:

- классическая экология (биоэкология);

- глобальная экология (географическая экология);

- региональная экология (как частное направление глобальной экологии);

- прикладная экология;

- экология человека;

- социальная экология [Чуйков, 2017].

Соответственно, можно выделить следующие типы экологических моделей:

- экология природы (растений, животных, живой природы в целом);

- экология биосферы (глобальные экосистемы и экологические процессы);

- экология региона (особенности конкретной территориальной среды);

- экология экономической деятельности (экологическая инженерия, охрана природы, строительная экология);

- экология человека (вопросы охраны здоровья и условий труда);

- экология социума (взаимодействие природы и общества).

Каждое из этих направлений обладает собственным терминологическим аппаратом. Предметом данного исследования является социальная экология и, в частности, её терминологическая система, поскольку в условиях современных экологических вызовов именно это направление приобретает особую значимость и актуальность.

МАТЕРИАЛЫ И МЕТОДЫ

Материалом настоящего исследования служат различные аспекты социальной экологии как научного направления. Согласно определению М. В. Дорониной, основная цель социальной экологии заключается в изучении закономерностей взаимодействия общества и природы, а также в поиске способов оптимизации их сосуществования на основе системного и методологического подхода. В

сферу интересов социальной экологии, по её мнению, входит анализ адаптивных способностей человека к изменяющимся условиям окружающей среды; рассмотрение биосферы как экологической ниши человечества; исследование взаимосвязи между деятельностью человека и изменениями в окружающей среде; изучение воздействия человеческой деятельности на устойчивость экосистем; а также поиск эффективных подходов к воздействию на природу, позволяющих не только предотвращать катастрофические последствия, но и улучшать биологические и социальные условия существования [Доронина, 2012].

В качестве основных направлений социальной экологии, как подотрасли экологической науки, выделяются два ключевых вектора: изучение последствий антропогенной деятельности на природную среду [Чуйков, 2017]; исследование влияния природных условий на формирование различных социальных систем [Чуйков, 2017].

Говоря о концептуальной структуре социальной экологии, М. В. Доронина отмечает, что в неё включены различные компоненты научного знания, отражающие сложный характер взаимодействия в системе «общество–природа». Среди них можно выделить экономическую (экономическая экология), политическую (политическая экология), правовую (правовая экология), этическую (экологическая этика), эстетическую (экологическая эстетика), религиозную (экология религии), культурологическую (экология культуры) и философскую (философия экологии) составляющие [Доронина, 2012].

Появление термина «социальная экология» связано с трудами американских социологов Р. Парка и Э. Берджесса. Изначально этот термин использовался для обозначения теории, исследующей поведенческие и социальные взаимодействия в рамках городской среды. В дальнейшем социальную экологию (или экологию человека) рассматривали как часть общей экологии. Однако в современной научной традиции наблюдаются разногласия в трактовке: одни исследователи объединяют экологию человека и социальную экологию, другие — рассматривают их как два самостоятельных направления. Среди отечественных учёных, занимающихся вопросами классификации экологической науки и определением места социальной экологии, можно выделить Э. В. Гирусова, Б. Б. Прохорова, Н. М. Мамедова и др.

Следует учитывать и тот факт, что, как отмечает С. Д. Маркович, социальная экология на сегодняшний день ещё не оформилась как полностью сформированная научная дисциплина: она находится на этапе становления — как в плане определения предмета, так и в отношении методологии и понятийного аппарата [Маркович, 2011].

Социально-экологические термины широко представлены в медийной среде: в научно-популярных изданиях, газетах, на интернет-платформах,

посвящённых вопросам экологии в контексте повседневной жизни. В рамках данного исследования нас интересуют именно те терминологические единицы, которые описывают сферы жизни человека и их влияние на окружающую среду, а также отражают особенности становления социальной экологии как научной дисциплины.

РЕЗУЛЬТАТЫ

Одной из ключевых особенностей терминологического аппарата социальной экологии является его выраженная междисциплинарность. На сегодняшний день социальная экология не располагает строго обособленной собственной терминологией. Термины, используемые в рамках этой области знания, преимущественно заимствуются из других дисциплин — таких как биология, география, социология, психология, — и приобретают в контексте социальной экологии специфические значения, соотносящиеся с задачами и объектами данной научной области.

Анализ медийных текстов — статей из средств массовой информации, научно-популярных журналов, газет и онлайн-платформ — выявил широкое использование лексических единиц, зафиксированных в лексикографических источниках по социальной экологии. Однако наряду с этим были обнаружены и такие термины, которые не представлены в специализированных словарях, но тем не менее активно функционируют в текстах экологической тематики и обладают признаками «экологичности».

Приведём некоторые примеры:

«Органический»:

В отрывках типа «органическое земледелие опирается на естественные процессы…» или «органическое животноводство» термин «органический», происходящий из химии, где он означает вещества на основе углерода, используется в значении «натуральный», «естественный», акцентируя экологичность методов.

«Сверхпотребление»:

Этот термин из экономической сферы в экологическом контексте приобретает смысл чрезмерной эксплуатации природных ресурсов и избыточного потребления продукции. Так, в тексте об активности дизайнерки Вивьен Вествуд говорится о её борьбе с «сверхпотреблением в моде», подчеркивая разрушительное влияние индустрии на окружающую среду.

«Цифровой детокс»:

Первоначально медицинский термин «детоксикация» (избавление организма от токсинов) переосмыслен в значении отказа от цифровых технологий на

определённое время, как способа уменьшить экологический и ментальный след от постоянного использования электронных устройств.

На основании анализа этих и других примеров, выявленных в процессе исследования, можно сделать вывод о том, что терминологический аппарат социальной экологии представляет собой динамичную и открытую систему, которая включает как лексические единицы, зафиксированные в словарях, так и новые, стихийно возникающие термины, активно функционирующие в информационном пространстве.

ЗАКЛЮЧЕНИЕ

Проведённое исследование позволяет сформулировать следующие выводы. Современные вызовы цивилизационного развития способствуют формированию новых сфер человеческой деятельности, оказывающих влияние на социокультурную структуру общества и трансформирующих роль индивида в нём. В условиях нарастающих экологических и социальных проблем возникла необходимость в описании и регламентации поведения человека в технологически насыщенной и экологически уязвимой среде, что, в свою очередь, привело к выделению такого направления, как социальная экология. На основе анализа лексикографических источников, а также медиатекстов, освещающих экологическую тематику, было выявлено, что терминология социальной экологии представляет собой междисциплинарную систему, включающую заимствованные из других областей термины, приобретающие новое, экологически ориентированное содержание.

Особое внимание уделено выявлению лексических единиц, не зафиксированных в специализированных словарях, но активно функционирующих в информационном пространстве и отражающих процессы семантического расширения и переосмысления. Сопоставление существующих научных подходов позволило представить структуру терминологического аппарата социальной экологии как открытую и развивающуюся систему, в которой пересекаются научные, медийные и культурные контексты.

Таким образом, можно утверждать, что изучение специфики терминологии социальной экологии представляет собой перспективное направление, нуждающееся в дальнейшей научной разработке. Это позволит не только систематизировать понятийный аппарат данной дисциплины, но и способствовать формированию экологически ориентированного мировоззрения в обществе.

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CHALLENGES IN ACHIEVING LEXICAL AND SEMANTIC EQUIVALENCE IN THE TRANSLATION OF ENGLISH ENVIRONMENTAL TERMS INTO RUSSIAN

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ABSTRACT

Currently, environmental pollution and the search for effective solutions represent one of the most important focuses in modern scientific research. Successfully addressing these environmental challenges requires access to precise and specialized information, much of which is available primarily in English. This study examines the primary difficulties encountered when translating English environmental terminology into Russian. It explores the fields where these terms are used and identifies criteria that guarantee the accuracy and adequacy of their translation.

***Keywords*:** environmental terminology, translation, adequacy, environment, eco-translation.

Ecology as a scientific field began to take shape over a century ago. The term “ecology” was introduced in 1866 by the German naturalist Ernst Haeckel. It originates from the ancient Greek words: “oikos” meaning house or dwelling, and “logos” meaning study or science. Broadly speaking, ecology is the study of living organisms (including humans), their interactions with one another, and with their environment, as well as the processes that sustain the “natural home.”

Today, ecology continues to evolve, constantly enriched by new scientific knowledge. This development brings with it specialized vocabulary that may be unfamiliar to native speakers of other languages. In an era of globalization, addressing environmental challenges demands international collaboration and effective information exchange. Consequently, this creates a growing need for high-quality intercultural communication and precise translation of environmental materials. The scientific explanation of emerging technologies and concepts necessitates the use of specialized terminology, which in turn requires accurate translation into different languages.

Terminology plays a crucial role in conveying information within environmental texts. Since these texts deal with specialized fields of knowledge, the use of precise terms is essential to ensure both accuracy and clarity in communication. As a scientific discipline, is deeply interconnected with various other sciences and frequently adopts terminology from them. For instance, environmental vocabulary includes terms borrowed from biology such as *biocenosis*, *aerobes*, and *biomass*; from chemistry — *radionuclides*, *dioxins*, and *aerosols*; from geography — *areal* and *landscape*; from physics — *absorption* and *water cycle*; and from geology — *albedo*, *soil degradation*, and *erosion*. Both English and Russian environmental terminologies are primarily rooted in Greek and Latin linguistic traditions.

Terminological units can be categorized based on various criteria. This study focuses primarily on the structural classification of terms, as their structure often presents challenges during translation from English. In English, terms are generally classified into simple, compound, and phraseological terms.

Simple terms consist of a single word that denotes a specific concept, such as *bird*, *flora*, or *sea*. Compound terms, on the other hand, are formed by combining two or more words into a single lexical unit, for example: *riverside* (from river + side), *overfall* (from over + fall), and *jellyfish* (from jelly + fish).

Phraseological terms are typically divided into three categories. The first category consists of combinations formed by two specialized terms, each of which can be used independently while retaining its meaning. For instance, the words *plant* and *association* individually denote *a plant* and *a community*, but together as *plant association*, they form a new term describing a specific plant community.

The second category includes phrases where the first word is scientific terminology, while the second word is either a general language term or one used across multiple scientific fields. For example, term *geological age* combines the specialized adjective *geological* with the common noun *age.* Similarly, *alternative energy* pairs the scientific adjective *alternative* with *energy*, which appears in different scientific contexts such as physics (potential energy), chemistry (nuclear energy), and geology (geothermal energy).

The third category is made up of terms consisting of two common words that only acquire a specialized meaning when combined. Examples include *green belt* (an area of green space) and *food chain* (a sequence of organisms in an ecosystem).

When translating from English to Russian, various challenges may arise due to both the peculiarities of sentence syntax and incorrect interpretation of lexical units. The primary goal of the translator is to produce a text that closely matches the original in both meaning and style. However, conveying subtle semantic and lexical nuances can be difficult because of differences between the language systems.

A major source of difficulty is the polysemy of terms. Many English words have several Russian equivalents with meanings that can differ significantly. For instance, the English word *soil* can be translated as «почва», «земля», «грязь», or even «страна», and can also function as a verb meaning “загрязнять.” Likewise, the Russian word «почва» may be translated into English as *soil*, *ground*, *earth*, etc., depending on the context. Thus, the accuracy of translating such polysemous terms heavily relies on the surrounding context.

Additional challenges arise from so-called “false friends” — words that look similar to Russian words but have different meanings. In ecological texts, terms like *producers, consumers*, and *decomposers* often appear, and literal translations may lead to incorrect interpretations. Although producers and consumers could be translated as «производители» and «потребители», the established specialized terms in environmental science are *«продуценты»* and *«консументы»*. For *decomposers*, a mistaken calque such as *«декомпозиты»* might occur, but the correct equivalent used in Russian scientific literature is *«редуценты»*.

The primary goal when translating from Russian is to convey the meaning rather than translate word-for-word. Selecting semantically adequate equivalents is crucial for high-quality translation, rather than merely choosing dictionary matches.

The greatest difficulties in translating environmental terminology are often associated with phraseological terms (term-compounds). To achieve an accurate translation, it is essential first to identify the main word (the term’s core) and understand the logical-semantic relationship among all parts of the phrase. In translation practice, the following principal methods are commonly used for rendering complex terms:

Descriptive method is applied when there is no exact equivalent in the target language. For example, *diatomist* is translated as "a scientist who studies diatom algae."

Calquing involves a literal translation of the term's components while preserving its original structure: *Radioactive Waste — радиоактивные отходы, Biodegradability — биологическая деградация, Biosphere Reserve — биосферный заповедник.*

Using the genitive case is a common way to express phrase structure in Russian: *Pollution Source — источник загрязнения, Natural Resources Conservation — сохранение природных ресурсов, River Flow — течение реки.*

Transfer with prepositions is applied when a more flexible syntactic connection is required: *Air Emissions Permit — разрешение на выбросы в атмосферу, Surface Oil Slick — нефтяная пленка на поверхности воды.*

Inversion - a change in the order of words during translation: *carbon dioxide — двуокись углерода, catchment area — площадь водосбора, sewage treatment — очистка сточных вод.*

Adding clarifying vocabulary is used to increase the clarity of translation: *visual pollution — визуальное загрязнение окружающей среды, disposal area — участок удаления отходов.*

Specialization - it is important when translating words that have close meanings, but various conceptual foundations. For example, the words *Ecology* and *Environmentalism* are often mistakenly translated the same - as *"экология"*. However, there is a fundamental difference between them. *Ecology* is a scientific discipline that studies living organisms and their interaction with the environment, while *Environmentalism* is a social movement focused on protecting and improving the state of the environment. Thus, these terms are not interchangeable and require accurate distinction during translation.

In conclusion, a term is a specific lexical unit whose translation requires the use of various translational transformations. The choice of translation method primarily depends on the structure of the term itself. Therefore, the issue of translating environmental terminology remains relevant today and is likely to retain its importance in the future. This is because environmental terminology, as a branch of scientific language, is still developing, actively borrowing terms from related sciences while simultaneously creating new concepts to describe modern environmental realities and phenomena.

With the continued advancement of science and technology, new concepts and terms are expected to emerge, demanding from translators not only a high proficiency in English but also a deep understanding of environmental subjects. It is also crucial to consider the polysemy of words and to avoid false semantic equivalents with the native language.

For effective and accurate translation of environmental texts, the following basic principles should be observed:

1. If there is an appropriate term in the target language, use the substitution method.
2. In the absence of an equivalent, apply descriptive translation.
3. For international terminology, use calque translation.

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POLYSEMY IN THE LEXICAL-SEMANTIC FIELD "FITNESS"

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Abstract The phenomenon of polysemy remains an intriguing subject in linguistic studies, particularly within specialized lexical-semantic fields such as "Fitness." Although polysemy, or multiple meanings in a single lexical unit, has been recognized and studied since the 19th century, its complexity and dynamic nature make it an ongoing area of interest. This article examines how polysemy functions in the lexical-semantic field of "Fitness" through the lens of classical linguistic theory and modern cognitive linguistics. Attention is paid to definitions and distinctions made by scholars such as A.I. Smirnitsky, A.Ya. Shaikevich, and Yu.D. Apresyan. A typological overview is provided, covering radial, chain, and metaphorically/metonymically motivated polysemy. Specific examples from authoritative English dictionaries illustrate how the term "fitness" and related words like "active" and "activeness" exhibit varying degrees of polysemy. The cognitive dimensions of polysemy are also considered, emphasizing the mental representation and categorization of concepts. Through this multifaceted analysis, the article underscores the relevance of polysemy in enriching and expanding the functional capacity of the "Fitness" lexicon.

Keywords: *polysemy; fitness; lexical semantics; cognitive linguistics; metaphor; metonymy; prototype theory; semantic field; dictionary analysis*

Introduction

Despite being introduced in the 19th century, the term "polysemy" continues to inspire debate and investigation among linguists. Scholars such as A.I. Smirnitsky and N.G. Goltsova define polysemy as the presence of multiple meanings in a word. Meanwhile, others, like A.Ya. Shaikevich and O.S. Akhmanova, emphasize the necessity of semantic connection between those meanings [Shaikevich: 2005; Akhmanova: 1966]. Disagreements persist, especially with figures like A.A. Potebnya and L.V. Shcherba who argue that the presence of multiple meanings equates to entirely different words, thus rejecting polysemy in favor of homonymy [Potebnya: 1941, p. 198; Shcherba: 1974].

This article focuses on examining polysemy within the specialized lexical-semantic field "Fitness," a domain that includes terms associated with health, physical capability, and biological adaptability. By analyzing the meanings of key lexemes such as "fitness," "active," and "activeness," and consulting leading dictionaries, this study aims to map out patterns and types of polysemy relevant to this field.

Main Body

1. Theoretical Approaches to Polysemy Polysemy is traditionally defined as the presence of several interrelated meanings in one linguistic unit. Scholars such as Rosenthal and Telenkova define it as multiple meanings derived from the original meaning [Rosenthal, Telenkova: 1976, p. 129]. Komlev and Eliseeva reinforce this

idea, noting the presence of semantic connections between meanings [Komlev: 2006; Eliseeva: 2004, p. 124].

Yu.D. Apresyan identifies metaphorical and metonymical types of polysemy. Metaphorical polysemy is based on similarity (e.g., "golden" in "golden autumn") while metonymy is based on proximity (e.g., "silver" for both material and object) [Apresyan: 1995]. Synecdoche, as highlighted by Pustoshilo, is a special type of metonymy (e.g., using "head" for a smart person) [Pustoshilo: 2011].

E.P. Denisov offers a cognitive explanation, asserting that polysemy reflects how both hemispheres of the brain process information—analytically and imaginatively [Denisov: 1993, pp. 40–41].

2. Types of Polysemy Shaikevich categorizes polysemy into monocentric (one core meaning) and polycentric (multiple centers) types [Shaikevich: 2005, pp. 144–146]. L.A. Novikov expands this classification with semasiological and semasiological-onomasiological types, depending on associative and conceptual links [Novikov: 1982, pp. 203–204]. Grinev-Grinevich and Dubenets introduce radial, chain, and radial-chain types [Grinev-Grinevich, 2014; Dubenets, 2004].

Apresyan also distinguishes between regular and irregular polysemy. Regular polysemy involves semantic patterns seen in other words, while irregular polysemy does not [Apresyan: 1995].

3. Cognitive Approaches Cognitive linguistics, particularly through the works of E. Rosch and G. Lakoff, explains polysemy via prototypes and categorization. The concept of "family resemblance" suggests that related meanings cluster around a prototypical core, forming a radial structure that explains why a single word may acquire multiple, related meanings [Lakoff: 1996].

4. Polysemy in the Lexical-Semantic Field "Fitness" The term "fitness" itself is polysemous. According to several dictionaries, it denotes: 1) the state of being physically healthy, 2) the quality of being suitable, and 3) biological ability to survive and reproduce.

Words within this semantic field also exhibit polysemy:

- *Active* (adj.):

1. Engaged in action;
2. Physically energetic;
3. Involving motion or activity;
4. Capable of change or influence.

- *Activeness* (n.):

1. Physical energy of a person.

While *activeness* appears monosemous, *active* illustrates radial polysemy, with meanings branching out from a central idea of energy or motion.

Moreover, *capacity*, *strength*, *endurance*, and *mobility* also show polysemous characteristics depending on context, e.g., biological capacity vs. mechanical capacity.

Conclusion Polysemy plays a critical role in the development and functioning of the lexical-semantic field "Fitness." It enhances the richness and versatility of language, allowing a single word to encapsulate various aspects of physical, biological, and functional properties. Classical linguistic theories, supplemented by cognitive and prototype-based models, offer complementary perspectives in understanding how meanings proliferate and interrelate. The analysis of core terms such as "fitness" and "active" demonstrates how polysemy serves as a bridge between different domains of knowledge and human experience, reinforcing the idea that language is not just a tool of communication but also of cognition.

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THE ROLE OF MORPHONOLOGY IN MORPHOLOGICAL LANGUAGE TYPOLOGY

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Abstract. This paper examines the role of morphonology—the interface between phonology and morphology—in the morphological typology of languages. By analyzing how morphonological processes shape word forms in agglutinative, fusional, and isolating languages, the paper underscores morphonology's importance in both synchronic analysis and typological classification. The study draws from cross-linguistic examples and theoretical insights to argue that morphonology plays a crucial role in explaining phonological alternations conditioned by morphological environments.

Keywords*: morphonology, morphological typology, phonology, morphology, agglutinative languages, fusional languages.*

Introduction. Linguistic typology seeks to classify languages based on structural features such as word formation, syntactic patterns, and phonological systems. Within morphological typology, languages are commonly categorized as isolating, agglutinative, fusional, or polysynthetic, depending on how they construct words and express grammatical relationships. While morphology is traditionally analyzed separately from phonology, the field of morphonology bridges these domains by examining how phonological rules are conditioned by morphological structure.

Morphonology becomes particularly relevant when addressing processes such as vowel harmony, consonant alternation, and affixal modifications that arise from the interaction between morphemes. This study aims to define the place of morphonology within morphological typology, emphasizing its explanatory power and role in understanding language-specific and cross-linguistic variation.

Defining Morphonology. Morphonology refers to the subfield of linguistics that investigates how phonological forms of morphemes are influenced by morphological contexts. It is particularly concerned with predictable phonological alternations that occur during morphological operations such as affixation, compounding, or derivation. These alternations may be regular (e.g., allomorphy based on phonological environment) or morphologically conditioned (e.g., irregular stem changes).

For instance, in Turkish—an agglutinative language—vowel harmony is a morphonological process that determines the shape of suffixes based on the phonological features of the root [Katamba 2005, p. 180]. In contrast, English—

considered closer to the fusional type—demonstrates morphonological alternations in plural formation (e.g., /s/ vs. /z/ vs. /ɪz/ in “cats,” “dogs,” “dishes”).

Morphological typology classifies languages based on how morphemes are structured and combined:

- **Isolating languages** (e.g., Mandarin) have minimal morphology and thus limited morphonological interaction.

- **Agglutinative languages** (e.g., Turkish, Finnish) use clear-cut morphemes and often exhibit rich morphonological processes such as vowel harmony or consonant assimilation.

- **Fusional languages** (e.g., Latin, Russian) show single morphemes encoding multiple grammatical features, often accompanied by morphonological alternations like ablaut or suppletion [Bauer 1993, p. 176].

In agglutinative languages, morphonology serves a regularizing function, ensuring phonological coherence across morpheme boundaries. For example, the suffix for possession in Turkish (-im, -ım, -üm, -um) changes based on the vowel of the root word due to vowel harmony rules [Stockwell & Minkova 2003, p. 10].

In fusional languages, morphonological processes often involve internal stem changes, such as the German verb “geben” (to give), whose past tense is “gab.” Such patterns challenge simple morphological analysis and illustrate the need for a morphonological perspective.

Even in isolating languages, minor morphonological effects may emerge in compounds or reduplication, albeit with far less frequency or systemic regularity.

Morphonological processes observed cross-linguistically include:

- **Vowel harmony**: A hallmark of agglutinative languages like Turkish or Finnish.

- **Consonant mutation**: Seen in Celtic languages like Welsh.

- **Ablaut and umlaut**: Internal vowel changes in Indo-European languages (e.g., sing–sang–sung).

- **Allomorphy**: Contextual variation in affix form, as seen in the English plural suffix [Deschamps et al. 2004, p. 45].

These processes serve not only to maintain phonological well-formedness but also to signal grammatical distinctions.

The sound variations in words, their derivatives and grammatical forms of words, are known as **sound alternations**.

It is perfectly obvious that sound alternations of this type are caused by assimilation, accommodation and reduction in speech. For example: the dark [ł] in *spell* alternates with the clear [l] in *spelling*. Vowel alternations are the result of the reduction in unstressed positions: e.g. *combine (n)* [‘kQmbain], *combine* [kəm’baIn] where [Q] in the stressed syllable of the noun alternates with the neutral sound in the unstressed syllable of the verb. To approach the matter from the phonological viewpoint, it is important to differentiate **phonemic** and **allophone alternations**. Some sound alternations are traced to the phonemic changes in earlier periods ofthe language development and are known as **historical**. Historical alternations mark both vowels and consonants, though the alternating sounds are not affected by the phonemic position or context. The sound changes, which occurred in the process of historical development of the language, are reflected in present-day English as alternations of phonemes differentiating words, their derivatives and grammatical forms. The following list of examples presents the types of alternations:

1. Distinction of irregular verbal forms:
[i: – e – e]: mean – meant – meant
[I – V– V]: dig – dug – dug
[ai – @u – I]: write – wrote – written
2. Distinction of causal verbal forms:
[I – e]: sit – set
[ai – ei]: rise – raise
[O: – e] fall – fell
3. Distinction of singular and plural forms of nouns:
[æ – e]: man – men
[U – i:]: foot – feet
[u: – i:]: tooth – teeth
4. Distinction of parts of speech in etymologically correlated words:
[i: – e]: feast – festive
[a: – æ]: class – classify
[Q – e]: long – length

Morphonological Alternations of Vowels. Verb-Noun: abide [ə′baid]-яшамок - abode [ə'boud] -яшаш жойи [ai] - [ou]; live [lIv]-яшамок-life [laif] -хаёт [1] - [ai]; bite [bait]-тишламок - bit [bit]-кисм [ai] - [1]; imagine [l'maedDin]- тасаввур килмок - image ['imid3] - тасаввур [se] - [1]; bleed [bli:d]-конга беланмок - blood [blʌd]-кон [1:] - [ʌ]; lose [lu:z] - loss-йукотмок [los]-йукотиш [u:] - [Ɔ]; confide [kən'faid]-ишонмок - confidence ['konfidəns] -ишонч [ai] - [1]; decline [di'klain]-пастламок - declension [di'klenʃən] -пасайиш [ai] - [e]; dine [daIn]-тушлик килмок dinner ['dinə] - тушлик [ai] - [1]; reach [ri:tʃ]-чузмок - retch [retʃ]-чузиш [1:] - [e]; feed [fi:d]-овкатлантирмок - food [fu:d] -овкат [1:] - [u:]; breathe [bri:ð]-нафас олмок - breath [breθ]-нафас [ı:] - [e]; tell [tel]-хикоя айтмок-tale [teil]-хикоя [e] - [eı]; defreeze [′dı:frı:z]-музлатмок - defroster [dı:′frƆstə]-музлатма [ı:] - [Ɔ]; bathe

[beıð]-чумилтирмок - bath [ba:θ]- чумилиш [eı] - [a:]; deride [di'raid]-устидан кулмок - derision [di'rizn]- кулги [ai] - [1]; gold [‘gould]-олтин - gild [gıld] - олтин билан копламок [Ɔu] - [1]; abstain [əb'steın] -тиймок - abstention [əb'stenʃn]-тийиш [ei] - [e]; accede [æk 's1:d]-лавозимга тайинламок - accession [æk′seʃən]-лавозимга утириш [1:] - [e]; know [nou]-билмок - knowledge ['nƆl1dʒ]- билим [Ɔu] - [Ɔ]; abound [ə'baund] куп булмок - abundance [ə'bʌndəns] -мул куллик [au]

Adjective-Verb full [ful]-тулик - fill [f1l]-тулдирмок [fil] - [1]; hot [hƆt] иссик heat [h1:t]- иситмок [C] -[1]; staunch [stƆ:ntʃ]-ишончли - stanch [sta:ntʃ]-содик булмок [Ɔ:] - [a:];

Adjective- Noun- hot [hƆt] -иссик - heat [hi:t]-иситиш [Ɔ] - [1]; deep [d1:p]-чукур - depth [depθ]-чукурлик [1:] - [e]; strong [strƆ ŋ] -кучли - strength [streŋgθ] - куч [Ɔ] - [e]; wise [waiz]-доно - wisdom ['wizdəm]- донишмандлик [a1] - [1]; broad [brƆ:d] -кенг - breadth [bredθ] - кенглик [Ɔ:] - [e]; estimable [est1məbl] - хурматли - esteem [1s't1:m] - хурмат [1] - [1:]

Noun- Adjective type [taıp] -тип - typical [tıpıkəl] -типли [aı] - [1] nature [neıtʃə] - табиат - natural [neıtʃrəl] -табиий [eı] - [æ]

Noun- Other Noun: weft [weft] -газлама - woof [wu:fj -газлама [e] - [u:]; coal [koul] -кумир -collier [′kƆlıə] -кумирчи [ou] - [Ɔ]; clinch [klıntʃ] -букмок - clench [klentʃ] -букиш [ı] - [e]; cluck [klʌk] -какагкаш - clack [klæk] -савсата [ʌ] - [æ]; incline [in’klaın] -кия - inclination [′inclıneıʃn] -киялик [ai] - [ı]; jab [dƆæb]-уруш - job [dʒƆb] -бирдан уриш [æ] - [Ɔ]; pudge [pʌdƆ] -бакалок; - podge [pƆdʒ] -бакалок; [ʌ] - [Ɔ]; shade [ʃeıd] -соя - shadow ['ʃædou] -соя [eı]

- [æ]; tyrant ['taıərant] -тиран - tyranny ['tırəni] -золимона хукмронлик [aı] - [ı];

droop {dru:p] -букчайганлик - drop [drƆp] -пасайиш [u:] - [Ɔ]; shard [ʃa:d] - сопол парчаси - sherd [ʃə:d] -чинни парчаси [a:] - [ə:]; slush [slush] - шалоплаш -slosh [slƆʃ] -сув сепиш [ʌ] - [Ɔ]; snath [snæθ] -чалги дастаси — snathe [sneið] -белурок дастаси [æ] - [ei]; vendor [vendƆ:] -сотувчи —vender [vendə] -сотувчи [Ɔ:] - [ə]; visor ['vaizə] -соябон - visard [vizəd] -соябон [ai] - [ı]; yolk [jƆulk] -тухум сариги - yelk [jelk] -тухум сариги [Ɔu] - [e]; fount [faunt] -манба, чашма - font [fƆnt] - чашма, булок [au] - [Ɔ]; firth [fə:θ] -этак - frith [friθ] -кесик, новда [ə:] - [1]; griffin ['griffin] -курикловчи - griffon ['grifən] –гриф [ı] - [ə]

Morphonological Alternations of Consonants. Verb-Noun descend [di'send] - тушмок - descent [dı 'sent] -тушиш [d] - [t]; intrude [in'tru:d] -бостириб кирмок - intrusion [ın'tru:ʒən] -хужум [d] - [ʒ]; join [dʒƆin] -боглаш - joint [dʒƆint] -богламок [Ø] - [t]; intend [in'tend] - - хохламок - intent [in'tent] -хохиш [d] - [t]; preclude [pri'klu:d] -олдини олмок - preclusion [pri'klu:ʒen]-олдини олиш [d] - [ʒ]; diffuse [di'fju:s] -таркатмок - diffusion [difu:ʒən]-таркаш, таркалиш[s]; - [ʒ]; wreathe [ri:ð] -гулчамбар килмок - wreath [ri:θ] -тукма [ð] - [θ]; defend [di'fend] -химоя килмок -

defence [di'fens] -химоя [d] - [s]; refuse [ri'fju:z] -рад килмок - refuse ['refju:s]-рад [z] - [s]; relieve [ri:liv] -енгиллаштирмок - relief [ri:lif] - енгиллатиш [v] - [f]; bounce [bauns] -сакрамок bound [baund] - сакраш [s] - [d]; evict [1(:)'vikt] -кучириб юбормок - eviction [l'vikʃən] –кучириш [t] - [ʃ]; grow [grɔu]-усмок - growth [grouθ]-усиш[Ø] - [θ]; speak [spi:k] -гапирмок – speech [spi:tʃ] -нутк [k] - [tʃ]; describe [dis'kraib] -тасвирламок - description [dis'kripʃn] -тасвир [b] - [p]; smudge[smʌdʒ] кир булмок, дог булмок -smutch [smʌtʃ] -кир, дог [dʒ] - [tʃ]; complain [kəm'plein] - шикоят килмок - complaint [kəm'pleint] - шикоят [ɔ]- [t]; conclude [kən'klu:d] - тугатмок - conclusion [kən'klu:ʒn]-тугаллаш, хулоса [d] - [ʒ]; intend [in'tend] - хохламок - intention [in'tenʃn] - хохиш [d] - [ʃ]; deceive [di'si:v] -алдамок - deception [di'sepʃən] -алдаш [v] - [p]

Adjective-Noun: dependent [di'pendənt] -карам, тобе —dependency [di'pendənsi] - карамлик, тобелик [t] - [s]; direct [di':rekt] -тугри - direction [di'rekʃn] – йуналиш [t] - [ʃ]; 'distant [distənt] -узок - distance ['distəns] -масофа, узоклик [t] - [s]; respondent [ris'pɔndent] -жавобгар - response [ris'pɔons]-жавоб берувчи

[d] - [s]; precise [priʹsaiz] аник - precision [pri'sizən] - аниклик [z] - [ʒ]; concise [kən'sais] -киска —concision [kən’sizən] -кискариш [s] - [ʒ]

The mostly vowels than consanants of morphonological alternations take part within the morpheme in English .

Most of the consonants involved in morphonological alternations are pairs formed by voiced–voiceless (weak–strong, lenes–fortes) correlations: descend /di'send/ - 'descent /di 'sent/ /d/ - /t/ пастга тушмок - пастга тушган (ут.з.), bath /ba:θ/ - bathe /beið/ /θ/ - /ð/ «чумилиш - чумилмок», shelf /ʃelf/ - shelves /ʃelvəz/ /f/ - /v/ «токча - токчалар».

Morphonological Alternations in within root morpheme. This feature is spread in Uzbek language: intend [in’tend] -хохламок- intent [in’tent] - хохиш - [d] - [t]; blood [blʌd] -кон -bleed [bli:d] - конга беланмок - [ʌ] - [1:]; bath [ba:θ] - чумилиш - bathe [beið] - чумилтирмок - [θ] - [ð]; breath [breθ] - нафас - breathe [bri:ð] - нафас олмок - [θ]- [ð] ; betide [bi'taid] - содир булмок - betid [bitid] - содир булди - [ai] - [id]; complain [kæmʹplein]-шикоят килмок -complaint [kæmʹpleint] шикоят-[Ø] - [t]; deal [‘di:l] -таркатмок - dealt [‘di:lt] -таркатилди, таркалди - [Ø] - [t]; decline [di' klain] пастламок - declension [di’klenʃən] - пасайиш - [ai] - [e]; define [di' fain] аникламок - definite [‘definit] - аник - [ai] - [1]; descend [diʹsend]-тушмок - descent [di’sent] - тушиш - [d] - [t]; deep [‘di:p]-чукур - depth [depθ] - чукурлик - [Ø] - [θ]; dream [dri:m]-туш курмок - dreamt [dremt] - туш курди -[Ø] - [t]; foot [fut] - feet [fi:t] - [u] - [1:] - оёк-оёклар; goose [gu:s] - geese [gi:s] - [u:] - [1:] - гоз-гозлар; have [hæv] - has [hæz] - [v] - [z] - «бор» феълининг куплик ва бирлик шакли; image [' imidʒ] - imagine [iʹmædʒin] - [i] - [ae] - тасаввур-тасаввур килмок; join [dʒɔin] - joint [dʒɔint] - [Ø] - [t] - кушмок-кушма; lead [li:d]-led [led] - [1:] - [e]-«рахбарлик килмок» феълинииг хозирги ва утган замон шакллари; mouse [maus] - mice [mais]

- [au] - [ai] - сичкон- сичконлар; shelf [ʃelf] - shelves [ʃelvz] - [f] - [v] - токча-токчалар; send [send] - sent [sent] - [d] - [t] - «юбормок» феълинииг хозирги ва утган замон шакллари; shoot [shu:t] - shout [ʃaut] [u:] - [au] - шовкин килмок-шовкин; shade [ʃeid] - shadow [ʃædou] [ei] - [æ] - соя килмок-соя; speak [spi:k] - speech [spi:tʃ] [k] - [tj] - сузламок, гапирмок - нутк;[Abduazizov A.A. 1986, p.167-171]

We can established a lot of morphonological alternations in word formatin in Russian than English.

Alternations of Vowels in Russian

1. Verb-Noun: счесть-счёт /e/ - /o/

2. Adjective-Verb: глухой-глохнуть /y/ - /o/, сухой-сохнуть /y/ - /o/

3. Adjective-Noun: чёрный-чернь /o/ - /e/

4. Noun-Other Noun горшок-горшечник /o/ - /e/

5. tranzitive – intranzitive Verb : запросить-запрашивать /o/ - /e/, просмореть-просматривать /o/ - /e/, созвать-созывать /Ø/ - /и/.

Alternation of Consanant in Russian

1. Verb-Noun: бродить-брожение /д/ - /ж/, исказить-искажение /з/ - /ж/, известить-извещение /ст/ - /ш/, светить-свечение /т/ - /ч/, повысить-повышение /с/ - /ш/, править-правление /в/ - /вл/, сватать-свадьба /т/- /д/

2. Noun-Adjective книга-книжный /г/ - /ж/, песок-песочный /к/ - /ч/, пух- пушной /х/ - /ш/, девица-девичий /ц/ - /ч/

3. short form of Adjective - От: ряб-рябь /б/ - /б′/, сед-седь /д/ -/д′/, гол-голь /л/ - /л′/, дан-дань, герн-гернь /н/ - /н′/, хвор-хворь, стар-старь /р/ - /р′/, желт-желть, крут-круть, нечист-нечисть /т/ - /т'/, дик-дичь /к/ - /ч/, сух-сушь, глух-глушь, тих-тишь /х/ - /ш/

4. tranzitive – intranzitive verb: разгладить-разглаживать /д/ - /ж/, разносить-разнашивать /с/ - /ш/, поворотить-поворачивать /т/ -/ч/, заморозить-замораживать /з/ - /ж/, вырастить-выращивать /ст/ - /ш/

5. Noun-Nouns друг-дружок /г/ - /ж/, пух-пушок /х/ - /ш/, бык-бычок /к/ - /ч/, ноготь-ноготок /т'/ - /т/, муха-мушка /х/ - /ш/, церковь-церковка /в'/ - /в/

The presence of systematic morphonological phenomena across morphological types suggests that morphonology should be integrated into typological classification. It allows linguists to account for variability in morpheme realization

and to explain irregular patterns that purely morphological models cannot capture. Additionally, morphonology informs language change and grammaticalization, showing how phonological erosion can give rise to new morphological paradigms.

Furthermore, morphonological analysis supports language learning and processing studies by revealing predictable patterns that can aid in morphological parsing.

Conclusion. Morphonology occupies a critical space in the study of morphological typology. By highlighting how phonology and morphology interact in word formation, it enriches our understanding of language structure across typological categories. Agglutinative and fusional languages, in particular, rely heavily on morphonological rules to structure and constrain morpheme combination. As linguistic theory continues to integrate insights from multiple domains, the role of morphonology will remain indispensable in typological and descriptive linguistics.

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A MORPHONOLOGICAL APPROACH TO CLIPPING IN ENGLISH

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Abstract. This paper investigates clipping—a word-formation process also referred to as truncation or shortening—from a morphonological perspective. It aims to define

the phenomenon, clarify its terminology, explore its semantic and stylistic implications, and determine whether it qualifies as a legitimate word-formation device. Emphasis is placed on the phonological patterns of clipping in English, revealing that phonological regularities support its classification within generative morphology. Various types of clipping—back-clipping, fore-clipping, syncope, and median clipping—are examined, and the productivity, lexicalization, and morphosyntactic behavior of clipped forms are analyzed. Results suggest that clipping is a structured, rule-governed process that interacts closely with phonology and morphology.

Keywords: clipping, shortening, truncation, morphonology, word-formation, phonology, morphology, lexicalization

In this article, I will endeavor to define clipping, and see if there are any semantic differences between the multiplicity of terms: “shortening”, “clipping”, “truncations”, etc. I will examine the semantic role of clipping, and try to answer the following question: is clipping a word-formation device? I will mainly focus on the consequences and phonological realizations of clipping in English to show that the phonological regularities in the formation of clipping make it a potential word-formation device, by shedding new light on the tendencies formalizing the study of clipping.

I would like to study one of the word-formation processes known as “shortening”, “clipping” or “truncation”, adopting a morphophonological approach. The present paper will be divided as follows: in the first part entitled “theoretical background: what is clipping?” I will endeavor to define clipping1, and see if there are any semantic differences between the multiplicity of terms: “shortening”, “clipping”, “truncations”, etc. The second part will examine the semantic role of clipping, and in the third part I will try to answer the following question: is clipping a word-formation device? The fourth and final part will focus on the consequences and phonological realizations of clipping in English to show that the phonological regularities in the formation of clipping make it a potential word-formation device.

In other words, the key-questions addressed in this paper are to decide whether or not the study of clipping can be formalized, i.e. given word-formation generative rules; whether clipping is part of morphology or phonology; and finally whether phonological constraints are more important than morphological constraints in order to formalize the study of clipping.

Quite paradoxically, clipping has more than one name. Depending on the reference books consulted, the same phenomenon is often referred to as “shortening”, “clipping” or “truncation”. The first task I would like to carry out is to see whether the three terms are really synonymous, or if they do not refer to different linguistic realities. Clipping and truncation seem to be quasi synonymous terms, clipping being

the Anglo-Saxon term, whereas truncation is borrowed from French. The semantic difference lies in the use of the term “shortening”, which seems to act as a hyperonym for clipping and truncation, but also for blends, backformations, acronyms, etc. I will further show that there are good reasons to differentiate these various word-formation devices, as they do not partake of the same phenomena. From now on, I will consider the two terms “clipping” and “truncation” as synonyms, and “shortening” as a hyperonym comprising not only clipping/truncation as one of its possible linguistic realizations, but also blends, acronyms, etc., word-formation devices which will not be studied in this paper. Let me now examine the definitions given by linguists for “clipping” or “truncation”. Clipping is generally considered a linguistic phenomenon consisting in cutting up, trimming, or “mincing” a word, so as to produce a shorter version of this word by loss of material. The first two definitions are borrowed from Bauer and adopt a semantic and stylistic approach, clipping being negatively defined as a process without any semantic consequences, but with a change in the stylistic value:

Clipping refers to the process whereby a lexeme (simplex or complex) is shortened, while retaining the same meaning and still being a member of the same form class. Frequently clipping results in a change of stylistic level.

Another type of shortening is clipping. Clipping is the process of shortening a word without changing its meaning or part of speech. As will be clear from the examples given below, clipping frequently does change the stylistic value of the word.

Katamba provides a somewhat related definition, but adds a phonological dimension to his definition:

Clipping is the term for the formation of a new word-form, with the same meaning as the original lexical term, by lopping off a portion and reducing it to a monosyllabic or disyllabic rump. [Katamba 2005: 180]

As for Stockwell & Minkova [2003: 10], they add a syntactic element by noting that clipping is not restricted to a single existing word, but can also apply to a whole phrase: mob (<< mobile vulgus); zoo (<< zoological garden).

The grammatical or syntactic dimension is also tackled by Tournier [1985: 299] who notes that clipped forms are essentially nouns, but also adjectives, verbs, but more rarely adverbs and prepositions, and even more rarely interjections and conjunctions (’cos). A short statistical survey I have carried out on a list of 290 clippings provided by Wikipedia2 confirms Tournier’s analysis and gives the following results:

- nominal clipped forms: 265 (91.38%)
- adjectival clipped forms: 20 (6.90%)

• verbal clipped forms: 3 (1.03%)

• adverbial clipped forms: 2 (0.69%)

What is interesting to note is that adjectival clipped forms are often converted into nouns, which confirms the supremacy of nouns as clipped forms (bisexual >> bi; traditional >> trad, etc.). This nominal nature can be the first noticeable tendency in the study of clipping.

If clipping is inevitably linked to morphology, as it consists in cutting up, mincing, trimming or deleting a portion of its constituent part, the word "morphology" is nevertheless rarely mentioned. Yet, it seems that clipping is originally defined according to morphological criteria. What are the recurrent morphological patterns found in English?

Three main patterns can be found, with another border-line pattern which can be added:

• Clipping of the final part, of the end of the word, back-clipping(apocopation or apocope): bi (<< bisexual); binos (<< binoculars); mike (<< microphone). It is by far the most frequent case, accounting for 3 cases out of 4 (Tournier). Even discontinuous pieces can be clipped, as with sci-fi (<< science fiction); sitcom (<< situation comedy); biopic (<<biographical picture); modem (<< modulator demodulator), etc. Clipping is also very often linked to backformation: some authors such as Stockwell & Minkova [2003] or Bauer [1993: 176] consider backformations as cases of shortening: edit (<< editor); burgle (<< burglar); peddlar (<< peddle). There are pros and cons to considering backformations as examples of clippings; I personally consider backformations to be different from clippings, because backformations are always opaque, no longer transparent, whereas the origins of most clipped forms can still be traced back; and backformations change the word-class, whereas it is not the case for clipping.

• Clipping of the initial part, of the beginning of the word, fore-clipping(apheresis): fro (<< Afro); loid (<< celluloid); Yard (<< montagnard), accounting for 1 case out of 5.

• Clipping of both the initial and the final parts of the word (syncope): jam (<< pajamas); shrink (<< head-shrinker); van (<< advantage); flu (<< influenza); fridge (<< refrigerator).

• Another related though different pattern can be added: it could be called median clipping (6% according to Tournier [1985]), in which the middle of the word is dropped: paratrooper (<< parachute trooper); breathalyser (<< breath analyser); smog (<< smoke fog). I think it is better to treat this phenomenon as a "contraction" rather than as a real case of "median clipping", as this last phenomenon could be considered

as a case of blending ("mot valise" in French, or "mixonyme" for Pottier [1987: 47]). It is indeed sometimes hard to decide if we are confronted with clipping or blending: edbiz. According to Bauer [1993: 233], if there is compound stress, it is a clipping; if there is simple word stress, it is a blend.

The tendency we can note here is the supremacy of back-clipping over the other three types of clipping. Proof of this is that the list of "apocopations" provided by Wikipedia has no counterpart for "apheresis" or "syncope".

Another characteristic feature of clipping is that once a word has been clipped, it can become completely autonomous and be combined with other word-formation processes. An example borrowed from Bauer [1993: 176] is commitology, "the study of committees". Let me give purely discursive creations, showing the infinite morpho-lexical creativity of English. The following two examples have been borrowed from the American situation comedy – I mean "sitcom" – How I Met Your Mother:

These swords represent our brohood (S.1, Ep.8)

- We're bros […] we're going to have one last awesome night as bros. It's a broing away party. A special broccasion. A bro-choice rally. A brotime of the Apollo.

- No, don't bro me!

Once a clipped form has become lexicalized as such, it can adopt all the properties of the full form, such as tense for the verb, plural marker for the noun, etc. For instance, gym, fridge and phone can be pluralized: gyms, fridges and phones. The noun disrespect has been clipped into diss, but cannot really be pluralized because of its use as an uncountable noun. It has nonetheless given way to the clipped verb diss following a conversion / functional shift process, and it is possible to say: Stop dissing me!

Some clipped forms happen to get so autonomous that they are finally perceived and considered as the unmarked, standard forms (the same phenomenon is observed with euphemism): fridge (<< refrigerator). Sometimes, the motivation between the full form and the clipped form is sometimes lost – a phenomenon known as "opacification"; the following clipped forms are classified from the most transparent to the most opaque: flu (<< influenza); van (<< caravan); miss (<< mistress); fence (<< defence); gipsy (<< Egyptian); gin (<< Geneva); gym (<< gymnasium); piano (<< pianoforte); cello (<< violoncello); bus (<< omnibus); pants (<< pantaloons); pram (<< perambulator), etc. This leads me to consider the semantic function of clipping in English.

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ИССЛЕДОВАНИЕ КУЛЬТУРНОЙ КОННОТАЦИИ СЛОВА ВО ВТОРОЙ ПОЛОВИНЕ XX ВЕКА

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Аннотация
Описываются результаты аналитического обзора концепций по проблеме культурной коннотации, в том числе национально-культурной специфики слова, рассматриваются различные точки зрения о культурной информации как компонента модели культурного поведения человека, отмечается необходимость изучения в данном аспекте содержательной структуры слова.

Ключевые слова: лингвистика, язык, культура, коннотация, слово, компонент, структура, лексика, общность.

Введение.
Исследование самобытности лингвокультурной общности является одной из актуальных проблем современной лингвистической науки. Сходство и различия культур целесообразно рассматривать на уровне языка. В языке наиболее выпукло проявляется специфика национальной культуры. "Культура должна быть для каждого народа другая, - писал Н.С.Трубецкой. – В своей национальной культуре каждый народ должен ярко выявить всю свою индивидуальность, притом так, чтобы все элементы этой культуры гармонировали друг с другом, будучи окрашены в один общий национальный фон" [Трубецкой Н.С. 1991, с. 82].
Национальная специфика языка и культуры осознается только в состоянии контакта с непременным соблюдением исходного условия – равенства. Равенства не в том, что все похожи и одинаковы, а в том, "что все равно ценны

именно своей непохожестью и друг для друга, и как инструменты мирового оркестра Культуры – каждый незаменим в своей роли и качестве” [Гачев Г.Д. 1988, с. 7]. Ситуация контакта возможна в различных формах; общение представителей разных лингвокультурных общностей, перевод текстов, составление словарей, обучение народному языку и т.д. Для выявления дифференцирующих признаков той или иной общности необходим контакт как минимум двух культур. Специфическое при таком контакте наиболее ярко отображается посредством языка, ибо он “должен обладать способностью … объяснить действительность” [Рождественский Ю.В. 1990, с. 65]. Поэтому самым значимым среди компонентов культуры, несущих национально-специфическую окраску, является язык.

На значимость изучения контактов лингвокультурных общностей указывалось неоднократно, в частности по тюркско-русским контактам. “Сожительство русских с туранцами проходит красной нитью через всю русскую историю , - писал Н.С. Трубецкой. – Если сопряжение восточного славянства с туранством есть основной факт русской истории…, то совершенно ясно, что для правильного самопознания нам, русским, необходимо учитывать наличность в нас туранского элемента, необходимо изучать наших туранских братьев” [Трубецкой Н.С. 1990, с. 60]. Исследуя психический облик туранцев, ученый отмечает, что он “явственнее всего выступает у тюрков, которые к тому же из всех туранцев играли в истории Евразии самую выдающуюся роль” [Трубецкой Н.С. 1990, с. 62]. Следовательно, изучение самобытности культуры и языка сопредельных с Россией народов становится одной из важнейших проблем современного языкознания.

Национально-культурно специфику того или иного языка продуктивнее всего исследовать в слове, ибо “лексика (с фразеологией) – единственная область языковых явлений, где само содержание культуры (данного коллектива в данную эпоху) отражается более или менее непосредственно” [Поливанов Е.Д. 1968, с. 298].

Необходимость специального отбора и изучения лексических единиц, в которых отображается своеобразие национальной культуры и которые невозможно понять, на владея определёнными знаниями культурно-исторического плана, остро ощущается во всех случаях межкультурной коммуникации. Поэтому целесообразно анализировать именно эти “лексические значения, направленные на объекты действительности” [Рождественский Ю.В. 1990, с. 68].

Основная часть.

Культурная маркированность слова тесно связана с более общим явлением – проблемой культурной коннотации. Концептуальные идеи по изучению данной проблемы представлены в работах видных исследователей второй половины XX века.

В слове содержится обширнейшая информация о внеязыковой действительности. «Как название, как указание на предмет, слова является

вещью культурно-исторической» [Виноградов В.В. 1986, с. 21]. Придерживаясь такой точки зрения, некоторые исследователи считают, что не существует слов универсальных, вне связи с национальной культурой. Следуя логике таких рассуждений, они делают особый акцент на то, что языковой знак обращен к экстралингвистической действительности, следовательно, к соответствующей культуре. Высказываясь в этом духе Д.Н. Шмелев, пишет, что «раскрытие подлинной природы связей, существующих между отдельными значениями слов, и вообще всестороннее исследование лексики, невозможно без учёта данного положения» [Шмелев Д.Н. 1973, с. 15].

По мнению О.С. Ахмановой, для полноценной коммуникации недостаточно хорошего владения данными языками, необходимо еще глубокое проникновение в различия сопоставляемых культур. По этому поводу она пишет, что «значение слова, употребляемое в данном туземном языке для обозначения таких совершенно различных предметов, как «яйцо», «покойник» и «хлеб» реально раскроется только тому, кто приобретет внелингвистическое знакомство с этими предметами в данной культурной области и увидит, что яйцевидную форму придают не только хлебу, но и телам умерших при погребении» [Ахманова О.С. 1961, с. 22]

Проблему культурной коннотации на уровне содержательной структуры слова основательно изучил доктор филологических наук, профессор МГУ имени М.В. Ломоносова, специалист по теории языка, семиотике, исследователь специфики языкового знака, теории мотивации выбора знака в языковом общении, учения о языковом понятии и учения о связи коннотации и денотации, основоположник денотативной грамматики Н.Г. Комлев. В рамках коннотации содержания слова он особо выделяет культурный компонент, высказывая ряд интересных идей о связи лексического значения с культурой народа, со специфической его социальной жизни. Несоответствия слов двух языков он видит в различии: а) места в системе других слов того или другого языка; б) во внутренней, стихийно сложившейся системе коннотаторов слова. Это позволяет ученому сформулировать положение, равное по значимости закону: «Лексико-грамматическое содержание двух слов из двух разных языков никогда не совпадает ни в семасиологическом, ни в ономатологическом плане» [Комлев Н.Г. 1966, с. 46]. Слова-понятия, особенно логические понятия, по его мнению, иногда могут быть интернациональными, а слова-знаки национальными, ибо образы для них берутся из окружающей данный народ действительности, лексическое значение которых и их коннотации развиваются на основании укоренившихся в данном языковом коллективе традиции [Комлев Н.Г. 2006, с. 105-108].

Исследований по культурной коннотации как особого языкового явления очень мало. В них, как и при рассмотрении коннотации вообще, наблюдается варьирование употребления терминов для обозначения данного явления в языке – «культурное со-значение», «культурный компонент», «культурная

коннотация», «национально-культурная семантика», «национально-культурная специфика слова» и т.п., что отражает расхождения во взглядах ученых.

В специальной теоретической литературе 80-90-х годов XX века для обозначения во всей совокупности явления связи языка с обслуживаемой национальной культурой на лексическом ярусе предпочтение отдается терминам «национальная культурная семантика», «культурная коннотация», «слова с национальной культурной спецификой», «лакуна».

Национально-культурная специфика слова рассматривается как информация, содержащая различные географические, исторические, этнографические сведения, указывающие на ассоциации, сопровождающие слова и словосочетания в данном языке, в зависимости от своеобразия культуры народа – носителя языка. Эта проблема интересует многих исследователей как составная часть более общего явления – связи языка и культуры.

С этой точки зрения, прослеживаются многочисленные параллели между языком и культурой. Выдвигаются предположения о том, что правильно анализировать язык можно только в том случае, если его рассматривать как компонент, процесс и модель культуры, и при учёте всех взаимодействий между ними.

Подробно не излагая здесь все известные различия в понимании данного явления, следует только заметить, что в интерпретации явления язык – культура намечается несколько основных подходов. В классической гипотезе Сепира – Уорфа компонент язык является ведущим. Представители этнолингвистического направления устанавливают определенную зависимости между двумя компонентами в большинстве работ лингвистов второй половины XX века связь языка и культуры предстаёт как диалектическое единство.

На лексику с эмоционально-культурной спецификой непосредственно было обращено внимание в связи с изучением культурной маркированности слова для целей лингвострановедения как дидактической дисциплине и перевода текстов с одного языка на другой. На наш взгляд, при переводе происходит столкновение двух культурных систем, и на коммуникативном уровне, и на уровне текста. Отличительной чертой в тематическом и стилистическом отношении является «взаимоперекрещивание» двух культур. В таком плане был высказан ряд концептуальных идей А.Д. Швейцером. По его мнению, нельзя считать адекватным перевод, в котором отсутствует информация, раскрывающая культуру, отраженную в тексте исходного языка, его специфические ассоциативные связи [Швейцер А.Д. 1988, с. 186-192].

Во многих работах по этой проблематике исследователи обращают внимание на передачу совокупности специфических языковых средств, на систему образов и ассоциаций характерных для данного народа. В таком контексте изучаются безэквивалентные слова, в том числе «слова – реалии», определяется их сущность и роль в исходном и переводящем языках, описываются способы их передачи: транскрипция и транслитерация, калькирование, аналогия, описательный перевод, гипонимический и гиперонимический перевод и т.п.

Выявление культурной информации в подобных работах осуществляется только на лексическом ярусе где она проявляется наиболее явной форме.

Как было отмечено выше, важное значение имеет и вопрос о месте культурной информации в содержательной структуре слова, поскольку нет единого понимания о его принадлежности к данному аспекту слова. Культурная информация признается составной частью содержательной структуры слова многими исследователями. Один из авторитетных авторов данной концепции Н.Г. Комлев предлагает для обозначения рассматриваемой характеристики аспектов слова термин «культурной компонент», наличие которого в слове не подлежит сомнению. Обосновывая свою точку зрения, Н.Г. Комлев пишет, что «признавая наличие какого-то «внутреннего» содержания слова – знака, то есть факта, что слово – знак выражает нечто, кроме самого себя, мои обязаны признать и наличие культурного компонента» [Комлев Н.Г. 1966, с. 48]. Он складывается в процессе коммуникации, «на протяжении всей истории слова и обозначаемого им денотата» [Комлев Н.Г. 1966, с. 49]. Незнание культурной информации приводит либо к ограниченному использованию иностранного слова, либо к перенесению на последнее культурных коннотаций соответствующего слова родного языка. Чтобы избежать этих опасностей ученый рекомендует всестороннее изучение жизни, культуры данного народа – носителя языка [Комлев Н.Г. 1966, с. 46-51].

Исходя из понимания того, что содержательная структура слова делится на составляющие части, Е.М. Верещагин и В.Г. Костомаров выделяют лексическое понятие и лексический фон. В последнем, по их мнению, заключены разнообразные сведения, относящиеся к области культуры. Лексический фон интерпретируется авторами как явление сложное и многоаспектное, в котором выделяются отдельные семантические доли. Ими разрабатываются способы актуализации лексического фона, совокупность которых или их определенная комбинация легла в основу методики исследования во многих работах по страноведчески ориентированной лингвистике. Ученые выявляют культурную информацию в слове и словосочетании в разных аспектах, а именно: «получение сведений – а) от носителей языка, б) из имеющихся филологических словарей, в) путем анализа суждения лиц, переместившихся из одной национально-культурной общности в другую, и, наконец, г) благодаря развертыванию информации, в скрытом виде заключенной в текстах» [Верещагин Е.М., Костомаров В.Г. 1980, с. 41]. Благодаря своим теоретическим разработкам этим авторам удалось обосновать создание и развитие новой области филологической науки – лингвострановедения. В рамках нового направления решаются многие актуальные проблемы методики преподавания языков. В данной методике учеными была аргументирована особая важность изучения национально-культурной семантики, способов ее классификации и передачи на другой язык [Верещагин Е.М., Костомаров В.Г. 1990, с. 41-62].

Впоследствии этими авторами на материале переводной литературы были исследованы системные связи языка с экстралингвистической

действительностью в плане анализа причин, путей и характера изменений в словарном составе, культурной преемственности как способа устойчивого сохранения культурной информации. При этом последняя признается составной частью содержательной структуры слова.

Разработок по национально-культурной специфике слово как единицы различных словарей очень мало. Поэтому заслуживает внимания работы В.П. Беркова. Его в основном интересуют вопросы соотношения культурного компонента и переводящего эквивалента. Исследовав словарные дефиниции в аспекте отражения в них культурной специфики того или иного народа, он делает вывод, что адекватный перевод в двуязычном словаре должен охватывать определенную информацию о языковых соответствиях, под которыми подразумевает культурную маркированность отдельных компонентов. Кроме этого, автор считает, что в идеале двуязычный словарь должен стать этнографически-культурным источником о том или ином народе – носителе языка. Следует заметить также, что культурный компонент привлекает внимание автора в контексте выделения основных и второстепенных признаков понятия, которые важны для дефиниций слова в словаре [Берков В.П. 1975, с.402-423].

Заключение.

В связи с вышеизложенным представляется возможным высказать ряд соображений обобщающего характера. Трактовка культурной коннотации и ее составной части – национально-культурной специфики слова расходится у разных авторов. Точки зрения относительно наличия культурной информации в слове разные. Одни авторы считают, что она не входит в содержательную структуру слова, другие признают ее неотъемлемой частью данной структуры. Согласно первой точки зрения, культурная информация есть компонент модели культурного поведения человека, как своеобразная реакция, оценка говорящего и слушающего, а также разные ассоциации, возникающие у них при каком- то высказывании в зависимости от их принадлежности к той или иной культуре. По мнению других ученых, культурная информация проявляется в разных компонентах слова и обусловлена спецификой быта, социальной жизнью народа – творца уникальной культуры и носителя национального языка. Дальнейшее изучение культурной коннотации на уровне слова способствовали созданию оригинальных концепций в области теории и практики перевода, лингвострановедения и лексикографии.

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ЯЗЫКОВАЯ ИГРА КАК СПОСОБ ЛИНГВОКРЕАТИВНОГО СЛОВООБРАЗОВАНИЯ

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Аннотация. В статье рассматривается языковая игра как один из способов лингвокреативного словообразования. Проявлением авторской лингвокреативности на словообразовательном уровне следует считать порождение и трансформацию словообразовательных структур, например, в случаях языковой игры, языковых девиаций, стилистических приёмов и т.д.
Ключевые слова: языковая игра, девиация, дискурс, текст

Языковая игра (ЯИ) привлекает внимание исследователей разных научных дисциплин. Существуют два основных подхода к пониманию ЯИ. Основоположником широкого толкования термина является Людвиг

Витгенштейн. В «Философских исследованиях», вышедших в 1953 г. уже после смерти автора, термином «языковая игра» обозначается «целое, состоящее из языка и тех видов деятельности, с которыми он сплетен» [1, с. 82]. Выбранный Витгенштейном термин призван, по мысли автора, подчеркнуть, что говорение на языке представляет собой компонент целенаправленной и регламентированной деятельности человека, характеризующейся множественностью целей. В рамках лингвистической философии под влиянием идей Витгенштейна о множественности назначений языка и их неотделимости от форм жизни сформировалась теория речевых актов, которая развивается совместными усилиями философов, логиков, лингвистов и психологов (работы Дж. Остина, П. Ф. Стросона, Дж. Р. Серля и др.). Дж. Серль, американский логик, сводит все разнообразие различных употреблений языка к основным пяти. Он заключает свою статью «Классификация иллокутивных актов» следующими словами: «Наиболее важный вывод: множество языковых игр, или способов использования языка (вопреки тому, как считал Витгенштейн, в некоторых трактовках его концепции, а также многие другие) не бесконечно и не неопределенно.

Иллюзия неограниченности употреблений языка порождена большой неясностью в отношении того, что составляет критерии разграничения для различных языковых игр или для различных употреблений языка. Если принять, что иллокутивная цель – это базисное понятие, вокруг которого группируются различные способы использования языка, то окажется, что число различных действий, которые мы производим с помощью языка, довольно ограничено: мы сообщаем другим, каково положение вещей; мы пытаемся заставить других совершить нечто; мы берем на себя обязательство совершить нечто; мы выражаем свои чувства и отношения; наконец, мы с помощью высказываний вносим изменения в существующий мир. Зачастую в одном и том же высказывании мы совершаем сразу несколько действий из этого списка» [2, с. 194].

Другая трактовка языковой игры является, по сравнению с первой, более узкой, хотя, сама по себе, она тоже стремится к широкому охвату наблюдаемых явлений, т.к. включает все возможные случаи употребления языка с целью оказания эстетического воздействия. Примерами такого толкования ЯИ будут следующие: - "The term word play includes every conceivable way in which language is used with the intent to amuse" [4, с. 2]; «Языковая игра в самом широком смысле слова – это использование языка для достижения надъязыкового, эстетического, художественного (чаще всего – комического) эффекта» [5, с. 79]. Такие формулировки являются, по необходимости, всеобъемлющими, поскольку призваны охватить все виды проявления ЯИ в этой трактовке.

Языковые же средства, формы и жанры, в которые выливается использование языка для достижения «надъязыкового, эстетического, художественного эффекта», весьма разнообразны: остроты, каламбуры, парадоксы, присловья,

прибаутки, словесные дуэли, розыгрыши, детские дразнилки, разложение и обновление фразеологизмов, искажение орфографии, произношения, метафорические номинации, сравнения, шутки, насмешки, подтрунивание, загадки, модные словечки и фразы, аллюзии, пародии, ирония, сатира, рифмовки, повторы-отзвучия, анаграммы, кростихи, кроссворды, мнемоника, лимерики, литературный нонсенс, настенные надписи (граффити), шутливые призывы, лозунги, заголовки, подписи под рисунками, карикатурами и т.п.

Изучение языковой игры требует, по нашему мнению, более широкого подхода, чем могут предложить чисто лингвистические работы, целью которых является в основном описание отдельных приемов игры или игровых жанров. Это делает более объемными и точными перспективу и ракурс рассмотрения изучаемого объекта, приближает нас к пониманию сути ЯИ, ее природы. Такой подход предусматривает исследование языковой игры как вида речевого поведения человека, как части универсума человеческой деятельности. Актуальность изучения ЯИ с таких позиций признается и находит воплощение в совместных исследованиях психологов, антропологов, фольклористов, психо- и социолингвистов. Таким образом, языковая игра связана с реализацией категории определения комического. Поскольку языковая игра всегда реализуется в коммуникации и связывается с остроумным и целенаправленным манипулированием образными ресурсами языка, мы считаем, что ее следует рассматривать с позиций стратегий построения речи. Данный подход позволяет определить языковую игру как особую стратегию экспрессивизации речи (в том числе и художественной), связанную с порождением комического эффекта на основе осознанного нарушения функционально-семантических закономерностей использования языковых форм. Неслучайно поэтому некоторые исследователи считают более правильным говорить о речевой игре, поскольку игра реализуется в речи с учетом ситуации и особенностей восприятия. В данной работе мы предлагаем следующее определение: **языковая игра – осознанное и целенаправленное манипулирование экспрессивными ресурсами речи, обусловленное установкой на реализацию комического эффекта.**

Языковая игра разрушает понятийные и языковые ≪шаблоны≫. В художественном тексте она стимулирует динамику создаваемых образов и активизирует процесс восприятия, привлекая внимание к парадоксальности суждений, внешнему алогизму, за которым нередко скрывается подтекст, важный для осознания художественного смысла. Сущность языковой игры состоит в генерировании дополнительных окказиональных смыслов, аппелирующих к языковой выразительности и порождающих комический эффект. Понятие языковой игры следует рассматривать как специфический механизм индивидуального стиля и как жанровый признак. С одной стороны, наличие элементов языковой игры свидетельствует о креативном аспекте речетворчества конкретного автора, а с другой – оно может быть связано с

типологическими признаками определенного стилистического жанра, например, детской сказки.

Особого рода эффект языковой игры может достигаться путем использования различных образных и стилистических приемов, связанных с ее наиболее яркими проявлениями в тексте сказки. Текст сказки целиком пронизан духом игры, поскольку игра – наиболее естественный способ коммуникации для детей. В целом представляется возможным выделить следующие условия функционирования языковой игры: способность субъекта к яркому, необычному употреблению слова (или выражения); эта способность вторична по отношению к знанию языковой системы и владению ее нормативными связями; целенаправленный поиск приемов разрушения языковых структур и связанных с ним стереотипов речевого восприятия; адресность языковой игры. Эффект языковой игры возникает в результате использования особого рода игровых приемов. Языковая игра как текстообразующий фактор характеризуется использованием уникальных авторских приемов на различных уровнях функционирования текста.

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THE PROS AND CONS OF USING AUTHENTIC MATERIALS IN ACCORDANCE WITH COMMUNICATIVE LANGUAGE PRINCIPLES

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Annotation: This article examines the benefits and drawbacks of using authentic materials in English language classrooms, particularly within the framework of Communicative Language Teaching (CLT). It emphasizes how real-life texts such as newspaper articles, videos, and podcasts can increase learner motivation, promote cultural understanding, and improve communicative competence. At the same time, the article addresses key challenges including complexity for lower-level learners, time-consuming preparation for teachers, and misalignment with standard curricula. Practical solutions and recommendations are offered to help language educators integrate authentic content effectively and meaningfully into their lessons.

Keywords: authentic materials, real-world texts, language acquisition, learner motivation, classroom practice, input exposure, cultural awareness

In recent years, the integration of authentic materials into English language classrooms has gained significant attention, particularly within the framework of Communicative Language Teaching (CLT). Authentic materials—such as newspaper articles, podcasts, videos, and other real-world texts—are valued for their potential to bridge the gap between classroom learning and real-life communication. They offer learners exposure to natural language use, fostering greater motivation, cultural awareness, and the development of communicative competence. However, despite these advantages, the use of authentic content also presents notable challenges. These include the linguistic difficulty of materials for lower-proficiency

learners, the time and effort required for lesson preparation, and potential misalignment with standardized curricula. This article investigates both the benefits and limitations of using authentic materials in language teaching and offers practical strategies for educators seeking to implement them effectively in their practice.

To overcome the challenges associated with authentic materials while maximizing their benefits, teachers can adopt a range of practical strategies that support both effective integration and learner engagement. One key approach is adapting authentic materials to suit learners' proficiency levels without compromising their authenticity. This can involve simplifying tasks rather than the material itself—such as providing vocabulary support, using guided questions, or breaking texts into manageable chunks (Mishan, 2005). By scaffolding the learning process, educators can help students engage with real-world content while still maintaining a sense of achievement. Another effective strategy is implementing task-based learning (TBL) frameworks, which align well with Communicative Language Teaching (CLT) (Richards, 2006; Nunan, 2004). Instead of focusing solely on understanding every word or grammar point in the material, learners are given meaningful tasks—like summarizing a podcast, debating a news article, or creating a role play based on a video (Nunan, 2004). This helps shift the emphasis from language accuracy to communication and fluency, allowing learners to interact with authentic materials more naturally and purposefully (Gilmore, 2007).Teachers can also make use of theme-based or topic-centered lessons, where authentic materials are selected around a central theme that resonates with learners' interests, such as health, technology, travel, or current events. This thematic approach not only increases motivation (Peacock, 1997) but also allows for recycling of vocabulary and ideas across various skills (listening, speaking, reading, writing), creating a more cohesive and immersive learning experience. Additionally, incorporating pre- and post-task activities can enhance comprehension and learning outcomes. For example, before listening to a podcast, students can discuss the topic or predict content using key vocabulary. After reading an article, they might complete follow-

up writing or speaking tasks to reflect on the content or express their opinions. These steps provide context, activate prior knowledge, and deepen engagement (Widdowson, 1990). Collaboration and resource sharing among teachers can significantly reduce preparation time. Creating shared libraries of level-appropriate, high-quality authentic materials and accompanying tasks can support more consistent and effective classroom use, especially in schools or institutions where time and resources are limited (Mishan, 2005). Authentic materials have proven to be valuable tools in the English language classroom, especially within the framework of Communicative Language Teaching (CLT). Their ability to expose learners to real-world language use, enhance motivation, and promote cultural awareness makes them an effective means of fostering communicative competence (Gilmore, 2007; Peacock, 1997). However, their successful implementation requires careful consideration of potential challenges such as linguistic complexity, preparation time, and curricular alignment (Widdowson, 1990). By adopting thoughtful strategies—such as task-based learning, thematic planning, and appropriate scaffolding—educators can effectively incorporate authentic materials in ways that are both meaningful and manageable (Richards, 2006; Nunan, 2004). Ultimately, with a balanced and informed approach, authentic content can enrich the language learning experience and better prepare students for real-life communication. One of the primary benefits of using authentic materials in English language teaching is their ability to enhance learner's motivation. Unlike traditional textbook exercises, authentic texts are rooted in real-life contexts, making language learning more engaging and meaningful. For instance, reading a current newspaper article or watching a popular podcast episode allows learners to connect their language study with topics that are relevant and interesting to them. This connection can lead to increased enthusiasm, curiosity, and a stronger sense of purpose in the learning process. Another key advantage is the promotion of communicative competence, which is a central goal of CLT. Authentic materials expose students to natural language use, including idiomatic expressions, colloquial vocabulary, and

various discourse structures that are often absent from graded materials. By interacting with genuine texts, learners develop a better understanding of how language is used in real communication, thereby improving their ability to use English effectively in diverse social and professional situations. In addition, authentic materials can foster cultural awareness, an essential component of language learning. Real-world content such as documentaries, social media posts, or magazine features provides learners with insights into the target culture's values, beliefs, and communication styles. This cultural exposure not only enriches the learning experience but also helps students develop intercultural competence, which is increasingly important in our globalized world. Finally, the use of varied and unpredictable input through authentic materials mirrors the complexity and diversity of actual language use. This variety can help learners become more adaptable and better prepared for real-life listening and reading situations, where language is not always simplified or pre-structured.

Despite their numerous advantages, authentic materials also present several challenges that can hinder their effective use, especially in classrooms with diverse learner needs. One of the most significant difficulties is the linguistic complexity of authentic texts. Since these materials are not adapted for language learners, they often include idiomatic expressions, advanced vocabulary, and fast-paced speech that can overwhelm lower-level students. As a result, learners may feel discouraged or frustrated if they are unable to understand the content, which can negatively impact their confidence and motivation. Another major challenge is the time-consuming nature of preparation. Selecting appropriate authentic materials, designing tasks around them, and ensuring they meet lesson objectives can require considerable effort from teachers. Unlike textbooks that offer ready-made activities and clear progression, authentic materials must be carefully evaluated and adapted to suit the learners' language proficiency and curricular goals. This can be particularly demanding for educators with limited planning time or teaching experience. Moreover, authentic materials may often misalign with standardized

curricula or assessment criteria. In many educational contexts, teachers are expected to follow strict syllabi and prepare students for specific exams. Since authentic content is not always designed with these goals in mind, it may be challenging to justify its use within such rigid frameworks. Teachers might struggle to balance the incorporation of real-world texts with the need to cover required grammar points, vocabulary lists, or exam strategies. Lastly, the cultural and contextual relevance of some authentic materials can pose problems. A text that is rich in cultural references or humor might confuse learners who are unfamiliar with the background knowledge needed to fully understand it. Without careful selection and support, such content could hinder rather than enhance comprehension and engagement. While authentic materials offer many benefits, they also come with pedagogical and practical challenges. These include language difficulty, time-intensive preparation, potential conflicts with curricular demands, and cultural mismatches—all of which must be carefully considered by teachers aiming to use them effectively.

To overcome the challenges associated with authentic materials while maximizing their benefits, teachers can adopt a range of practical strategies that support both effective integration and learner engagement. One key approach is adapting authentic materials to suit learners' proficiency levels without compromising their authenticity. This can involve simplifying tasks rather than the material itself—such as providing vocabulary support, using guided questions, or breaking texts into manageable chunks. By scaffolding the learning process, educators can help students engage with real-world content while still maintaining a sense of achievement. Another effective strategy is implementing task-based learning (TBL) frameworks, which align well with Communicative Language Teaching. Instead of focusing solely on understanding every word or grammar point in the material, learners are given meaningful tasks—like summarizing a podcast, debating a news article, or creating a role play based on a video. This helps shift the emphasis from language accuracy to communication and fluency, allowing learners to interact with authentic materials more naturally and purposefully. Teachers can

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Authentic materials have proven to be valuable tools in the English language classroom, especially within the framework of Communicative Language Teaching (CLT). Their ability to expose learners to real-world language use, enhance motivation, and promote cultural awareness makes them an effective means of fostering communicative competence. However, their successful implementation requires careful consideration of potential challenges such as linguistic complexity, preparation time, and curricular alignment. By adopting thoughtful strategies—such as task-based learning, thematic planning, and appropriate scaffolding—educators can effectively incorporate authentic materials in ways that are both meaningful and manageable. Ultimately, with a balanced and informed approach, authentic content can enrich the language learning experience and better prepare students for real-life communication.

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INNOVATIVE METHODS IN TEACHING ENGLISH

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ABSTRACT

Modern English language education prioritizes actively involving learners and cultivating their independent, critical, and creative language use. This article explores how innovative teaching approaches, such as collaborative tasks, technology-integrated learning, problem-based education, and combining language with other subjects, contribute to improving students' language skills. These methods shift the emphasis from simply receiving information to actively using the language, encouraging students to analyze, think deeply, and communicate effectively. The article also highlights the essential teaching conditions for successfully implementing these approaches, including well-defined lesson plans, a supportive learning atmosphere, and constructive feedback. Analysis shows that these innovative strategies not only enhance language acquisition but also build learners' confidence and communicative competence.

Keywords: Innovative teaching methods, modern English language education, learner-centered approaches, technology-integrated learning, task-based language teaching, project-based learning, content and language integrated learning, drama and role play, gamification, flipped classroom, problem-based learning, Socratic seminar, multisensory approaches, communicative competence, critical thinking.

Contemporary English language teaching is moving beyond traditional, grammar-centric approaches towards dynamic, student-focused methods that cultivate communication, creativity, and critical thinking. While foundational grammar

instruction still holds value, it often falls short in fully engaging learners and preparing them for authentic communication. To overcome these limitations, educators are increasingly adopting innovative teaching methods that prioritize active involvement, collaborative learning, and purposeful language application. This section delves into some of the most impactful and widely implemented innovative strategies in modern English language education.

1. Leveraging Technology for Enhanced Learning:

The integration of technology stands as a significant turning point in English language education. Digital resources and online platforms have fundamentally changed how languages are taught and learned. Common tools now include language learning applications (like Duolingo and Memrise), virtual classrooms (such as Zoom and Google Classroom), and interactive whiteboards.

Technology facilitates personalized learning journeys, allowing students to progress at their own speed and according to their unique learning styles. Furthermore, the use of videos, podcasts, and multimedia presentations provides learners with authentic language exposure, vital for developing listening and speaking proficiencies. Artificial intelligence tools, such as ChatGPT, can also support writing practice and vocabulary expansion through immediate feedback and engaging prompts.

2. Task-Based Language Teaching: Real-World Application:

Task-Based Language Teaching (TBLT) centers around the use of authentic language tasks that mirror real-life scenarios. Instead of solely concentrating on grammatical rules or isolated vocabulary, TBLT encourages learners to employ the language as a means to achieve specific objectives.

Examples of such tasks include planning a trip, conducting interviews, or composing blog posts. These activities necessitate the integrated use of various language skills, fostering meaningful communication. TBLT not only improves fluency but also boosts learners' confidence as they successfully complete communicative tasks.

3. Project-Based Learning: Deep Engagement and Collaboration:

Project-Based Learning (PBL) involves students working on a project over an extended period, often in groups. The project culminates in a final output or presentation, such as a video, a website, or a written report. PBL weaves together the four key language skills—reading, writing, speaking, and listening—into a cohesive and motivating learning experience.

This method fosters collaboration, problem-solving abilities, and critical thinking. For instance, students might collaborate to create an English-language magazine, organize a debate on global issues, or produce a short film. Through these projects, students engage in authentic language use within meaningful contexts, enhancing both their linguistic and interpersonal skills.

4. Content and Language Integrated Learning: Dual Skill Development:

Content and Language Integrated Learning (CLIL) involves teaching a subject, like science or history, through the medium of English. This dual-focused approach enables students to acquire both subject-specific knowledge and language skills concurrently. CLIL is particularly effective in bilingual and multilingual educational settings.

For example, a science lesson on climate change taught in English equips students with specific vocabulary related to the topic while simultaneously developing their academic language proficiency. CLIL encourages deep cognitive engagement and allows learners to recognize the practical application of English beyond the language classroom.

5. Drama and Role Play: Fostering Creativity and Spontaneity:

Incorporating drama and role-play in the classroom is another innovative method that cultivates creativity and spontaneity. By assuming different roles or performing scenes, students can explore language in an enjoyable and engaging manner.

Drama activities—such as skits, improvisations, and simulations—allow students to practice intonation, body language, and conversational strategies. They also encourage emotional expression and help alleviate anxiety associated with speaking. Role play is particularly valuable for practicing situational language, such as making requests, giving directions, or handling customer service interactions.

6. Gamification: Injecting Fun and Motivation:

Gamification involves the application of game-like elements in learning, such as points, badges, leaderboards, and challenges. This approach can significantly boost student motivation and participation. Language learning games (like Kahoot! and Quizlet Live) are widely used for reviewing vocabulary, grammar, and cultural knowledge.

Beyond digital games, classroom competitions and collaborative quests can also enhance engagement. When students are immersed in game-like scenarios, they are more inclined to take linguistic risks and remain motivated throughout the learning process.

7. The Flipped Classroom: Reversing the Learning Sequence:

In a flipped classroom model, students initially interact with new material at home—through videos, readings, or interactive modules—and then dedicate classroom time to practice and application. This model reverses the traditional teaching sequence, allowing for more in-depth in-class interactions.

For instance, a teacher might assign a video lecture on conditional clauses as homework, then use class time for group exercises, discussions, or problem-solving

tasks. The flipped model supports differentiated instruction and provides greater opportunities for meaningful communication.

8. Problem-Based Learning: Inquiry and Real-World Solutions:

Similar to project-based learning but with a stronger emphasis on inquiry, Problem-Based Learning (PBL) engages students in tackling real-world problems using English. This approach fosters analytical thinking, research skills, and collaboration.

Students might be tasked with proposing solutions to environmental issues, urban development challenges, or health concerns. They conduct research, engage in debates, and present their findings in English, thereby practicing the language in a highly relevant and intellectually stimulating context.

9. Socratic Seminars and Structured Discussions: Cultivating Critical Discourse:

Socratic Seminars involve open-ended, student-led discussions centered around a text or topic. This method encourages critical thinking and deep comprehension, as students must not only understand the content but also articulate their opinions and respond to their peers' perspectives.

Structured discussions, guided by question prompts and defined roles, can facilitate active participation even among less confident learners. These methods cultivate both spoken fluency and higher-order thinking abilities.

10. Multisensory and Inclusive Approaches: Catering to Diverse Learners:

Innovative teaching also encompasses strategies that address varied learning styles and needs. Multisensory techniques involve utilizing visual, auditory, and kinesthetic elements to reinforce learning. Inclusive methods ensure that learners with diverse abilities, backgrounds, and preferences receive adequate support.

For example, employing visual aids, tactile materials, and movement-based activities can help learners better internalize language concepts. Pair work, peer support, and adaptive technologies can make learning more accessible and equitable for all students.

The array of innovative methods discussed above shares a fundamental aim: to create meaningful, engaging, and effective English language learning experiences. By integrating technology, fostering collaboration, and promoting authentic communication, these approaches cater to the diverse needs of contemporary learners. They facilitate a shift from passive memorization to active language application, equipping students with the confidence and skills essential for lifelong learning and global engagement.

Educators who embrace innovation in their teaching practices not only enhance their students’ linguistic competence but also contribute to the development of critical, autonomous, and empowered individuals ready to thrive in an increasingly complex and interconnected world.

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LANGUAGE AND SOCIETY: SOCIOLINGUISTIC, PSYCHOLINGUISTIC, AND CULTURAL ASPECTS

CULTURE AND LANGUAGE IN INTERCULTURAL COMMUNICATION: A CONTEXTUAL PERSPECTIVE ON LANGUAGE EDUCATION

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Abstract. This study explores how culture and language are intertwined within the framework of intercultural communication. Focusing on the concept of "languaculture," the paper illustrates how cultural norms and beliefs are embedded within language structures and shape communication across diverse cultural groups. Drawing from academic theories, practical examples, and language teaching methodologies, the paper advocates for a culturally-aware and context-sensitive model of language instruction. It emphasizes that acquiring linguistic skills alone is insufficient; learners must also develop intercultural competence to thrive in a connected world.

Keywords: Culture; Language; Intercultural Communication; Languaculture; Cultural Competence; Contextual Pedagogy; Identity; Sociolinguistics.

Introduction. Language and culture are inextricably linked. Language does not exist in isolation but is deeply shaped by the cultural contexts in which it is spoken. It is a medium through which we express values, norms, and social structures. Culture, in turn, affects how language is used, interpreted, and understood in communication. This close relationship has profound implications for intercultural communication, especially in our increasingly globalized world [Kramsch, 1993 p. 64- 69]

Effective communication requires not just linguistic proficiency, but also an understanding of the cultural contexts in which that language is used. In language teaching, this means that learners must be equipped with not only the knowledge of grammar and vocabulary but also the skills to navigate cultural nuances. Language learners must be able to identify and interpret the hidden cultural meanings that are often embedded in words and phrases, as well as adapt their communication styles to fit different social contexts. This paper examines how language education can address

this need by incorporating a deeper understanding of culture and its impact on communication.

Evolving Perspectives: From Structuralism to Sociocultural Theories Historically, linguistics viewed language through a structural lens. In this view, language was seen as a set of rules governing the structure of sentences and words. However, this approach did not account for the social, cultural, and pragmatic dimensions of language. Over time, more complex theories emerged, emphasizing that language is inherently social and influenced by the cultures in which it is spoken.

Linguistic Relativity and the Sapir-Whorf Hypothesis. One of the most influential theories in this regard is the Sapir-Whorf Hypothesis, which posits that the structure of a language affects the way its speakers perceive and think about the world. The most well-known example of this idea is that of the Hopi language, which lacks specific grammatical tenses for past, present, and future. This has been shown to influence how Hopi speakers conceptualize time itself, making it more fluid and cyclical rather than linear. Such examples suggest that language is not merely a passive tool for communication, but a lens through which we interpret the world [Sapir & Whorf, 1956 p. 100- 110]

Communicative Competence by Dell Hymes. The concept of "communicative competence" introduced by Dell Hymes further expanded the understanding of language. Hymes argued that true proficiency in a language involves more than just knowledge of its grammatical rules. It also includes the ability to use language appropriately in various social contexts. For instance, a speaker must know not only the correct grammar and vocabulary but also the appropriate tone, register, and politeness strategies for a given situation. These factors are influenced by the speaker's cultural background and social context [Hymes, 1972 p. 275- 285].

Languaculture: Language as Cultural Practice. The concept of "languaculture," introduced by Michael Agar, suggests that language is inseparable from culture. According to Agar, language is not simply a neutral medium for conveying information; it is a cultural artifact that carries with it the values, beliefs, and practices of the society in which it is spoken. When learning a language, students must understand the cultural context behind words, phrases, and expressions.

For example, consider the Arabic greeting As-salamu alaykum (peace be upon you), which is not just a simple way to say "hello" but also conveys a deep cultural and religious meaning. To truly understand this greeting, learners must grasp the cultural significance of peace in Islamic culture. Similarly, English idiomatic expressions like “spill the beans” or “beat around the bush” cannot be understood fully without knowledge of the cultural contexts in which they originated. These idioms often reflect particular social values, such as the directness of Anglo-American communication or the importance of subtlety in conversation [Agar, 1994 p.45- 50]

One of the most important aspects of intercultural communication is understanding the concept of context. The context in which communication occurs significantly influences how messages are received and interpreted. Edward T. Hall, a leading figure in intercultural communication studies, distinguished between high-context and low-context cultures.

High-context cultures are those in which much of the communication is implicit, relying heavily on non-verbal cues, shared understanding, and social hierarchies. In these cultures, communication is often indirect, and much of the meaning is derived from the context rather than from explicit verbal expressions. Examples of high-context cultures include Japan, China, and many Arab countries.

Low-context cultures, on the other hand, value explicit, clear, and direct communication. In these cultures, the meaning of a message is primarily contained in the words themselves, with less reliance on non-verbal cues or shared knowledge. Examples of low-context cultures include the United States, Germany, and Scandinavian countries.

Understanding these differences is essential in language education, as miscommunication can arise when individuals from different cultural backgrounds interact. A person from a high-context culture might perceive a direct statement from a low-context speaker as rude or confrontational, while the low-context speaker might find the indirectness of a high-context speaker confusing or evasive [Hall, 1976 p. 30-40]

Intercultural Competence in Language Education. The goal of language education should not be solely linguistic competence but also intercultural competence. Intercultural competence refers to the ability to interact effectively and appropriately with people from different cultural backgrounds. This competence involves more than just knowing about different cultures; it requires understanding how cultural values shape language use and communication styles.

To foster intercultural competence, language education must go beyond teaching vocabulary and grammar. Teachers should provide students with opportunities to engage with authentic cultural materials, such as films, music, and literature, which reflect the language in real-world contexts. They should also incorporate discussions on cultural norms, values, and practices, encouraging students to think critically about their own cultural assumptions and biases [Kramsch, 1993 p. 15- 20]

Language learning is not just about acquiring new words; it also involves adopting new ways of thinking and seeing the world. As learners immerse themselves in a new language, they often begin to shift their identities, adopting cultural practices and communication styles associated with that language. This can lead to the development of hybrid or bicultural identities, where learners feel a sense of belonging to both their native and the target cultures.

For example, a student learning English might begin to express opinions more openly, as is common in many Western cultures, or they might start to value individualism over collectivism. These changes can be empowering, as language learners gain new perspectives and opportunities for self-expression. However, they can also be challenging, as learners navigate the complexities of balancing multiple cultural identities.

Digital Communication and Intercultural Interaction. The rise of digital communication technologies has dramatically changed the way we interact with people from different cultures. Online platforms such as social media, video calls, and messaging apps have made it easier than ever to engage in intercultural communication. However, these platforms also present new challenges, as non-verbal cues are often absent, and tone can easily be misinterpreted.

In the classroom, teachers can use digital tools to facilitate intercultural exchange, such as virtual language exchanges or online discussions with speakers of the target language. These interactions expose students to authentic language use and provide opportunities for them to practice cultural sensitivity in real-time.

Pedagogical Implications. To incorporate intercultural competence into language teaching, educators must:

- Use authentic materials: Expose students to real-world texts and media that reflect the culture(s) of the language being learned.
- Teach cultural norms: Provide explicit instruction on the cultural values and communication styles of different communities.
- Encourage self-reflection: Prompt students to reflect on their own cultural biases and assumptions, and how these influence their language use.
- Foster empathy: Encourage students to approach intercultural interactions with an open mind and a willingness to learn.

These strategies will help students not only learn a language but also develop the skills necessary to navigate the complexities of intercultural communication.

Conclusion. In conclusion, language education must go beyond teaching grammar and vocabulary. It should embrace the intertwined nature of language and culture, helping learners develop the skills needed to communicate effectively and appropriately across cultural boundaries. By fostering intercultural competence,language educators can prepare students for the globalized world, where the ability to understand and engage with diverse cultures is crucial for success.

As the world becomes increasingly interconnected, the need for intercultural understanding and communication will only grow. It is essential that language

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THE ROLE OF LANGUAGE AND SOCIAL RELATIONS IN INTERCULTURAL COMMUNICATION

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Abstract: This article discusses the science of sociolinguistics, language and social relations, the impact of changes in society on language, the influence of other languages in intercultural communication.

Keywords: language acquisition, language processing, cognition, thinking and language, mental lexicon, bilingualism, sapir–whorf, hypothesis, universal grammar, neurolinguistics.

As language is a social phenomenon, it is inextricably linked with society and its life. The study of issues such as the social nature of language, its social function, the impact of changes in society on language, the role of language policy in the development of language, intersected the science of linguistics with the science of sociology. The study of sociolinguistics, which results from the intersection of two independent disciplines at one point, is conducted under the name of sociology of language and studies the relationship between society and language. The term sociolinguistics is made up of two components, the Latin words "social" and "lingua".
This topic explores the complex relationship between language and human society by analyzing it through three major lenses: sociolinguistics, psycholinguistics, and intercultural communication. Each aspect contributes to understanding how

language functions not only as a communication tool but also as a social, cognitive, and cultural phenomenon.

1. Sociolinguistics**:** Language and the Social Environment

Sociolinguistics studies how language varies and changes in different social contexts. It investigates how factors such as class, gender, ethnicity, age, and region influence language use.

- Language variation: People speak differently depending on where they're from or which group they belong to (dialects, sociolects).
- Registers: Formal vs informal speech styles depending on the setting (e.g., academic vs casual talk).
- Code-switching: Switching between languages or dialects depending on context or audience.
- Language and power: Certain languages or accents are seen as more prestigious, influencing social mobility and access to opportunities.
- Language and identity: Language helps define personal, ethnic, and national identity.

Example: In multilingual societies like India or Switzerland, language choice often reflects cultural identity, profession, or social status.

Sociolinguistics is used in linguistics in the following senses:

The relationship between language and society, that is, the role of language in the life and development of society, and vice versa, the role of society in the development of language.

Differences in language due to the social grouping of the nation.

2. Psycholinguistics: Language and Thinking

Psycholinguistics examines how the human brain processes language, including how we learn, understand, produce, and remember it. It bridges linguistics and psychology.

- Language acquisition: How children and adults learn language, influenced by both biological mechanisms (e.g., Universal Grammar) and environmental input.
- Language processing: How the brain decodes meaning, forms sentences, and retrieves vocabulary during communication.
- Language and thought: Explores the Sapir-Whorf Hypothesis, which suggests that language shapes how we think and perceive reality.
- Bilingualism and cognition: Bilinguals often have enhanced cognitive skills such as problem-solving, multitasking, and memory due to managing two language systems.

Example: Some languages have no future tense (like Hopi), which may influence how speakers perceive time.

Language is a manifestation of the human mind. Moreover, the human mind is the highest product of nature's many millions of years of evolution. In this sense, language as an expression of our mind and our language through our mind cannot be compared to anything else, an event, and a process. Naturally, like any social event and phenomenon, language develops in the process of different views, thoughts, and struggles. The struggle for language, in turn, is not just a matter of

rules for the inner life of language, of their accuracy and validity. The struggle for language is, first, a struggle for the place of language in society. Today, the processes of globalization and the growth of scientific and technological achievements are accelerating to such an extent that many national languages are unable to withstand their pressure, intensity and pressure, and are declining under the influence of other languages.

3. Intercultural Communication and Translation Issues

This area deals with how people from different cultural backgrounds communicate, and the challenges involved in translating meaning across languages and cultures.

- High-context vs low-context cultures (Edward T. Hall):
- High-context (e.g., Japan): Indirect, implicit communication with heavy reliance on non-verbal cues.
- Low-context (e.g., Germany): Direct, explicit communication where words carry most of the meaning.
- Cultural misunderstandings: Arise from different norms, gestures, politeness strategies, or emotional expressions.

Translation challenges: Literal translations often fail due to cultural differences. Translators must interpret idioms, humor, metaphors, and cultural references sensitively.

Cultural relativism in meaning: Some concepts (e.g., “hygge” in Danish or “duende” in Spanish) are deeply cultural and difficult to translate precisely.

Example: A joke or proverb in one culture may sound confusing or offensive in another if translated word-for-word.

In the current state of development, it is important to keep in mind that today is a time of intensification of dialogue and relations between nations, countries and states. No nation in society can live on its own, in isolation from other nations. They have to be in constant economic and spiritual contact and communication. Such attitudes and dialogue will accelerate the development of nations; pave the way for rapid acquaintance with innovations and discoveries in science, technology and industry, spirituality and culture. This, in turn, requires learning the languages of other peoples. After all, learning a foreign language is a social event. Learning a foreign language gives you the opportunity to learn a different culture. I, in turn, adopt the concepts and views of culture in our social environment and evaluate this culture in terms of the concepts of our national culture. As mentioned above, language has a social character since its inception. Because language originated in a group of people, in the process of social work, it serves to communicate, to exchange ideas. Language is a social weapon that exists only in society, among people. The fate of language is linked to the fate of society. The object of sociolinguistics is to study the effect of language on changes in society. Sociological research is usually conducted in two or more areas. I will consider some of these parameters. The object of sociological research includes various social elements, namely the features related to language differences.

The amount of these elements may change over time, but basic research emphasizes the following three elements:
1) the transmitter of information;
2) the recipient;
3) environment.
I. The social background of the communicator is more pronounced in some industry-specific dialects. This is the case, for example, in many Hindu dialects. I also see this in the versations between men and women. It depends on the perception of the community by the person transmitting the information.
II. The social background of the person receiving the speech is more specific to Eastern languages. For example, when addressing an adult, it is used as a sign of respect. Another unique style of speech is children's speech, which is not only the way children speak, but also the way adults speak to children in many languages.
III. The third element is the environment, which includes all the elements of speech other than the above. Examples of this are the terms that have emerged in almost all languages due to the social environment.
In the current period of development, because of the rapid development of science, in our daily lives, almost every day there is a discovery. As a result, the language lexicon is enriched with new terms. An invention created in another country is usually named after a language that is used in that country. As the invention spread to other countries, a new word entered the lexicon of the language of that country and soon began to be actively used. In this case, too, I can see an example of the influence of society on language. At first glance, the introduction of such words may seem insignificant, but it is also true that over time, the number of such words increases in number and seriously impairs the purity of the language.
The issue of language and society relations is also a topical issue in the territory of one country. In linguistics, this term, called bilingualism, refers to the use of another language in parallel with one's mother tongue. For example, the Kazakh and Kyrgyz peoples use Russian in their daily lives in parallel with their mother tongue. In the case of bilingualism, of course, the two languages interact. In this case, it is natural that there is a lot of confusion in people's speech. This condition is especially common in young children. This is because when a child grows up in a bilingual family, he or she will be able to communicate in those two languages, but his or her vocabulary may be lower than that of people who speak fewer languages. The study of such issues is also the task of sociolinguistics.
In conclusion, I can say that just as a society is in constant motion, in development, in change, so its language is in constant motion, in change, in development. Among the researches on language in modern linguistics, identification and analysis of social factors influencing language is one of the priorities of modern sociolinguistics. Today, when social development is developing rapidly, one of our main tasks is to preserve the purity of our native language, to ensure its low status among the world's languages.

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DIFFICULTIES IN PERCEIVING AND COMPREHENDING A CULTURALLY EMBEDDED FOREIGN TEXT

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Abstract
This article explores the peculiarities in perceiving and comprehending foreign linguocultural texts, focusing on the comparative analysis of Russian, English, and Uzbek. It examines how these languages reflect unique ethnocultural models and communicative frameworks, highlighting cognitive and cultural challenges in text interpretation. Drawing on frame semantics and reflective understanding, the study shows that comprehension involves not only linguistic competence but also culturally embedded conceptual structures and interpretive strategies. The research emphasizes that while linguistic systems differ significantly, reflective reality allows individuals to overcome barriers and access deeper meanings within foreign texts.
Keywords: foreign linguocultural text; cognitive linguistics; reflective understanding; frame semantics; text perception; interpretation strategies.

Understanding a foreign language text has its own specifics, which are determined by the characteristics of the text itself and its recipient. First of all, a foreign text has two main features of any text: it is meaningful, since it is characterized by a certain semantic content, and it is material, since the author's thoughts are encoded using the signs of the language system. In addition to these features, a foreign-language text has additional characteristics that affect its perception and understanding: a linguistic factor, meaning that the text is materialized in the form of a language that is not native to the reader, and a factor of the socio-cultural context in which a particular text was created. Due to the action of these factors, it would be more accurate to designate the object of understanding in this case not as a foreign-language, but as a culturally imbedded foreign text (CIF). The model of understanding a culturally imbedded foreign text, in contrast to the model of understanding a text created in the recipient's native language, should take into account a number of factors:

- How specific linguistic elements in a foreign language reflect a unique cultural model and worldview;
- Understanding the context beyond the text to detect subtle hints, omissions, and references to real people, events, or specific facts;
- How well we can sense the emotions in a text, especially when it comes to understanding the deeper cultural context and the "way of life" of people from another culture.

The linguistic interpretation of understanding a text, particularly a culturally imbedded foreign text (CIF), focuses on how readers actively apply their experience to grasp content that goes beyond basic semantic perception. According to G.I. Bogin (1986), understanding is a process of overcoming challenges in text reception. Bogin identifies three types of understanding for CIF texts:

1. Semantizing understanding: decoding unfamiliar or complex units in the text that function as signs, enabling the reader to make sense of them.

This contrasts with psychological, philosophical, or logical interpretations, which may emphasize emotional, existential, or formal reasoning processes over linguistic decoding.;

Cognitive Understanding: This involves tackling challenges in grasping the deeper meaning of a text's content, particularly when the text uses the same units or elements that require semantizing understanding (decoding unfamiliar terms or signs). It’s about bridging the gap between surface-level comprehension and the more complex, conceptual ideas embedded in the text, often requiring the reader to draw on cultural or contextual knowledge to fully understand the information.;

Disobjectifying Understanding: According to G.I. Bogin (1986), this type of understanding involves engaging with idealized or abstract realities that go beyond straightforward descriptions in the text. These realities are expressed through indirect means, like metaphors or symbols, but are still anchored in the text’s language. For example, a poetic image or cultural reference might carry deeper meanings that require the reader to interpret beyond the literal words.

It’s useful to compare Bogin’s three types of understanding—semantizing, cognitive, and disobjectifying—with terms commonly used in English-language research: *comprehension* (grasping surface meaning), *understanding* (deeper conceptual processing), and *interpretation* (engaging with abstract or symbolic layers). These align loosely with Bogin’s framework.

In cognitive linguistics, understanding is modeled using concepts like frames, scenarios, or other structured ways of organizing knowledge. Referring to Charles Fillmore’s (1988) classification of frames, we can identify three types relevant to culturally imbedded foreign text (CIF) texts:

1. Innate Frames: These are universal mental structures that develop naturally as part of human cognitive growth, like basic spatial or temporal concepts.
2. Acquired Frames: These are learned through experience or education, such as understanding cultural artifacts (e.g., tools) or social institutions (e.g., marriage or government) specific to a society.

3. Linguistically Conditioned Frames: These depend entirely on language-specific expressions, like units of measurement (e.g., meters vs. feet) or calendar systems (e.g., lunar vs. solar calendars), which vary across cultures and shape how we interpret texts.

These frames help readers navigate the complexities of CIF texts by connecting linguistic cues to broader cultural and cognitive contexts.

When understanding culturally imbedded foreign text (CIF) texts, acquired frames (learned through experience, like cultural or social knowledge) and linguistically conditioned frames (tied to language-specific concepts, like measurement units or calendars) play a crucial role. Interpreting a word or phrase in a text involves activating a mental frame in the reader's mind, which connects that unit to a broader set of related words, categories, or concepts that together form a complete idea.

For example, in simple cases, this might involve antonymic pairs like *heavy* and *light*. These activate a contrast frame, where *heavy* could be contrasted with *slight*, *bright*, *cheerful*, *trivial*, or *active*, depending on the context. Each pairing highlights a different aspect of meaning.

For words with multiple meanings (polyfunctional words), interpretation depends on how well the reader understands the underlying knowledge structure tied to the word. The depth of this understanding—how detailed the reader's grasp of the conceptual area is—shapes which frame is activated and how the word's meaning is understood in a given context. Essentially, the richer the reader's awareness of the related knowledge, the more nuanced their interpretation of the text's meaning.

When interpreting a word like first, the meaning depends on the specific frame activated by the context in which it's used. Different frames lead to different interpretations:

Counting Frame: When first is used in a sequence, it activates a mental frame of numerical order, bringing to mind a series like first, second, third, and so on.

Travel Class Frame: In the context of travel, first refers to a category like first class in air travel. This frame connects first to a series such as business, club, economy, first, second, tourist class, where it denotes a level of service or luxury. Military Rank Frame: In a military context, first might relate to a rank, such as First Lieutenant in the US Army. This frame involves a series of 22 specific ranks, each tied to a distinct role or level of authority. The reader's understanding of first hinges on recognizing the appropriate frame based on the text's context, which shapes how the word's meaning is processed and connected to related concepts. For instance, when interpreting an English literary text involving themes of individualism or romantic autonomy, an Uzbek reader might unconsciously reframe the narrative through collective values, such as family duty or community cohesion. This reflective model works reciprocally. An English speaker reading Uzbek literature may need to reflect through metaphorical comparison, reinterpreting concepts like "taqdir" (destiny) or "odamiylik" (humaneness), which have deeply rooted cultural values in Uzbek society.

The comprehension of CIF texts, therefore, cannot rely solely on linguistic knowledge or cultural familiarity. While cognitive models provide structural interpretation mechanisms (e.g., identifying grammatical patterns, semantic roles), reflective models draw upon personal and culturally embedded experiences to fill interpretive gaps. This duality is evident in the Uzbek context, where understanding Russian or English CIF texts often involves navigating between formal linguistic training and informal cultural knowledge. Similarly, comprehending Uzbek CIF texts requires more than dictionary definitions—it demands immersion into cultural symbolism, historical references, and ethical codes. Conclusion The comparison of Russian, English, and Uzbek languages in perceiving and comprehending foreign linguocultural texts reveals that effective understanding requires both cognitive scaffolding and reflective engagement. Each language brings unique challenges: the richness of metaphor in Russian, the idiomatic abstraction in English, and the cultural embeddedness in Uzbek. A combined cognitive-reflective approach offers the most comprehensive framework for interpreting CIF texts, fostering deeper intercultural communication and enhancing multilingual literacy.

For instance, when interpreting an English literary text involving themes of individualism or romantic autonomy, an Uzbek reader might unconsciously reframe the narrative through collective values, such as family duty or community cohesion. This reflective model works reciprocally. An English speaker reading Uzbek literature may need to reflect through metaphorical comparison, reinterpreting concepts like “taqdir” (destiny) or “odamiylik” (humaneness), which have deeply rooted cultural values in Uzbek society. Complementarity of Cognitive and Reflective Models The comprehension of CIF texts, therefore, cannot rely solely on linguistic knowledge or cultural familiarity. While cognitive models provide structural interpretation mechanisms (e.g., identifying grammatical patterns, semantic roles), reflective models draw upon personal and culturally embedded experiences to fill interpretive gaps. This duality is evident in the Uzbek context, where understanding Russian or English CIF texts often involves navigating between formal linguistic training and informal cultural knowledge. Similarly, comprehending Uzbek CIF texts requires more than dictionary definitions—it demands immersion into cultural symbolism, historical references, and ethical codes. Conclusion The comparison of Russian, English, and Uzbek languages in perceiving and comprehending foreign linguocultural texts reveals that effective understanding requires both cognitive scaffolding and reflective engagement. Each language brings unique challenges: the richness of metaphor in Russian, the idiomatic abstraction in English, and the cultural embeddedness in Uzbek. A combined cognitive-reflective approach offers the most comprehensive framework for interpreting F CIF texts, fostering deeper intercultural communication and enhancing multilingual literacy.

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HOW WE WRITE: PSYCHOLINGUISTIC FOUNDATIONS OF LANGUAGE PRODUCTION

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Abstract: This article delves into the cognitive and neural processes involved in language production during writing. Writing is a complex activity that encompasses conceptual planning, language formulation, and motor execution. The stages of conceptualization, formulation, and articulation are explored, alongside their connections with working memory and attention. Recent neuroimaging studies highlight the significant roles of the prefrontal cortex, Broca's, and Wernicke's areas in the writing process. Additionally, individual differences in working memory capacity and their effects on writing skills are discussed. This perspective offers valuable insights for both educational and clinical settings.
Keywords: *Psycholinguistics, Language Production, Writing Process, Working Memory, Neuroimaging, Cognitive Processes*

Introduction. Writing is one of the most complex forms of language production, involving multiple cognitive processes that work together to transform ideas into coherent text. Unlike spoken language, writing allows for planning and revision, which requires additional mental resources. Psycholinguistics, as a field, seeks to understand how these cognitive and neural mechanisms function during writing.

At the core of writing lies the process of language production, which is traditionally divided into three stages: conceptualization, formulation, and articulation. Conceptualization involves generating the ideas and intentions that the writer wishes to communicate. Formulation is the stage where these ideas are transformed into linguistic structures, including selecting appropriate words and constructing grammatical sentences. Finally, articulation is the physical act of producing written symbols, either by handwriting or typing [Levelt, 1989; Kellogg, 1999].

Working memory plays a crucial role throughout these stages. It temporarily holds information that the writer needs to manipulate and integrate, such as vocabulary, syntax, and discourse coherence [Baddeley, 2003]. Attention also influences writing, particularly in managing the complex coordination between planning and executing the text.

Recent advances in neuroimaging techniques, such as functional MRI, have shed light on the brain areas involved in writing. Studies show that the prefrontal cortex is heavily engaged in planning and decision-making, while Broca's area supports linguistic formulation and syntactic processing. Wernicke's area contributes to semantic processing and comprehension [Purcell et al., 2011]. Understanding these neural bases can help improve educational strategies and clinical interventions for individuals with writing difficulties.

In this article, we aim to explore these psycholinguistic foundations of writing, highlighting the interplay between cognitive processes and neural mechanisms. This understanding not only enriches theoretical knowledge but also offers practical implications for teaching writing skills and supporting those with language impairments.

Psycholinguistic Stages of Language Production in Writing. Writing is not simply the act of transferring thoughts onto paper; it is a highly structured and cognitively demanding process. Psycholinguistics allows us to explore the mental mechanisms that support this process, especially during the different stages of language production. These stages typically include **conceptualization**, **formulation**, and **articulation** — each interacting with various cognitive resources such as memory, attention, and executive function.

Before any word is written, a writer must first form a mental representation of what they intend to say. This stage, known as *conceptualization*, is foundational in the language production process. It involves organizing thoughts, ideas, emotions, and intentions into a communicable structure. Conceptualization is deeply rooted in a writer's knowledge base, including their semantic memory, cultural background, and the context in which the writing is taking place.

In psycholinguistics, this stage is often described as the *preverbal message formation*. Unlike spontaneous speech, writing allows for more deliberate and structured conceptualization. Writers must consider the audience, genre, purpose, and expected formality of their text. For example, academic writing demands an impersonal tone, logical coherence, and precise terminology, which significantly influences how ideas are first conceptualized.

Cognitive scientists suggest that during this phase, the brain actively draws upon long-term memory to retrieve relevant concepts and integrates them with the writer's current goals. This mental effort is often managed by the working memory system, which acts as a temporary holding space for information under manipulation. The more complex the idea being formed, the greater the demand placed on working memory capacity.

Moreover, emotional and motivational factors play a role at this stage. A writer's mood, stress level, and confidence can influence not only what is written but also how fluently ideas are generated. Neurocognitive research indicates that conceptualization primarily engages the prefrontal cortex — the brain area responsible for executive functions such as planning, organizing, and goal setting.

As an example, when a student begins to write an argumentative essay on climate change, their conceptualization phase might include: retrieving prior knowledge from science classes, structuring their argument into causes and consequences, and aligning their message with the intended persuasive tone. Only after this inner framework is mentally constructed can the formulation stage begin.

Once the core message has been conceptualized, the next step in the language production process is *formulation*. This stage involves transforming abstract ideas into linguistic form — selecting appropriate words, structuring them into grammatically correct sentences, and planning the overall discourse. While conceptualization is largely pre-verbal, formulation brings language to the forefront of cognition.

Formulation consists of two key sub-processes: *grammatical encoding* and *phonological encoding*. Grammatical encoding entails choosing the right syntactic structure and lexical items. For example, a writer deciding whether to use the passive voice ("The data were collected…") or the active voice ("We collected the data…") is engaging in grammatical encoding. This process relies on the writer's internalized grammar and vocabulary knowledge, much of which is stored in long-term memory but actively retrieved via working memory.

Phonological encoding, although more prominent in speech production, also plays a subtle role in writing. Writers often subvocalize or 'hear' the sentence in their mind as they write, especially during drafting and revision stages. This internal auditory feedback helps detect awkward constructions or inappropriate word choices. Such sub vocal rehearsal is a known function of the *phonological loop*, a component of working memory identified in Baddeley's model [Baddeley, 2003].

Formulation is where many cognitive bottlenecks occur. It demands a delicate balance between speed and accuracy. Expert writers can retrieve and organize linguistic material fluently, whereas novice writers may pause frequently, searching for words or appropriate constructions. These pauses reflect not just lexical search difficulties but also the need to ensure syntactic cohesion and semantic clarity.

Importantly, this stage is not linear. Writers often circle back, revising earlier phrases as new ones are generated. This recursive nature of writing, where planning,

formulation, and revision happen concurrently, highlights the complexity of the formulation stage.

Neurolinguistic research has identified specific brain regions activated during this process. The *left inferior frontal gyrus*, particularly *Broca's area*, is known to be responsible for syntactic processing and lexical retrieval [Indefrey & Levelt, 2004]. Damage to this region can result in a grammatism, a condition where sentence formation is severely impaired. This underscores the biological grounding of formulation mechanisms.

In an academic context, formulation becomes especially demanding. The writer must ensure precision, coherence, and formal tone while adhering to disciplinary conventions. Consider a student writing a research report: they must translate experimental results into an objective narrative, often using technical terminology, hedging language, and citation conventions. Each of these decisions is part of the formulation process, reflecting both cognitive control and linguistic proficiency.

In sum, formulation acts as the bridge between thought and language. It is the stage where inner meaning gains shape and structure — preparing the message for its physical realization through writing. The writer's linguistic competence, cognitive flexibility, and working memory efficiency all converge at this stage, shaping the clarity and effectiveness of the final text.

Articulation and Motor Execution in Writing. The final stage in the language production process during writing is *articulation and motor execution*. While articulation is typically associated with spoken language, in the context of writing, it refers to the physical realization of language through the hands or fingers—whether by handwriting, typing, or other motor outputs. This stage translates abstract linguistic structures into a tangible form that others can interpret.

At this point, the brain must coordinate a highly intricate set of motor actions. In handwriting, this includes the precise movement of the fingers, wrist, and arm to form legible letters in a consistent flow. In typing, the brain must convert linguistic units into rapid sequences of keystrokes, often requiring both procedural memory and spatial coordination. Each method involves complex neuromotor control, and disruptions at this stage can significantly affect the fluency and legibility of written communication.

Neuroscientific studies have pinpointed several brain regions critical to the motor execution of writing. The **primary motor cortex** (M1), located in the frontal lobe, is responsible for initiating voluntary muscle movement. The **cerebellum** plays a key role in fine motor coordination and timing, ensuring that letters are written consistently and accurately. The **parietal lobe**, particularly the *supramarginal gyrus*, contributes to spatial organization and motor planning, enabling writers to maintain appropriate letter size, spacing, and orientation on the page [Planton et al., 2013].

The act of writing is also supported by the **premotor cortex**, which helps plan and sequence movements before they are executed. This is especially important when writing in cursive or when switching between different writing systems (e.g., Roman

and Cyrillic alphabets), as the motor plan must adapt dynamically to different symbol sets.

Moreover, motor execution is deeply interwoven with **automaticity**. Skilled writers often demonstrate highly automated motor sequences, allowing them to focus more cognitive resources on higher-level concerns such as idea development, coherence, and tone. In contrast, novice writers or children still acquiring handwriting skills often experience cognitive overload at this stage, since motor execution is not yet automatized and demands conscious effort.

Motor difficulties, such as those associated with **dysgraphia**, highlight the importance of this component in the writing process. Individuals with dysgraphia may have intact conceptual and linguistic skills but still struggle to produce legible or fluent writing due to motor coordination deficits. This emphasizes that writing is not solely a linguistic task, but one that is deeply embodied, relying on both cognitive and motor systems working in harmony.

Technological advancements have added a new dimension to this stage. Writing with a keyboard or a stylus engages slightly different neural pathways compared to traditional handwriting. For instance, touch-typing relies more on procedural memory and muscle memory, whereas handwriting invokes more detailed visual-motor integration. Yet in both modalities, smooth execution remains essential for effective written communication.

In educational settings, the significance of this stage is often underestimated. Teachers may focus heavily on grammar and vocabulary, overlooking the importance of motor fluency. However, research suggests that improving fine motor skills can enhance writing fluency and reduce cognitive load during composition, especially for younger learners [Berninger & Richards, 2010].

To summarize, articulation and motor execution are not merely mechanical steps but integral components of language production in writing. They enable the internal, abstract representations of thought and language to take physical form. The efficiency, automatization, and coordination of these motor processes can significantly influence the overall quality, speed, and clarity of written output.

Writing, perhaps more than any other form of language production, places extraordinary demands on the writer's **working memory** and **attentional control**. Unlike speaking, where utterances are typically produced in real-time, writing involves an extended process that requires sustained concentration, continual self-monitoring, and the simultaneous management of multiple cognitive components.

Understanding Working Memory in Writing. Working memory (WM) refers to the cognitive system responsible for temporarily holding and manipulating information needed for complex tasks such as comprehension, learning, and reasoning [Baddeley, 2000]. In the context of writing, WM plays a central role in juggling **ideas**, **linguistic formulations**, and **planning structures**, all while maintaining awareness of grammatical accuracy and discourse coherence.

Baddeley's model of working memory divides it into several components:

- The **phonological loop**, which stores verbal information briefly,

- The **visuospatial sketchpad**, managing spatial and visual data,
- The **central executive**, which coordinates these systems and manages attention,
- The **episodic buffer**, integrating information across modalities and with long-term memory.

During writing, all these subsystems are at play. For instance, the **phonological loop** may support sentence formation as the writer holds a partially formulated sentence in mind. The **central executive** is essential for decision-making: should a sentence be rephrased? Should a paragraph transition be inserted? Such questions depend on active monitoring and flexible mental control.

Numerous studies show that individuals with greater working memory capacity (WMC) tend to produce more coherent and syntactically complex texts [McCutchen, 2000]. This is particularly crucial during the **revision phase**, where a writer must hold previous content in mind while editing or restructuring the text.

Attention and Cognitive Load. Closely tied to WM is **attention**, which determines how cognitive resources are allocated during the act of writing. Writing requires the writer to **select relevant information**, **suppress distractions**, and **shift focus** between different levels of the writing process—such as idea generation, syntactic structuring, and spelling.

Cognitive load theory posits that the human brain has limited capacity for simultaneous processing. Novice writers, who must consciously attend to low-level skills such as punctuation or spelling, often have less attention available for higher-level concerns like argument structure or tone [Sweller et al., 2011]. This explains why early writing instruction often focuses on automating basic skills—to free up attention for more complex cognitive tasks.

Environmental distractions—such as noise or digital interruptions—can significantly disrupt writing fluency by fragmenting attention and overloading working memory. Conversely, **focused attention** can enhance writing efficiency by minimizing the need to constantly re-read or rewrite, thus conserving cognitive resources.

Implications for Education and Individual Differences. Understanding the interaction between working memory, attention, and writing has important implications for pedagogy. For instance, **scaffolding techniques**, which break writing tasks into smфller, manageable steps, can help reduce the cognitive load on students, especially those with limited WMC. Similarly, using **graphic organizers** and **prewriting outlines** externalizes memory demands, allowing more attention to be allocated to idea development and sentence construction.

Moreover, individual differences in working memory and attentional capacity explain some of the variability in students' writing performance. Learners with attention disorders, such as ADHD, often face challenges in sustaining focus during longer writing tasks, leading to incoherent or fragmented texts. Targeted interventions, such as metacognitive training and mindfulness strategies, can improve self-regulation and enhance the writing process.

From a psycholinguistic perspective, writing is not merely a linguistic act, but a dynamic cognitive activity. It demands constant negotiation between short-term

memory resources and attentional control. As such, enhancing writing skills requires not only teaching grammar and vocabulary but also developing students' executive functions and metacognitive awareness.

The Brain and Writing: Neurological Perspectives on Language Production

The act of writing, while seemingly effortless for proficient writers, is underpinned by a highly sophisticated neural network. Advances in cognitive neuroscience and neuroimaging techniques—such as functional magnetic resonance imaging (fMRI) and electroencephalography (EEG)—have shed light on the brain structures that facilitate this complex process.

Core Brain Areas Involved in Writing. Three brain regions consistently emerge as essential in writing-related activities:

- **Broca's Area (Inferior Frontal Gyrus)**: This area, located in the left hemisphere, is traditionally associated with **language production** and **syntactic processing**. During writing, Broca's area is activated as it helps in **grammatical encoding**, **lexical retrieval**, and **motor planning** for handwriting or typing.
- **Wernicke's Area (Superior Temporal Gyrus)**: Found in the posterior section of the left hemisphere, Wernicke's area is responsible for **language comprehension**. It is especially active during the **idea generation and conceptualization phase**, where the writer processes semantic content and organizes meaning.
- **Prefrontal Cortex (PFC)**: The prefrontal cortex supports **executive functions** such as **planning**, **working memory**, and **attention regulation**. It plays a central role in organizing ideas, structuring arguments, and overseeing self-monitoring during writing.

Other areas, such as the **parietal lobes**, contribute to **spatial awareness** and **orthographic processing**, particularly important for handwriting, while the **cerebellum** supports motor coordination and fluency in written production.

Neural Dynamics During the Writing Process. Writing engages the brain in a temporally dynamic fashion. During the **planning stage**, fMRI studies show heightened activity in the dorsolateral prefrontal cortex and medial prefrontal cortex, as writers formulate their goals and select relevant information. This phase heavily draws on **semantic memory networks**.

As the process transitions into **sentence formulation and execution**, activation shifts toward **Broca's area**, **supplementary motor areas**, and **sensorimotor regions** that manage the physical act of writing or typing. Neuroimaging evidence demonstrates that these regions operate in synchrony, revealing the **integrated nature** of linguistic, motor, and cognitive systems in writing [Kell et al., 2011].

Notably, **bilingual and multilingual writers** may exhibit different patterns of neural activation depending on the language in use, suggesting that language proficiency and writing experience shape the neural pathways involved.

Brain Plasticity and Writing Expertise. One of the most compelling findings from recent neuroscience research is the **plasticity** of the writing brain. Individuals who engage in regular writing tasks—especially those that involve complex, reflective thought—develop **more efficient neural networks**. This is evident in **faster**

activation, **lower cognitive load**, and **greater connectivity** between language and executive function areas [Olive, 2014].

For novice writers, the brain must devote significant effort to coordinating basic writing functions. However, as writing becomes more practiced, many of these functions become a**utomated**, freeing up cognitive resources for higher-order concerns such as style, argumentation, and tone.

This has significant implications for writing instruction: it supports the use of **repetitive practice**, **explicit strategy teaching**, and **writing across the curriculum** as ways to reinforce and consolidate the neural architecture underlying writing.

Neural and Cognitive Mechanisms in Language Production During Writing

Writing is a uniquely complex human skill that requires the integration of various cognitive and neural processes. Unlike speaking, writing involves a prolonged and deliberate construction of language, which is supported by intricate brain functions. Understanding these neural and cognitive mechanisms is crucial not only for linguistics and cognitive science but also for educational and clinical practices. In this section, we explore the brain regions and cognitive functions involved in language production during writing, highlighting recent research findings.

Neural Basis of Writing: Brain Regions Involved. Research in neuropsychology and neuroimaging has identified several critical brain areas responsible for writing. Among the most studied are the prefrontal cortex, Broca's area, and Wernicke's area. The prefrontal cortex plays a vital role in executive functions such as planning, attention control, and working memory—processes that are essential when organizing thoughts and structuring sentences before actual writing begins. Broca’s area, traditionally associated with speech production, also contributes to the syntactic and grammatical formulation needed for writing. Wernicke’s area, primarily known for language comprehension, is involved in lexical access and semantic processing, allowing writers to select appropriate words and maintain coherence.

Recent neuroimaging studies using functional Magnetic Resonance Imaging (fMRI) and Positron Emission Tomography (PET) have demonstrated the dynamic interplay of these areas during writing tasks. For instance, [Purcell et al. 2011]showed increased activation in the left inferior frontal gyrus (which includes Broca’s area) and the left posterior superior temporal gyrus (Wernicke’s area) when participants engaged in sentence construction and word selection during writing. Furthermore, motor regions such as the premotor cortex and the supplementary motor area are involved in the fine motor control required for handwriting or typing.

Cognitive Processes Underlying Writing. Writing does not merely rely on language production; it demands complex cognitive coordination. One key cognitive resource is **working memory**, which temporarily holds and manipulates information during writing. For example, as a writer formulates a sentence, working memory helps keep track of syntax, vocabulary, and ideas, enabling smooth and coherent output. Attention control is another critical factor, allowing writers to focus on the task, avoid distractions, and monitor their text for errors or improvements.

Conceptual planning, the initial phase in writing, involves generating ideas and organizing them logically. This stage engages higher-order cognitive functions and is influenced by prior knowledge, motivation, and the writer's goals. Linguistic formulation follows, where these ideas are encoded into syntactic and morphological structures. Finally, motor execution converts these structures into written symbols.

Individual Differences in Writing Ability: Working Memory and Attention. Individual variations in working memory capacity and attentional control significantly influence writing proficiency. Studies indicate that writers with larger working memory spans can manage more complex sentence structures and maintain coherence better than those with limited working memory. [Kellogg. 1999] emphasized that working memory constraints could limit writers' ability to juggle planning, formulation, and motor execution simultaneously.

Attention regulation also plays a pivotal role. Writers who can efficiently allocate their attentional resources tend to produce higher quality texts and demonstrate better error monitoring. Conversely, difficulties in attention may lead to fragmented or less coherent writing.

Educational and Clinical Implications. Understanding the neural and cognitive foundations of writing has practical applications in education and clinical intervention. For educators, awareness of these mechanisms can inform teaching strategies that support working memory development and attentional skills, helping students improve writing fluency and quality. For example, explicit instruction in planning and drafting techniques can ease cognitive load and enhance writing performance.

Clinically, this knowledge aids in diagnosing and treating writing impairments caused by neurological damage or developmental disorders. For instance, patients with stroke-induced damage to Broca's area often exhibit agraphia, a writing disorder characterized by difficulty in sentence construction and grammar. Rehabilitation programs can be tailored to target specific cognitive deficits identified through neuropsychological assessment.

Conclusion

In summary, writing is a complex and multifaceted process that engages a wide network of cognitive and neural mechanisms. This article has explored how language production during writing involves the coordinated interaction of brain regions such as the prefrontal cortex, Broca's area, and Wernicke's area, alongside essential cognitive functions like working memory and attention. These elements collectively enable the intricate planning, formulation, and execution required to transform thoughts into written language.

Understanding these underlying processes not only advances our theoretical knowledge of language production but also holds practical significance. In educational contexts, insights into working memory and attentional demands can inform teaching strategies that better support students' writing development.

Clinically, recognizing the neural basis of writing can enhance diagnosis and rehabilitation of writing impairments resulting from neurological conditions.
Future research should continue to investigate the dynamic interplay between cognitive capacities and neural substrates, especially with advancements in neuroimaging technologies. Such studies will deepen our comprehension of individual differences in writing ability and facilitate the creation of tailored interventions to assist diverse learners.
Overall, this integrated perspective on the psycholinguistics of writing enriches our appreciation of this uniquely human skill and guides efforts to foster effective communication through written language.

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THE INNER DIALOGUE OF GENERATION Z: A PSYCHOLINGUISTIC PERSPECTIVE ON LANGUAGE AND THOUGHT

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Abstract. This study explores the phenomenon of inner dialogue among Generation Z through a mixed-methods approach, combining original survey data—featuring both quantitative and open-ended qualitative questions. Focusing on multilingual youth in a post-Soviet context, the research examines how inner speech functions as a tool for emotional regulation, identity negotiation, and linguistic adaptation. The findings reveal a complex interplay between critical and supportive inner voices, often influenced by digital culture and code-switching. To interpret these patterns, the study draws on Vygotsky's theory of internal speech and Hermans' model of the dialogical self, framing inner dialogue as both a cognitive process and a socio-cultural construction. By integrating empirical data with established psycholinguistic frameworks, the research contributes to a deeper understanding of how language, thought, and self-perception converge in the internal world of contemporary youth.

Keywords: inner dialogue; Generation Z; multilingualism; emotional regulation; identity; psycholinguistics; Vygotsky; dialogical self

INTRODUCTION

The concept of inner dialogue, often referred to as self-talk or internal speech, has one of the central positions in both psychological and linguistic discourse. It serves as a fundamental mechanism through which individuals process thoughts, regulate emotions, and construct personal narratives [Morin 2009, p.526]. For Generation Z—those born approximately between 1995 and 2012—inner dialogue assumes a particularly complex and multifaceted role. This generation is uniquely positioned at the intersection of unprecedented digital exposure, rapid sociocultural transformation, and shifting identity frameworks. As a result, their inner dialogues reflect the contradictions and negotiations that characterize life in the 21st century.

This paper investigates the inner dialogue of Generation Z through the lens of psycholinguistics, focusing on its relationship with language and cognition. Specifically, it explores how the linguistic environment, cultural expectations, and digital saturation influence the tone and function of self-talk among young people in post-Soviet contexts such as Uzbekistan. In doing so, the paper draws upon foundational theories of internal speech, including Lev Vygotsky's view of inner

language as the internalization of social interaction [Vygotsky 1986, p.102] and Hermans' concept of the dialogical self [Hermans 2001, p. 224], which suggests that the self consists of multiple "I-positions" that interact and respond to both internal and external stimuli.

While existing research has addressed the cognitive and emotional significance of inner dialogue, relatively little attention has been paid to how this phenomenon manifests in Generation Z, particularly in multilingual and transitional societies. In these contexts, language functions not merely as a tool of expression but as an agency of thought, identity negotiation, and social adaptation. The hybrid identities of multilingual youth, shaped by collectivist society, Western individualism, and global media, generate a unique form of internal speech that blends self-reflection with cultural tension.

The significance of this study lies in its interdisciplinary approach. It aims to bridge psycholinguistics, sociolinguistics, and cultural psychology to provide a nuanced understanding of how inner dialogue operates within Generation Z's mental and emotional life. By doing so, it offers valuable insights into how language functions not only as a communicative tool but also as a structuring force in cognition and identity formation.

The research is guided by the following questions:

1. What linguistic and psychological features characterize the inner dialogue of Generation Z in multilingual and post-Soviet contexts?

2. How does inner dialogue contribute to cognitive processing, emotional regulation, and identity construction among Generation Z youth?

3. To what extent does code-switching appear in internal speech, and what does it reveal about identity negotiation in multilingual Gen Z individuals?

To address the research questions, this study adopts a mixed-methods approach that combines multiple sources of qualitative data. First, an open-ended questionnaire will be distributed to participants belonging to Generation Z in Uzbekistan, multilingual contexts, capturing spontaneous reflections on their inner dialogue and language use. Second, case studies will be analyzed to provide deeper insights into experiences, focusing on the cognitive and linguistic dimensions of internal speech. Finally, the study incorporates researcher reflections, drawing on autoethnographic methods. As a member of the target demographic, the researcher critically analyzes her own internal dialogue and identity negotiations as qualitative data, thereby situating herself within the inquiry. This triangulated design allows for a nuanced examination of how language and culture shape the inner dialogue of Generation Z.

LITERATURE REVIEW

The concept of inner dialogue is rooted in early psychological and philosophical traditions that examine the human capacity for introspection and self-reflection. Lev

Vygotsky (1986), a pioneer in sociocultural theory, argued that inner speech originates from external social interaction and gradually becomes internalized as a private tool for thought. According to his theory, thought and language are deeply interrelated, and inner speech acts as the bridge between them. Vygotsky emphasized that internal speech is not a mere replicas of external speech but a condensed, abstract form shaped by personal and cultural experiences.

Building on this foundation, Hermans (2001) introduced the notion of the "dialogical self," a framework that conceptualizes the self as composed of multiple, interacting internal voices or "I-positions." These voices engage in dynamic interactions — conflict, negotiation, agreement — that reflect the individual's complex internal landscape. This model is especially relevant in the study of Generation Z, whose identities are formed at the intersection of traditional cultural values and globalized ideologies.

Fernyhough (2008) further elaborates on the developmental aspects of inner speech, describing it as a socially mediated cognitive process that enables self-regulation and problem-solving. He argues that inner dialogue is not simply a cognitive tool but also a socio-emotional mechanism through which individuals rehearse scenarios and resolve conflicts. This framing is particularly valuable when analyzing the internal discourse of individuals navigating uncertain sociocultural environments.

Language plays a central role in shaping cognitive processes, including reasoning, planning, and emotional regulation. Vygotsky's theory posits that higher mental functions are mediated by language, meaning that thought is structured linguistically, even when unspoken [Vygotsky, 1986]. Wells (1986) emphasizes that language enables individuals to make meaning, and that meaning making is a central function of both inner and outer speech.

Research in psycholinguistics supports this view. Morin (2009) identifies inner dialogue as a key element in the development of self-awareness, suggesting that individuals who engage in frequent and complex internal speech tend to demonstrate higher levels of introspection and emotional intelligence. He also notes that inner speech is closely tied to moral reasoning and self-monitoring, which are crucial during adolescence and early adulthood.

In multilingual individuals, the cognitive architecture of inner dialogue is rather complicated. Code-switching, language preference, and emotional attachment to specific languages all influence how thoughts are verbalized internally. Bilingual and multilingual youth, such as those in post-Soviet states, often experience inner dialogue that shifts between languages depending on emotional tone or social context. This phenomenon has implications for identity formation and emotional expression.

In the context of Uzbekistan and other post-Soviet societies, the inner dialogue of Generation Z is further influenced by tensions between collectivist traditions and the rise of individualist values. Triandis (1995) and Markus & Kitayama (1991)

emphasize how cultural orientation, whether collectivist or individualist, shapes the self-concept and the nature of internal discourse. In collectivist cultures, inner speech is often attuned to social expectations, family values, and communal responsibility. This may result in internal dialogues that emphasize duty, guilt or obligation over personal desire or autonomy.

METHODOLOGY

This study adopts a mixed-methods research design that integrates qualitative data from open-ended questionnaires with theoretical analysis grounded in psycholinguistic literature. The aim is to explore the relationship between language and the emotional tone of inner dialogue among Generation Z youth in a post-Soviet context.

Participants

The sample consists of 55 anonymous respondents aged between 15 and 25, primarily from Uzbekistan. Participation was voluntary, and recruitment occurred through the online distribution of the questionnaire via social media platforms.

Instrument and Data Collection

A custom-designed questionnaire titled *"Внутренняя речь поколения Z — исследовательская анкета"* was developed and distributed in two languages: Russian and Uzbek. The form included demographic questions and open-ended prompts encouraging participants to recall and transcribe actual phrases from their inner dialogue during moments of stress or anxiety. Additional multiple-choice items examined the frequency, tone and language of inner speech, with space for optional elaboration.

DATA ANALYSIS

Qualitative Dataset A: Open-Ended Narrative Responses

Dataset A1: Russian responses (n=30):

Examples where original Russian responses were translated into English.

The qualitative analysis of responses from participants who completed the questionnaire in Russian reveals several cognitive-emotional patterns, most notably marked by negative self-evaluation and limited adaptive coping mechanisms. Approximately 60% of these responses were characterized by direct self-blame and self-criticism. Statements such as *"Почему я такая тупая"* ("Why am I so stupid"), *"Я опять всё испортила"* ("I messed up everything again"), and *"Почему у меня никогда не получается"* ("Why can't I ever do anything right?") illustrate a pervasive internal discourse rooted in perceived personal deficiency. These expressions suggest a tendency to interpret failure as a reflection of immutable flaws rather than situational factors, which may reinforce maladaptive self-perceptions and emotional distress.

Approximately 20% of responses exhibited patterns of catastrophizing and pessimism. These statements projected current difficulties onto future expectations, amplifying the emotional weight of the situation. For example, *"О нет, опять"* ("Oh no, again") and *"Я даже не удивлена"* ("I'm not even surprised") suggest a learned expectation of failure and a general sense of hopelessness. This pattern indicates a tendency to view negative events as part of a recurring, inevitable pattern, which may hinder motivation and resilience.

Another 15% of responses reflected passive acceptance and resignation. These were often marked by emotional withdrawal and a lack of engagement with problem-solving or emotional processing. Phrases such as *"Плевать"* ("Whatever") and *"Так должно было быть"* ("It was meant to be") convey a sense of inevitability or indifference, suggesting a detachment from both the situation and the possibility of improvement. This form of resignation may serve as a temporary coping mechanism but risks solidifying feelings of helplessness over time.

Roughly 10% of the responses involved inquiry and self-questioning, but frequently with a self-critical tone. For instance, *"За что?"* ("Why?") and *"Со мной что-то не так?"* ("Is there something wrong with me?") indicate a search for understanding that is simultaneously infused with doubt and self-reproach. Rather than offering a constructive path toward issue, these inquiries often appeared to confirm negative assumptions about the self.

A minority—approximately 5%, of responses demonstrated attempts at adaptive coping. These included statements aimed at emotional regulation and self-reassurance, such as *"Успокойся, глубоко дыши, всё хорошо"* ("Calm down, breathe deeply, everything is okay"). While relatively rare, such expressions point to the presence of internal strategies that may mitigate distress and foster resilience if further developed.

Finally, a single statement—*"Хоть бы исчезнуть"* ("I wish I could disappear")—reflected an avoidance-based response. This expression signifies a desire to escape the emotional experience entirely, indicating a level of distress that may warrant additional psychological support or intervention.

Dataset A2: Uzbek responses (n=25):

Examples where original Uzbek responses were translated into English.

The analysis of responses from participants who completed the questionnaire in Uzbek revealed a markedly different cognitive-emotional landscape compared to the Russian-language group. A dominant theme across these responses was a strong tendency toward optimistic reframing and positive self-talk. Approximately 70% of the statements reflected hopeful perspectives and future-oriented reassurance. For example, expressions such as *"Hammasi yaxshi bo'ladi"* ("Everything will be fine") and *"Hammasi yaxshi bo'lib ketadi"* ("Everything will be alright") indicate an internal dialogue centered around emotional resilience and the expectation of eventual

resolution. This form of cognitive reframing suggests a protective mechanism that may serve to buffer against the psychological impact of adversity by promoting hope.

Another prominent theme, present in roughly 20% of the responses, was the attribution of events to external factors or a higher power. This form of explanatory framework reflects a spiritual or contextualized understanding of misfortune. One respondent, for instance, wrote, *"Ha endi Alloh shunday hohlagan ekan, nima qilardim"* ("Well, what could I do, if Allah wanted this to happen"), attributing the situation to divine will. Such responses point to a culturally grounded coping strategy where personal responsibility is tempered by a belief in external guidance or fate, potentially providing relief from self-blame.

A significant proportion of responses (approximately 25%) reflected a problem-focused coping style with a clear orientation toward learning from experience. These participants demonstrated an active engagement with the negative situation, often through introspection and strategic planning. For example, the statement *"Xato qilganimni tan olaman, xatoyimni baholayman, yana bu vaziyatga tushsam qanday vaziyatdan chiqib ketish va xato qilmaslik haqida o'ylayman"* ("I admit my mistake, I evaluate my mistake, and then I think about how to get out of this situation and avoid making mistakes if I get into this situation again") illustrates a reflective and forward-looking approach that emphasizes personal growth and agency. This mindset indicates an internal dialogue that not only accepts accountability but also leverages the experience for self-improvement.

Additionally, a number of responses featured explicit affirmations of self-belief, suggesting the presence of a constructive inner voice. For example, *"Men senga ishonaman"* ("I believe in you") was used as a form of internal encouragement, signaling emotional self-support. While less frequent, such statements contribute meaningfully to a self-concept rooted in confidence and resilience.

Roughly 10% of the responses involved action-oriented directives—self-instructions meant to reassert control over one's emotions or circumstances. A clear example of this is *"O'zingni qo'lga ol, ketadi"* ("Get yourself in hand, it will pass"), which blends motivational command with temporal perspective, reinforcing a belief in the transience of distress and the individual's ability to overcome it.

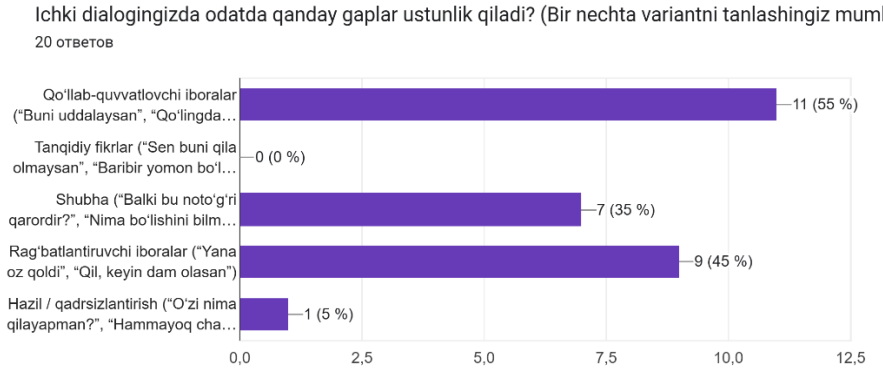
Quantitative Dataset B: Survey-Based Responses

The analysis of survey data across both Uzbek and Russian-speaking respondents reveals several shared themes in internal dialogue, alongside distinct differences that appear to reflect linguistic, cultural or psychological variations in coping strategies. A central finding across both groups is the high prevalence of humor, sarcasm and self-deprecation in inner speech. This consistent presence suggests that humor functions as a prominent coping mechanism for Generation Z individuals navigating stress and anxiety. However, the form and intentionality of humor differ across language groups, indicating deeper nuances in emotional expression.

Among the Russian-speaking participants, humor is frequently conscious and verbalized, often carrying elements of sarcasm or ironic detachment. These respondents described their inner dialogue using overtly comedic phrases and a humorous tone, sometimes even using irony as a form of self-critique or cognitive distancing. In contrast, the Uzbek-speaking group reported significantly higher levels of anxiety and critical internal tone, yet their responses lacked the same level of active, humorous narration. While humor might still exist as a mechanism for the Uzbek-speaking group, its expression appears more subtle, perhaps embedded in culturally implicit forms rather than direct language. This divergence could point to differing cultural norms surrounding emotional openness and the social acceptability of expressing distress through lightness.

The Uzbek-language data also showed a pronounced emphasis on positive reframing and future-oriented encouragement. As noted in previous analysis, phrases like *"Hammasi yaxshi bo'ladi"* ("Everything will be fine") reflect a culturally rooted strategy of hopeful reassurance. This contrasts with the Russian-language responses, which often combine emotional openness with biting humor, resulting in a dual tone of vulnerability and cynicism. Interestingly, while both groups exhibit anxious internal dialogue, Uzbek speakers report more intense mixed emotions: high anxiety paired with the simultaneous use of self-soothing phrases. This internal contradiction points to a psychological balancing act — one where individuals strive to remain composed despite inner distress.

A notable theme shared by both groups is the perceived growth in the tone of their internal voice over time. Roughly one-quarter of participants in each cohort (Russian: 25.7%; Uzbek: 25%) indicated that their inner voice has become more positive, suggesting that with maturity and life experience, internal dialogue may evolve toward greater self-compassion or cognitive flexibility. This trend may also reflect a broader generational shift toward introspection and emotional literacy, especially in post-Soviet contexts undergoing rapid sociocultural change.



Despite the widespread reports of anxiety and internal criticism, it is striking that no participant in either group reported using explicit, harsh self-judgments such as *"I'm not good enough"* or *"I can't do this."* Instead, criticism tended to be implicit or vague, possibly hinting at cultural reluctance to name self-directed negativity directly. This could suggest a softer, more avoidant form of internal criticism, or perhaps a protective cultural mechanism that discourages over self-deprecation in favor of more indirect forms of self-assessment.

Another key finding relates to the instrumental role of the inner voice in decision-making. A significant majority of participants in both language groups (Russian: 54.3%; Uzbek: 60%) reported that their inner voice plays an active role in navigating decisions related to career, education and personal relationships. This highlights the function of internal dialogue not only as a space for emotional regulation but also as a tool for cognitive guidance and moral reasoning. The internal voice is thus not a static monologue but an active and evolving framework for self-management.

Moreover, the data reveals that participants in both groups experience a dynamic internal conversation, one that involves both supportive and negative thoughts. This balance underscores the complex and multidimensional nature of inner speech, where individuals deal with conflicting emotions, self-assessments and aspirations simultaneously. The coexistence of affirming and anxious thoughts reflects a maturing psychological framework in which self-regulation involves negotiation rather than suppression.

DISCUSSION

The findings of this study offer a nuanced glimpse into how the internal dialogue of Generation Z in Uzbekistan varies across linguistic and cultural lines, revealing deeper psychological, cultural, and spiritual mechanisms at play. The differences observed between Uzbek- and Russian-speaking participants were not merely lexical or stylistic; they reflected fundamentally different ways of processing failure, regulating emotion, and constructing identity. Russian-language responses tended to display a more self-critical, pessimistic tone, often leaning into sarcasm or catastrophizing. Phrases like "I always ruin everything" or "no one cares anyway"

suggest internalized standards of perfection and emotional suppression, reminiscent of the lingering Soviet-era mindset and its legacy of emotional stoicism. These internal dialogues often lacked a sense of resolution or comfort, portraying failure as final and the self as inadequate.

In contrast, Uzbek-language responses were often infused with spirituality, resilience and moral self-talk. Rather than framing difficulties as an evidence of personal incompetence, Uzbek-speaking participants frequently contextualized hardship through religious or philosophical lenses, invoking God's will or communal values to soothe themselves. This use of faith-laden self-talk serves as a powerful emotional regulator which helps to reduce anxiety and increases emotional tolerance. This form of spiritually grounded resilience stood in contrast to the more fragmented and isolating self-talk seen among Russian-speaking peers.

Furthermore, the data suggest an emerging emotional intelligence among Gen Z respondents, especially those who employed metacognitive strategies like reframing or self-soothing These responses reflect not only cognitive maturity but also an increasing internalization of therapeutic or self-help language, even in a culture where mental health discourse is still emerging. Interestingly, both linguistic groups used humor in their internal dialogue, yet for different purposes: while Russian speakers often used sarcasm as a defense mechanism to deflect vulnerability, Uzbek speakers employed humor in a more optimistic or light-hearted way, suggesting a more flexible emotional landscape.

Another notable observation was the way language itself influenced the structure and content of inner speech, offering lived evidence for the Sapir-Whorf hypothesis. The Russian inner voice appeared blunt and emotionally raw, while the Uzbek one was more indirect and often buffered by spiritual or collectivist language. This points to language not just as a vessel for thought but as an emotional toolkit that shapes perception, behavior and identity.

These findings carry broader implications for educators and mental health practitioners. If internal dialogue is culturally encoded and emotionally charged, interventions aimed at emotional well-being should reflect this diversity. Encouraging compassionate, culturally sensitive self-talk, especially in the mother tongue or in spiritually resonant language—may offer a powerful, low-cost strategy for improving mental resilience among post-Soviet youth.

While this study is limited by its small sample size, it opens a critical window into the silent world of internal cognition, where young people confront their fears and failures in the privacy of their own minds. In understanding how Generation Z talks to themselves, we begin to understand how they live and perhaps how they will lead.

CONCLUSION

In exploring the internal dialogue of Generation Z in Uzbekistan, this study uncovered how deeply language, culture, and emotion are interwoven within self-talk. The

findings reveal that internal dialogue is not a neutral or purely cognitive act but a reflection of historical memory, cultural values and emotional resilience. The contrasting tones and patterns in Russian and Uzbek self-talk, ranging from harsh self-criticism to spiritually grounded reassurance, suggest that language shapes not only how Gen Z communicates but also how they live and reflect in a post-Soviet, globalizing world.

This research reinforces the idea that multilingual individuals do not merely switch languages, they switch emotional registers, coping mechanisms and even moral frameworks. The voices inside their heads mirror the world they navigate: one shaped by colonial legacies, religious revival, mental health taboos and a hunger for authenticity. It becomes clear that internal dialogue is both a mirror and a compass—reflecting the societal forces that shape youth while guiding them through personal chaos.

Although limited in scope, this study contributes to the growing field of psycholinguistics by emphasizing the need for culturally contextualized understandings of mental well-being. It invites future researchers to expand on this work by incorporating larger samples, deeper narrative analysis, and intersections with gender, nationality or trauma. Above all, it calls educators, therapists, and policymakers to listen, not just to what young people say out loud, but to the intimate, unfiltered voices they carry inside. For in those voices lie the truths of a generation in transition—fragile and fiercely worth understanding.

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CONVEYING NATIONAL AND CULTURAL IDENTITY THROUGH THE TRANSLATION OF LITERARY WORKS

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Abstract

This paper explores the representation of ethnocultural identity in Turkmen literature, focusing on the works of Berdi Kerbabaev, a prominent figure in Turkmen prose. Through a detailed analysis of Kerbabaev's novel The Decisive Step, the study demonstrates how national character, family values, gender roles, and hospitality are intricately woven into narrative structures. By examining the author's portrayal of Turkmen traditions, behaviors, and worldview, the paper highlights how literature becomes a means of preserving and transmitting cultural identity. The study also underscores the role of literary characters in embodying the collective consciousness of the Turkmen people, emphasizing the interaction between national values and universal human concepts. The research reveals that through the symbolic use of language, setting, and character development, Berdi Kerbabaev reflects the enduring ethical and spiritual values of the Turkmen nation.

Keywords: Turkmen literature; national identity; ethnocultural space; Berdi Kerbabaev; The Decisive Step; family values; hospitality; cultural symbolism; Turkmen traditions.

INTRODUCTION

Ethnocultural identity has long been a cornerstone of national literature, serving as both a mirror and a guide for the collective consciousness of a people. In literary works, authors not only address universal human concerns but also express deeply rooted cultural norms, values, and beliefs. The ethnocultural space reflected in literature is a dynamic yet stable medium through which national identity is shaped, reinforced, and passed on across generations.

In the context of Turkmen literature, Berdi Kerbabaev stands as a pioneering figure whose narratives exemplify the essence of Turkmen national character. His novel The Decisive Step presents a vivid portrayal of Turkmen traditions, with particular attention to the sacred role of the family, the moral responsibility of the individual within society, and the symbolic significance of hospitality and gender roles. This study seeks to examine how Kerbabaev constructs a uniquely Turkmen ethnocultural universe in his writing and how his characters serve as agents of national ideology.

MAIN BODY

In works of art, the ethnocultural space created by the author develops not only universal human concepts but also deep feelings of national identity. These works reflect concepts and behavioral patterns related to societal values, all of which are directed toward a shared cultural framework. In shaping national character, ethnic and cultural concepts play a fundamental role. The mentality of a people is crucial in defining the moral and existential truths inherent to them, as well as in portraying their prominent characters. The intellectual traits of various ethnic groups are often determined by their genetic characteristics. For instance, the conceptual worldview of the Turkmen people is characterized by hospitality, diligence, friendship, and endurance.

National consciousness is a stable phenomenon; however, it cannot be denied that it constantly evolves. Despite various transformations, it is important to emphasize that the national structure retains the core concepts of its own culture

Berdi Kerbabaev, the pioneer of the narrative genre in Turkmen literature, places the human being at the center of artistic perception, and on this foundation, he constructs a unique narrative text. His characters—particularly Artyk, one of the protagonists of the novel "The Decisive Step"—are portrayed as individuals who align with societal expectations not merely for personal gain but out of a desire to serve the interests of others.

One of the sacred values of the Turkmen people is the family. In Turkmen culture, the family occupies a respected and sacred place. From a historical perspective, the family serves as a key agent in the development of the nation and its national culture. Therefore, in Turkmen traditions, the responsibility for the family's well-being typically falls upon the male figure, and children are taught this principle from an early age. This notion is well illustrated in the works of Berdi Kerbabaev.

“Ilki bilen Myraly söze başlapdyr:

– Meniň owlak-guzy bakýan wagtymdy. Öýe gelemde, işim aşyk-topaz oýnamak bolardy. Garry enem bir gün maňa igendi: «Balam, men indi garrylyga ýüz urupdyryn. Maşgalany senden başga eklejek ýok. Sen, ýaşyň azlygyna garaman, öýüň garamatyny boýnuňa götermegiň gerek.” [Berdi Kerbabaýew. Saýlanan eserler. A.: Magaryf, 1992. Sah. 313]

“First, Myraly began to speak:

– It was the time when I was grazing the lambs. When I came home, I was playing ashyks (a small sheep’s bone played by the boys). One day my grandmother said to me: "Sonny, now I became old. There is no one to keep the family except you. No matter how young you are, you have to take care of household.”

The Turkmen people regard their home as a sacred entity. In a Turkmen household, guests are always welcomed with heartfelt hospitality. Whether invited or uninvited, guests are received with great generosity and respect.

Since ancient times, it has been customary among Turkmens for the family home to be inherited by the youngest son. As previously noted, this son assumes full responsibility for the care and well-being of his parents. The process of forming a family typically begins with the tradition of arranged marriage. The Turkmen people

follow a customary sequence of matchmaking rituals. Initially, the bride's family discreetly sends a representative to observe the prospective groom's household and environment. This is followed by the formal initiation of the matchmaking process and the establishment of kinship ties.

In family and kinship relations, one of the most profound expressions of the Turkmen nation's cultural identity is reflected in its code of conduct. This includes respect for elders, interactions among close and distant relatives, between spouses, parents and children, as well as among representatives of different generations.

In Turkmen culture, one of the most emotionally resonant and revered concepts is that of the "woman." In traditional society, women are seen as symbols of renewal and the continuity of generations. A woman is considered the guardian of the home, the source of kindness, knowledge, and family prosperity. She is consistently devoted to the well-being of the family and the care of her children. This idea is vividly portrayed by the writer Berdi Kerbabaev in his novel "The Decisive Step.":

"Şol wagtda, öýden çykan, elli ýaşlarynda, orta boýly, tegelek ýüzli, ak maňyz, peşeneli bir aýal:

– Artyk jan, süýt sowamanka, bir-iki agyz iýsene, guzym! – diýdi. Artyk alaşaň gerşini sypap, arkasyna pat-pat kakandan soň:

– Bolýar, eje, – diýip, içerik girdi. Ol ojagyň başynda aýbogdaşyny gurap, çörek iýmäge oturdy. Artygyň ejesi oňa saçak taýynlamak, süýt guýup bermek bilen meşgul wagtynda, goňşy çatmadan gelen aýal ojagyň gyrasynda oturyp, öýüň içine göz gezdirdi..." [Berdi Kerbabaýew. Aýgytly ädim. Roman A.: 1955. Sah. 12]

"At that time a round-faced, fair-skinned, attractive woman of average height in her fifties left home and said:

– Artyk jan, will you drink some milk while it is warm, my lamb! After gently stroking his horse and patting it on the back:

– Okay, Mom – he said. He sat cross-legged and began to eat bread. While his mother was busy spreading sachak (cloth which is used in eating) in front of him and pouring milk, a woman who had come from the neighboring hut sat on the edge of the hearth and saw round the house..."

As can be seen, the affectionate address of a loving mother—Artyk's mother—who calls her child "guzym" ("lamb") reflects the essence of Turkmen national identity. The use of such tender expressions by parents toward their children—such as "guzym, läläm, köşegim, taýym, toklym" ("my lamb, my heart, my colt, my foal, my dear")—astonishes scholars who study the ethnology of the Turkmen people. These forms of address are deeply rooted in the emotional and cultural fabric of Turkmen society.

The plot of the novel "The Decisive Step" also begins in the vast expanses of the Turkmen yellow steppes. "Gijeki maýdalap ýagan ýagyş daňa golaý diňdi. Çygly şemal asmanyň buludyny öz ugryna bakan kowup gitdi. Gögüň ýüzi çüýşe ýaly durlandy. Gün ýer ýüzüne gyk göz bilen garandan – kümüş nuruny seçip galdy. Garaňky ýorganyny üstünden serpip gara ýer ýeňillik bilen dem aldy. Ýer ýüzünden goýry, çalymtyk bug göterildi. Ulgam-ulgam gumlaryň, aňňat-aňňat çölleriň

üstünden taýyp gelýän pessaý şemal çaly-çerkezleriň, çogan-ýowşanlaryň, gülli-gülälekli gök otlaryň çygly, ýakymly ysyny getirdi. Gündogardan günbatara bakan uzan agyr küren oba ilerli-gaýraly hatar gurap, asudalyk bilen ýaýnap otyrdy”. [Berdi Kerbabaýew. Aýgytly ädim. Roman A.: 1955. Sah 5]

“The light rain that fell during the night has almost stopped. The wet wind blew the cloud of the sky in its direction. The sky became as transparent as bottle. Sun radiated its warmth on the earth, it spread its silver light. The black earth breathed a sigh of relief as the dark blanket spread over it. A dark, thick mist rose from the earth. The gentle breeze blowing on the sands and plains of the desert brought the wet, sweet scent of grasses, sedges, and flowering herbs. Locating from east to west, a long, heavily populated village was lined up and spread out peacefully.”

This artistic portrayal is vividly felt in the characters’ personalities, speech, and behavior. Furthermore, the respect and authority of the elder generation within the family forms the core of familial relationships in the novel. The reverence shown by the younger generation toward the elders and their attentiveness to their words are clearly expressed throughout the narrative.

“– Seniň ýaly ýaş oglan, ýaşulularyň gürrüňini diňlär. Sen, gaýta, geçiň öň aýagy ýaly, özüňi öňe oklaýarsyň!” [Berdi Kerbabaýew. Aýgytly ädim. Roman A.: 1955. Sah 161]

“– A young boy like you will listen to the elders. But you are poking your nose into all affairs!”

Berdi Kerbabaev employs the concept of uncertainty as a narrative technique. In this novel, the author presents the main characters—Ayna, Artyk, and his mother—with distinct individual traits and reflects on a tense moment that arises in the village. The writer's focused attention on the trio’s storyline is not coincidental; through Artyk—who ultimately finds happiness in love and family—the author skillfully depicts, in artistic form, the underlying causes of future hardships both within this family and in others, particularly those struggling through difficult circumstances without the basic conditions necessary for human existence.

Attaining pure love and restoring the foundation of the family can be considered essential truths unique to the Turkmen ethnocultural space.

Artyk’s determined pursuit of his goal is deeply rooted in national customs, symbols, and beliefs, which are intricately connected to the symbolic power of words and actions. This set of traditions represents a system of spiritual values, finds its place in everyday life, and exerts a positive influence on the life of the Turkmen people.

In Turkmen culture, the tradition of hospitality is one of the ethical codes that testify to the generosity of our people’s behavior. When Turkmens receive guests, they often do not inquire about them for three days. This practice is based on showing respect and care for the guests for a full three days without interruption. Moreover, it is common for any Turkmen household to have a special room designated as the “guest room,” which clearly demonstrates the community’s strong adherence to this custom.

A clear example of this is illustrated in the scene where Pökgi and Nobat, facing that door, are followed by a servant who calls after them:

– Myhmanlar! Myhman jaýy munda!" [Berdi Kerbabaýew. Aýgytly ädim. Roman A.: 1955. Sah. 204]

"So, Nobat and Pokgi went to that house. The servant shouted after them:

– Guests! The guest house is here!"

Another distinctive feature of the Turkmen people is their unwavering practice of welcoming guests into their homes at any time—whether during the day, evening, or late at night—without hesitation or refusal.

"– Siziň öýüňiz haýsy?
– Ho-al ýeke-çäk oturan garaja öý biziňkidir.
– Seniň adyň näme?
– Gül.
– Öýüňize barsak, myhman alarmysyňyz?
– Türkmen halkynyň henize çenli myhman kowanyny eşidemok." [Berdi Kerbabaýew. Saýlanan eserler. A.: Magaryf, 1992. Sah. 318].

"– Which one is your house?
– That black house which stands alone is ours.
– What's your name?
– Gul.
– Will you receive us as guests, if we come to your house?
– Until now I haven't heard that the Turkmen people threw their guests out of the house."

One of the distinctive features that demonstrates the Turkmen people's hospitality is the custom of preparing extra food for guests, known as myhman paý (guest portion). In ancient times, newcomers were invited to meals and treated generously, which served as a way to help them quickly adapt to the new environment. This tradition holds significant social importance within our community.

The emergence of hospitality among our people is closely linked to the customary economic lifestyle and is based on the principle of mutual assistance. The customs of hospitality are a clear expression of our nation's generosity and compassion.

According to Turkmen customs, a guest who comes to the house is never sent away without being offered hospitality. Refusing food is considered a sign of disrespect toward the hosts. Thus, within Turkmen culture, the phrase "Taste the salt of the bread!" has emerged as an expression of respect and honor. Moreover, no matter how many days a guest stays, a Turkmen host never asks them to leave; rather, they wish for the guest to remain for several more days. The guest, in turn, expresses heartfelt gratitude for this hospitality. Let us illustrate this with the following examples:

"– Balalarym, indi gaýdarys diýseňiz rugsatdyr. Allanyň kömegi bilen, oňat, agzyňyz hem birikdi. Baryň sag-aman boluň!

Japbak oňa jogap berdi:

– Işan aga, eden hyzmatyňa köp sag bol! Doganlara öwüt-nesihat berdiň, agyzlaryny birikdirdiň, Alladan gaýtsyn! Her kimiň hem, elbetde, işi, aladasy bar. Seniň ýüzüňden geçip bilmän, senden rugsat sorap bilmän, on gün seniň çöregiňi iýdik. Hoş, sag otur!" [Berdi Kerbabaýew. Saýlanan eserler. A.: Magaryf, 1992. Sah. 219]

"– My children, if you want to leave, I allow you to go. By the will of Allah, now you became solidary. Go, may your trip be safe!

Japbak answered him:

– Ishan, thank you very much for your service! You gave advice to the brothers, you persuaded them to be solidary, may Allah bless you! Everyone, of course, has his own work. We ate your bread for ten days without being able to offend you or ask your permission. Bye, be healthy!"

In ancient times within Turkmen culture, a young woman entering her husband's house would stand before the threshold, bow her head respectfully to the elders, and lightly bend her left knee in greeting. She would similarly greet her husband's relatives. A tradition preserved to this day in Turkmen upbringing dictates that when a young woman greets elders, she slightly bows her head, places her right hand near her abdomen, and lowers her gaze. This custom is widely reflected in our folk tales, epics, and traditional creative works.

Let us refer to an example from Berdi Kerbabaev's works: "When Jonnuk Batyr was handed a cup, Tulpar licked it with his long tongue and then bowed his head as if to thank his master."

[Berdi Kerbabaev. Selected Works. Ashgabat: Magaryf, 1992. p. 285]

One of the customs that has been preserved from ancient times to the present day is the giving of a pata (blessing). Initially, it had a religious tone, but over time it expanded in usage. Typically, a pata is given by elders. The person giving the pata recites a prayer and then rubs their hands over their face. A pata can be given on various occasions: when someone is setting off on a long journey or facing an important challenge. Berdi Kerbabaev skillfully incorporates this in his novel Aygytly Ädim (Decisive Step):

"The short, multicolored-robed, light-eyed Jelil Ishan with his long, streaked beard raised his hands and gave a pata. His long, striped beard quivered in the starlight, and his voice came out trembling with emotion."

– Ýoluňyz ak, ýoldaşyňyz Hak, işiňiz şowly, murtuňyz towly bolsun! Tüpeňiňiz atgyr, gylyjyňyz kesgir bolsun! Zarbyňyzdan daglar-daşlar döwülsin! Demiňiz düşen ýerinde duşman gurşun ýaly eresin! Gaýduwsyz batyrlar! Din ýolunda ölseňiz şehit, ýeldirseňiz, kazy bolarsyňyz! Baryň, men sizi bir Allaga tabşyrdym!

Eziz han atyny şähere bakan öwrende, Jelil işan onuň yzyndan gygyrdy. Emma bu sapar onuň sesi şatlykly çykdy." [Berdi Kerbabaýew. Saýlanan eserler. A.: Magaryf, 1992. Sah. 268]

"Short, brown-eyed Jelil ishan with a striped robe and long brown beard raised his hands and blessed them. His long brown beard shook in the starlight and his voice broke into a sob:

– May your road be safe, may Almighty protect you, may your work be successful! May bullets in your gun hit the mark and may your sword be sharp! May your blow shatter mountains and rocks! May the enemy melt like lead where you breathe! Brave heroes! If you die on the path of religion, you will be a martyr, and if you are wounded, you will be a judge! Go, Almighty be with you!

As Eziz Khan turned his horse to the city, Jelil ishan shouted after him. But this time, his voice sounded cheerfully."

In the works of B. Kerbabayev, the above-mentioned features of the Turkmen mentality and the realities that reflect them play a significant role, as they demonstrate the cultural and national characteristics of the Turkmen people.

The realities found in the writer's works are rendered by translators using the descriptive method of translation. The features of customs and traditions are conveyed through compensation, with the addition of explanatory words to make up for cultural gaps.

In general, every ethnic group possesses a unique national language. A person's behavior in specific situations is shaped by the cultural norms of their society. Each ethnic group is characterized by its distinctive manner of speech. As an emotionally impactful means of communication, language clearly reflects the unique aspects of different ethnic cultures and their communicative nature within a visible framework. The Turkmen language is distinguished by its rich and emotionally nuanced vocabulary. In Turkmen culture, artistic language devices—such as metaphors, idiomatic expressions, and figurative language—hold special importance in expressing emotions and feelings.

When translating ethnocultural realia, translators apply various translation transformations: general substitutions, addition method, descriptive translation, pragmatically determined modifications, grammatical substitutions of the original text, functional analogies, generalization, differentiation techniques, and specification of meanings.

CONCLUSION

The works of Berdi Kerbabaev, particularly The Decisive Step, embody the cultural, moral, and emotional fabric of the Turkmen people. Through his artistic use of setting, character, and dialogue, Kerbabaev captures the ethos of a nation, articulating its core values—hospitality, respect for elders, family devotion, and spiritual resilience. His narrative provides a literary platform where national customs and traditions are preserved and conveyed to future generations.

Kerbabaev's characters act not only as individuals within a fictional world but also as symbolic figures representing the Turkmen worldview and its ethical imperatives. The novel reveals that the pursuit of love, family unity, and moral responsibility is central to the Turkmen identity. As such, literature becomes both a

creative and a cultural space, nurturing a sense of national belonging and moral continuity. Ultimately, Kerbabaev's writing serves as a testament to the enduring significance of ethnocultural values in the construction of national consciousness.

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THE ROLE OF THE PSYCHOLINGUISTIC APPROACH IN THE DEVELOPMENT OF COMMUNICATIVE COMPETENCE

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Abstract: The psycholinguistic approach plays a crucial role in the implementation of communicative competence, being a psychologically complex process. These approaches include - the mechanisms of language and brain functioning, memory, context and searching the necessary meaning, social and emotional aspects of the language and the fact that the language is an "unconscious" process. Being a gradual process, communicative competence is based on grammatical knowledge and the word stock of the language. The effectiveness of a foreign language teaching is directly related to the development of communicative skills. Therefore, the integration of modern methods, technological tools and interactive approaches into the teaching process is important and inevitable.

Psycholinguistic approaches provide a scientific basis for communicative competence. These approaches provide theoretical and practical evidence of language learners' language-related mentality, emotional state and the formation of knowledge in the brain, helping to prepare learners for the authentic communication in diverse social and cultural settings.

Key words: communicative, competence, psycholinguistic approach, skill, unconscious, innovative methods, brain functioning

Communicative competence is the effective use of language in real-life communication. The psycholinguistic approach, having emerged at the intersection of psychology and linguistics plays an important role in enhancing communicative competence by emphasizing cognitive processes, such as language acquisition, perception and production. This approach examines how the processing, encoding and decoding affect to the language learners. The main purpose of the article is to determine how the psycholinguistic approach enhances the communicative competence of the language learners.

Journals, books and empirical studies published in the last decade were included to the article.

In linguistics, the meaning of the term “communicative competence” is the ability of a person to use the language effectively and appropriately for communication purposes. This concept was first put forward by the American linguist Dell Hymes as an alternative and addition to the concept of "linguistic competence" by Noam Chomsky, while he focused on knowing the structure and rules of the language, D. Hymes emphasized practical use, that is, how the language is used in real situations [Chomsky N. 2002, p.278].

Researchers of speech problems note that the concept of communicative competence is not completely unambiguously interpreted by different authors. A number of definitions have been given to the communicative competence. I want to highlight especially S.K.Sedov's definition. He confesses that communicative competence is understood as the ability of a person to organize his speech activity using linguistic means and methods adequate to the communication conditions [Седов К.Ф. 2004, p. 220]. We believe that S.K. Sedov's definition about the communicative competence is the ability to build effective speech activity and speech behavior in accordance with norms.

As it is known communicative competence consists of three components - linguistic, sociolinguistic, pragmatic.

Thus, communicative competence, which is an important component of effective communication is formed during social interaction and is implemented in speech activity that is, it is a skill that is realized in the act of speech. There are several types of communicative competence:

1) Linguistic competence - is the ability to have knowledge about the rules of operation of language units in speech and to use this system in order to understand the thoughts of other people and express one's own opinions orally and in written form.

2) Socio-cultural competence – which involves the use of the national-cultural characteristics of the language in the process of communication.

3) Strategic competence - the ability to fill in the gaps in linguistic knowledge. This includes guessing the meaning of unfamiliar words based on: 1. the

context, topic, situation; 2. choosing the correct meaning of the searched word when referring to the dictionary; 3. guessing the meaning of the word depending on the context, etc.

4) Discourse competence - the ability to use specific strategies in the interpretation of the composed text. For example, the most commonly used types of discourse in the educational and professional spheres include reports, messages, discussions, surveys, etc.

"Competence" is considered one of the most controversial terms in general and applied linguistics. This term is associated with the name of N. Chomsky. Shortly after N. Chomsky's proposal about the concepts of competence and performance, the supporters of the communicative view in applied linguistics began to sharply object to the idea of using the idealized, purely linguistic concept of competence as a theoretical basis for learning and teaching language. They found an alternative to N. Chomsky's concept of competence in D.Hymes' communicative competence.

Namely, D.Hymes defined communicative competence not only as a specific grammatical competence, but also as the ability to use grammatical competence in various communicative situations [Hymes D.1972]. In the 1970s-1980s, many applied linguists interested in the theory of language acquisition made their valuable contributions to the further development of the concept of communicative competence [Canale M. 1980, p. 127].

N. Chomsky understood the linguistic competence as "a system of intellectual abilitie, knowledge and beliefs that are formed in early childhood and, in interaction with many other factors" [Richards J.S., Richards S. 2002, p.79]. He defined the concepts of competence (innate speech ability - competence) and speech production (actual speech production - performance). According to N. Chomsky, a competent speaker/listener should be able to construct/understand an unlimited number of sentences from models and make judgments about idioms. Speech production is a semantic system formed in the native language on the basis of innate cognitive structures.

Thus, the concept of linguistic competence depends on the teaching learners how to construct correct sentences in a language. However, the concept of "communicative competence" focuses on increasing the ability of an individual to communicate with each other and to interact effectively in a given situation. Consequently, linguistic competence tells us which sentences in a language are grammatically correct, while communicative competence tells us which expressions in a language are communicatively appropriate.

"Grammatical competence is that part of communicative competence that deals with the rules of language. It is the knowledge of the rules of language, vocabulary, spelling and pronunciation and is closely related to the more detailed and specific conventions of a language. For example, it is the ability to determine what meaning a speaker's words carry and how to use them in expressions and

sentences" [Canale M. 1980]. The unity of these existing competencies allows for the effective, appropriate and purposeful use of the language.

In the modern globalized world, foreign language skills play an essential role in everyone's personal and professional development. Communicative skills, being a key component of language acquisition, ensure the practical application of acquired knowledge and play a special role in the formation and development of intercultural understanding. The development of communicative competence in foreign language lessons is considered to be one of the main priorities of the modern education system.

In the development of communicative skills, along with grammatical knowledge, effective communication, listening, writing and reading skills should be developed in a balanced manner. In the modern era, it is impossible to learn a language at a high level without the role of technologies. Thus, online platforms, mobile applications and artificial intelligence-based tools and language environments make this process even easier.

The main goal of foreign language learners is to acquire effective communicative skills. Language knowledge has nothing to do with linguistic knowledge. Speaking, reading, listening and writing are considered essential parts of language learning. Real communication is realized only as a result of the mutual use of language.

Today the training of highly skilled, competitive personnel is of particular importance in the field of education. Language skills are the basis of effective communication and cooperation in the business world. These skills strengthen the professional activity of personnel, facilitate their integration into the labor market and ensure their competitiveness.

Psycholinguistics, which emerged at the junction of linguistics and psychology, investigates the process of learning and using language by linking it to brain and psychological factors. Psycholinguistics tries to clarify the way how the language is acquired by the human brain and the mutual relationships between various functions and processes in the brain in relation to the structure and the use of the language.

Learning a foreign language is a psychologically complex process. The psycholinguistic approach plays a major role in the application of communicative competence and as an example, we can cite 1) the mechanisms of language and brain functioning. Psycholinguists link language learning and use to structural functions in the brain, as the relevant areas of the brain (Broca's and Wernicke's) are activated during language acquisition and use. The development of communicative competence shows how these areas work and how disorders in these areas affect language skills. Thus, the psycholinguistic approach that affects language learning is not just the acquisition of information, but also various processes taking place in the brain.

2) The role of memory in the language learning process. The psycholinguistic approach shows that memory has an important role in the language

learning process. The transfer of knowledge from short-term memory to long-term memory has a significant impact on the development of language skills. For example, memorizing the structure of the language and the vocabulary of the language requires repetition and consolidation (reinforcement), due to the psycholinguistic studies.

3) Context and search for meaning. The psycholinguistic approach emphasizes not only the importance of the use of a language according to grammatical rules, but also to select the right meaning in the communication process. The main factors influencing the development of communicative skills are the proper functioning of brain functions in the search for meaning and the application of language forms appropriate to any communicative situation.

4) Taking into account the social and emotional aspects of a language. Understanding the social functions of a language is important for the development of communicative skills.

5) Language is an "unconscious" process. The psycholinguistic approach to the language suggests that language use occurs at a subconscious level. Communicating with language, people often apply grammatical rules not consciously, but automatically based on previous experiences and this "unconscious" process is repeated during the development of language skills and is improved through practice.

First of all, we would like to focus on practical language learning methods. These learning methods involve repetition and active practice, the transfer of learned knowledge by the brain to a long-term memory.

According to L.S.Vygotsky, mastering a foreign language differs from mastering a native language. The native language is acquired unconsciously, while the foreign language, on the contrary, is acquired consciously and deliberately. The expression of ideas and the understanding of the semantic essence are important factors in the study of a foreign language [Выготский Л.С. 1934, p.30].

According to A.A. Leontiev, the psycholinguistic essence of teaching foreign languages is manifested at the didactic-methodical, collective-psychological or socio-psychological level [Leontev A. A. 2001, p.294]. In fact, the psychological content is manifested in the personal activity of the individual. Here, the motivation for language acquisition, methods of perception, organization of the learning process at the socio-psychological level, and the acquisition of the required knowledge are the main conditions.

Communicative competence is a gradual process and is based on grammatical knowledge and a vocabulary. As has been proven, the left hemisphere of the brain controls the linguistic content, and the right hemisphere controls the emotional state, thereby implementing pragmatic normalization of speech [Бочарникова М. А. 2009, p.131].

The theories of N. Chomsky and Skinner play an important role in language acquisition. Chomsky's theory is based on theoretical and applied issues, while Skinner's theory is based on experiments. In addition to these theories, J. Piaget's

cognitive theory has also a great importance in language acquisition. Psycholinguistics, which studies mental processes, plays a significant role in language production and understanding. It is precisely a teacher who has psycholinguistic knowledge who can implement effective teaching.

Now let's look at the specific examples to illustrate the role of psycholinguistic approaches in the development of communicative competence. First of all, the language environment is the basis for language teaching.

Thus, the use of the visual materials, gestures and facial expressions by the teacher during the lesson is the transmission of understandable input to the brain, which facilitates perception. Another issue is the correction of errors made in the communication process, which is carried out through visual schemes and structural exercises. The psycholinguistic approach involves the student's transition from passive knowledge to active use. This process is activated through conversational exercises and dialogues. Psycholinguistic analyses show that the emotional state existing in the lesson process directly affects speech activity. That is why the creation of a free communication environment reduces stress. The examples we have shown prove that psycholinguistic approaches are not just theoretical knowledge, but can be used as a very powerful tool in the practical lesson process and personal development.

In everyday life, we encounter people with different thinking. Our ability to exchange ideas with others, solve problems and successfully use the presented steps and processes that depends significantly on how effectively we communicate with others.

In linguistics, the term competence is given as both competence and skill, but although these concepts are close to each other, they are different in terms of content and application. Competence is a broad and multifaceted concept and is a set of knowledge, skills, behaviors, values and abilities that a person needs to work successfully in a certain field of activity. The proficiency or the qualification is the ability to perform a certain task qualitatively and correctly. Competence is more related to experience and practical application of knowledge. Skill is the ability to perform a specific task. Ability can be physical or mental and is usually acquired as a result of experience and training, while skill is a component of a competence. For example, a teacher's competence includes his or her acquisition of pedagogical knowledge, the ability to establish proper relationships with others, the use of methods to make the lesson interesting and the ability to apply them correctly. In this case, the teacher's competence shows how he or she uses this knowledge and skills in the teaching process.

Developing communication skills helps us to be more successful in both our personal lives and activities. There are several effective approaches to developing these skills. Examples of these approaches include psycholinguistic approaches that cover both language skills and general communication skills.

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CULTURAL RELEVANCE AND FAMILIAR TOPICS AS CATALYSTS FOR ESL LEARNER ENGAGEMENT: AN INVESTIGATION OF RURAL STUDENTS IN URBAN CLASSROOMS

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Abstract:

The teaching of foreign language or second language comprises various methods and approaches that aim to propel learners' linguistic proficiency, communication skills, and autonomy. While previous studies mentioned various motivational strategies and the role of familiar topics in promoting learners' engagement, this paper investigates how familiar topics and local culture motivate learners, especially those transitioning from rural to urban settings, to actively participate in ESL classroom. Specifically, the study examines how topics related to rural life, culture and customs make the learners more engaged in ESL speaking activities. A mixed methods approach has been employed, incorporating classroom observations and surveys to assess the learners' participation and motivation level in response to familiar and abstract topics. The findings suggest that learners showed a higher level of enthusiasm and

motivation engaging more actively in speaking activities based on familiar and culture-related topics. And it indicated a significant improvement in fluency and confidence level to initiate conversations. Ultimately, these results highlight the significance of integrating culturally and socially familiar topics into the ESL curriculum to reduce the inhibition, psychological discomfort or reluctance while speaking unfamiliar topics, among the ESL learners resulting in active participation and engagement.

Keywords: ESL Engagement, Familiar Topics, Local Culture, Rural to Urban Transition, Speaking Fluency, Motivation in Language Learning, Learner Participation, Cultural Relevance

Introduction:

Methods of teaching a second language or foreign language, including ESL, have been the crux of many research studies for years. Fundamentally, all the methods such as the Grammar-Translation Method, Audio-Lingual Method, Communicative Language Teaching (CLT), and Task-Based Learning have contributed to the evolution of the domain of ESL pedagogy. However, one unrelenting hurdle remains: how to inculcate students' engagement and active participation in the learning process, especially when they confront cultural, psychological, or linguistic barriers. Therefore, the efficacy of these methods relies on various elements like context, age group, L1, learners' upbringing and background etc.,

In Uzbekistan, an escalating number of students from rural areas relocate to urban centers like Tashkent for higher education. These students often come across obstacles adapting to unfamiliar academic environments, which can impede their participation in ESL classrooms. This study investigates whether introducing topics pertaining to their cultural and social backgrounds—specifically rural customs, traditions, and everyday experiences—can foster better participation and speaking fluency.

Literature Review:

Multiple studies accentuate the significance of motivation in language learning (Dörnyei, 2001; Gardner, 1985). According to schema theory, learners grasp and retain new information better when it connects to their pre-existing knowledge (Anderson, 1984). Culturally responsive teaching has been advocated by Gay (2000) and Ladson-Billings (1994), who underline the demand for educational practices that recognize and integrate learners' cultural contexts.

In ESL classrooms, engaging content has been linked to increased learner motivation (Krashen, 1982). Topics that resonate with students' real-life experiences, identities, and values can boost their confidence and willingness to communicate (Ryan & Deci, 2000). This is especially pertinent for learners going through major life transitions, such as migrating from rural to urban settings.

Methodology:

This study utilized a mixed-methods approach to examine the impact of familiar topics on ESL learners' speaking fluency and classroom engagement.

Participants**:** 50 first-year university students enrolled in ESL courses at Uzbekistan State World Languages University, Tashkent, were selected. All participants had recently relocated from various rural regions of Uzbekistan.

*Instruments**:** Two main tools were used:*

1. *Classroom Observation* – Participants were observed during lessons over four weeks.

Speaking tasks were designed to incorporate both familiar topics (e.g., village festivals, family traditions) and abstract topics (e.g., global warming, space exploration).

2. *Survey Questionnaire* – Participants rated their comfort, engagement, and interest levels after each session on a 5-point Likert scale.

Results and Analysis:

The classroom observations uncovered a striking difference in learner behavior depending on the topic type.

During discussions on familiar, cultural context-driven topics:

- 84% of students proactively engaged in speaking activities.
- The average speaking time per student enhanced by 45%.
- Observed reluctance and pauses declined evidently.

Survey results reflected these findings:

- 92% of students felt more comfortable discussing topics related to their cultural backgrounds.
- 86% reported increased confidence in initiating and sustaining conversations.
- 81% stated they felt more connected to the class content.

Conversely, abstract topics faced lessened engagement and more frequent pauses, with only 53% of participants showcasing self-assurance.

Discussion:

The observations indicate that cultural familiarity is instrumental in inculcating ESL learners' willingness to participate and improving their speaking fluency. When learners are exposed to their own experiences, they feel more confident and able to articulate their thoughts and ideas. This supports Dörnyei's (2001) motivational theory, which underscores the demand for personally relevant learning content.

Furthermore, incorporating cultural awareness into ESL instruction not only fosters linguistic skills but also authenticates learners' identities and backgrounds. This is particularly indispensable in multicultural classrooms or where students confront the double challenge of language acquisition and cultural adaptation.

Conclusion:

This study emphasizes the profound influence of culturally familiar topics in stimulating ESL learners' engagement and fluency. For rural students relocating to urban academic settings, discussing familiar cultural themes alleviate stress, builds confidence, and facilitate active involvement. Language instructors should reflect on infusing local culture and familiar contexts into ESL curricula to cultivate more inclusive and dynamic learning environments.

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THE USE OF PSYCHOLOGY IN TEACHING YOUNG STUDENTS ENGLISH AS A SECOND LANGUAGE

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Annotation: This article explores effective strategies for teaching English as a second language (ESL) to young learners, emphasizing how educators can enhance learning by aligning instruction with children's interests, needs, and developmental stages. It discusses the role of reading, writing, and interactive techniques in the classroom, and introduces psycholinguistic principles to guide teaching practices.

Keywords: Cognitive development, linguistic transfer, language acquisition, psycholinguistics, motivation, feedback, language and thought, concept development, cultural differences.

Many educational institutions now introduce English in preschool and primary education, beginning with oral learning. Initially, children are taught basic English concepts like the alphabet, songs, and greetings, which aid in developing motor skills and foundational concepts. Psycholinguistics explains that language acquisition is deeply tied to cognitive development, and these early concepts are typically best learned in a child's native language. The transition from home to school is a significant milestone in language development, where children encounter more formal structures of language learning.

From a psycholinguistic perspective, children in early education typically learn through interactions with a few caregivers in an informal setting, with language learning occurring through daily communication. In contrast, schools broaden this experience, helping children develop cognitive and language skills through structured learning environments. Learning, although it is spontaneous and unstructured, is nevertheless steady and involving for the child. The function of schools is to broaden children`s range of experience, introduce new possibilities, systemize the process of learning, help develop thinking skills and, ultimately, empower students to take responsibility, developed at home, to make sense of their world, to talk about their experiences and to wonder about what is new or imaginary continue to be effective.[1.1986]

Schools provide the setting for children to use language not just for communication but also for creativity, problem-solving, and collaborative learning. This aligns with psycholinguistic theories that assert language acquisition is not only a linguistic process but a cognitive one that helps in structuring thoughts and interactions. Although young ESL learners may not be fluent in English, they are already competent language users in their native language. According to psycholinguistics, language is a universal human trait, yet each language system is unique, governed by specific rules for combining sounds, words, and sentences. As ESL children transfer their linguistic knowledge from their home language to English, psycholinguistic theory supports the idea that cognitive skills developed in one language can be applied to another, though this transfer requires careful guidance. For instance, psycholinguistic research indicates that the process of learning a second language is influenced by both cognitive development and the socio-cultural context in which a child is immersed. Therefore, children who are learning English as a second language may face unique challenges, such as differences in language structure or cultural

concepts that are embedded in language. Consider color perception: “yellow" and “green” are separate terms in English, but in other languages, that spectrum may be described by a single word. Teachers must comprehend both the linguistic and cultural facets of language learning since these cultural peculiarities influence language acquisition.

When young children attempt to use language at home, their adult caregivers try very hard to understand the meaning of their utterances and pay little attention to its form. For ESL children, the opposite is too often true. When they attempt to use English at school, the teacher often pays more attention to the form than to the message. [2.1992] Children naturally exhibit strong motivation to learn their native language through social interaction, receiving encouragement and praise for their efforts. However, ESL learners may not feel the same urgency to communicate in English, since their home language already serves as an effective means of communication. Psycholinguistically, this underscores the importance of social interaction in language learning. In the classroom, teachers can foster language acquisition by creating an environment where children are encouraged to communicate in English in a context that feels safe and supported. A teacher’s understanding of the child’s linguistic background allows for a more empathetic approach to language development. Additionally, language use among ESL learners may initially be assessed more for correctness than for content. This contrasts with how caregivers in a child’s home language setting often focus more on understanding meaning than form. Psycholinguistically, this highlights the role of context and feedback in language learning. Teachers can use a strategy of providing corrective feedback in a way that focuses on meaning, which aligns with the communicative approach in language acquisition.

From a psycholinguistic standpoint, the development of concepts and language is interconnected. As children acquire language, they also form cognitive concepts that are essential for understanding and categorizing the world around them. For instance, concepts such as “big” and “small” can be grasped in both a first and second language, though the vocabulary may differ. Psycholinguistics suggests that teaching children to associate words with concrete experiences or objects enhances their cognitive and linguistic growth. In ESL settings, concepts learned in the first language often transfer to English, although some distinctions can cause confusion. For example, emotional concepts like “happiness” or “family” might vary culturally. Psycholinguistic research emphasizes that the teaching of abstract concepts must be supported by tangible, real-world examples and repetition to aid in concept transfer. Psycholinguistics also supports the use of interactive, multisensory methods in language learning. Young learners, particularly ESL children, benefit from exposure to language through various sensory channels. Teachers can integrate visual aids, physical activities, songs, and role-playing into lessons to make learning engaging and accessible. For example, in teaching animal sounds, children learn both language and culture through songs like “Old Macdonald Had a Farm,” while also understanding that different languages interpret these sounds differently (e.g., “moo”

in English vs. “woo” in Chinese). Moreover, children should be encouraged to play with language—testing out new words, structures, and concepts in a safe environment. Moreover, children need to have adult language adjusted to their level of understanding and, finally, all children learn faster when language and content are combined. Children need a variety of experiences with a concept in a variety of situations and with the variety of people [3.1992].

Psycholinguistically, this mirrors the natural process of hypothesis testing, where children experiment with language rules and adjust them based on feedback. This exploration, which involves using language creatively to express ideas, is fundamental in both first and second language acquisition.

In classrooms, particularly those with ESL learners, writing and reading activities should be integrated into daily routines. Psycholinguistics affirms that language skills develop most effectively when listening, speaking, reading, and writing are treated as interconnected processes. Writing simple sentences or drawing pictures that represent new vocabulary helps reinforce the language, while reading activities allow students to see language in context and expand their vocabulary.

To conclude we may say that teachers must use psycholinguistically based tactics to create an interactive, language-rich environment that respects the child's cognitive and cultural background in order to maximize English language learning for young ESL learners. Teachers may help ESL students improve their English language proficiency by acknowledging that language learning is a social and cognitive process. Fluent, self-assured speakers who can successfully traverse both their home and school languages will be developed via the use of multisensory approaches, cultural awareness, and a strong concentration on both language and content.

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ПСИХОЛИНГВИСТИЧЕСКИЙ ВЗГЛЯД НА ПРОБЛЕМУ СООТНОШЕНИЯ ЯЗЫКА И МЫШЛЕНИЯ

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Аннотация: В статье изучается психолингвистический взгляд на проблему соотношения языка и мышления; рассматриваются основные подходы психолингвистов к ее решению.
Ключевые слова: язык; мышление; сознание.

Язык порождается мышлением и порождает мышление.
Пьер Абеляр
Я утверждаю, что слова полностью отсутствуют в моем уме, когда я действительно думаю.
Жак Адамар

Проблема языка и мышления — одна из фундаментальных проблем психолингвистических исследований. С давних пор она занимала умы философов, психологов, языковедов. Язык и мышление — понятия, находящиеся в неразрывной связи друг с другом, но при этом разные по своей природе и обладающие разными признаками.

Теоретическая основа вопроса о связи языка и мышления в современной психолингвистике была заложена В. Гумбольдтом. С его точки зрения, язык оказывает определенное воздействие на мышление: человек запечатлевает свой ежедневный опыт в сущностных аспектах языка, тем самым развивает мышление, мировоззрение и языковые картины мира. Своеобразие языка определяется народным духом, представленным его внутренней формой.

Многие труды отечественных ученых Л. С. Выготского и Н. И. Жинкина были посвящены изучению речевой деятельности. В своем труде «Мышление и речь» Л. С. Выготский дает объяснение тому, на чем основываются мысли и слова, подробно изучая два понятия: значение и смысл [2]. Значение — это итоговый продукт речепорождения, реализующийся в акте говорения. Переход мысли в слово происходит во внутренней речи.

По теории Н. И. Жинкина, главная составляющая мышления — неповторимый язык разума. Этот язык в сущности невербальный и является системой знаков, отображающей чувственный образ в сознании человека. Ученый выделяет следующие виды мышления: практически-действенное, наглядно-образное, словесно-логическое и абстрактное. Все они по-своему реализуются в языке [7, с. 142].

Другой же русский языковед А. А. Потебня допускает возможность свершения мышления и без языка. Если говорить о творческом мышлении художника, музыканта, скульптора, шахматиста, оно абсолютно не реализуется в языке [11, с. 113].

В психолингвистике закрепилось два основных подхода к соотношению «язык — мышление»: 1) язык и мышление неразрывно связаны друг с другом, мышление выражается посредством языка; 2) язык и мышление — самостоятельные системы, поскольку мышление может функционировать без участия языка [3, с. 288].

Согласно первой гипотезе, стоит говорить не о тождественности языка и мышления, а об их синонимии, поскольку только язык есть язык. Речь человека формирует звуковую оболочку мышления, озвучивая его, неозвученное мышление называется внутренней речью. С точки зрения многих исследователей, язык имеет большое воздействие на развитие мышления. Доказательством этому служит тот факт, что отсутствие языка или его недостаточное или неправильное развитие ведет к изменениям в развитии мышления, ярким примером могут быть дети с проблемами слуха. В данном случае мышление отражает и преобразовывает реальность, а языковые знаки осуществляют весь процесс и показывают результат мышления. Так, сознание, пользуясь знаками языка, направляет процесс мышления.

Сама процедура мышления и его плоды должны обязательно найти свое выражение в языковой оболочке. Язык, считаясь уникальным средством умственной деятельности, позволяет человеку как думать реально существующими предметами, так и выходить за грани реальности. Язык и мышление нужны человеческому сознанию, чтобы находить связь между предметами и явлениями действительности, классифицировать их и организовывать. Язык не просто выстраивает мысль для ее передачи в вербальной, письменной или мимико-жестикуляторной форме, но и напрямую участвует в рождении и свершении мысли, показывая связи между предметами и явлениями. Для этого язык использует особые средства — коды нашего мышления и всей мыслительной деятельности вообще [1, 4, 6, 8, 14]. Важнейшая задача мышления — постижение окружающей реальности, главная же задача языка — порождение и вербализация мыслей.

Как правомерно высказывание о влиянии языка на мышление, так и правомерен обратный процесс воздействия мышления на язык. Подбор средств языка непосредственно зависит от мышления. В своем сознании человек оперирует предметами и явлениями, а также действиями, процессами, качествами и свойствами. Предметы и явления в языке выражаются существительными, действия — глаголами, качества — прилагательными, признаки действий — наречиями и так далее. Мышление организовывает предметную ситуацию, представленную в речи текстом. Как в языковом социуме, так и у каждого индивида может наблюдаться накопление (сокращение) объема словарного запаса, расширение значения слов

(*звезда* ‘космическое тело’, *звезда* ‘знаменитый и популярный человек’), изменение значения одного и того же слова (некогда английское *‘nice’* имело значение ‘глупый’ от латинского *nescius* ‘не знающий’; сейчас имеет положительное значение ‘милый, хороший’). Это одно из многих подтверждений воздействия мышления на язык. Делая вывод из вышесказанного, можно установить тесную связь языка и мышления, кроме того, важно отметить, что эта связь спорная и осуществляется не «механически».

Сторонники второй гипотезы А. А. Потебня, Л. С. Выготский, Ж. Пиаже, Н. И. Жинкин, Ж. Вандриес, Б. А. Серебренников, Б. Рассел, Л. Блумфилд, Х. Джексон, У. Л. Чейф, Л. В. Сахарный и другие высказывают идею о возможности свершения мысли без участия языка, о полной независимости одного от другого. Прежде всего, стоит упомянуть, что речепроизводство и речевосприятие характеризуются двумя процессами: процессом создания знаков языка и их пониманием и процессом управления запасом знаний в виде образов сознания [12, с. 18], из чего можно заключить, что в процессе реализации речевой деятельности человека принимают участие два автономных процесса: языковой и мыслительной.

К логическим доказательствам самостоятельности языка и мышления можно отнести различную форму их существования. Язык существует в знаках, мышление же в перцептивных образах, образах-представлениях, понятиях и их отношениях — суждениях и выводах. В образах проявляются важнейшие свойства и характеристики предмета, знаки заменяют образ, хотя сами знаки не аналогичны образу. К примеру, если мы говорим слово *дом*, то в нашем сознании возникает некий определенный образ, наделенный свойствами предмета *(деревянный, кирпичный, городской, деревенский)*. Однако набор букв и звуков в слове *дом* никоим образом не дает характеристику предмету. Если рассмотреть слово *свобода*, то, чтобы сформировать его образ в человеческом сознании, включается сложная цепь дополнительных образов, основанных на ежедневном опыте. Слово *свобода* отправляет к понятию «свобода». Учитывая, что знак не может заменять сам себя, его заменяет образ, непосредственно стоящий за ним. Таким образом, мышление реализуется при помощи языка, не в языке и не языком. Однако такой взгляд на проблему имеет односторонний характер, ввиду того, что он не учитывает исключительные свойства языковых знаков, а также сложную природу соотношений и связей, возникающих между ними и образами-представлениями в человеческом сознании.

Психологические доказательства, отрицающие прочную связь между мышлением и языком, в первую очередь основываются на том, что мышление, являющееся психическим процессом, оперирует образами, а не знаками. Образы, в отличие от знаков, обладают модальностью. Как говорилось ранее, выделяется несколько форм мышления (образное, образно-действенное, понятийное и т. д.), однако знаки по своей природе не способны отразить

многообразие форм и содержания мышления и психических явлений. Например, такие явления мышления, как инсайт (мгновенное осознание, улавливание сути проблемы и выходов из нее) и интуиция (подсознательно предчувствие), обычно не имеют языковой оболочки.

Еще одним примером осуществления мышления без языка служит теоретическое мышление. Сам этот процесс проходит без помощи языка, а вот для формулировки итогов и выводов этого процесса требуется «одеть» его в языковую оболочку. Отсюда следует, что цель мышления — открывать новые связи между явлениями действительности, а цель языка — находить им языковое выражение.

В случае с билингвизмом знать разные языки вовсе не означает обладать различными понятийными системами и видами мышления. Например, слово *забыл* одинаково понимается людьми, говорящими на разных языках, вопреки различиям (порой парадоксальным) в языковых формах их выражения: русскому слову *забыл* соответствует польское слово *запомнял*, русскому словосочетанию *свежие фрукты* соответствует чешское *черствы овощи*. Это означает, что мышление учитывает в себе исторический и культурный опыт каждого отдельного общества.

Разнородность мышления и языка подтверждается тем, что язык часто передает редуцированную мысль. Например: *«В последнем действии Джулия появилась в вечернем платье с треном... В темных волосах (Джулии) сверкала бриллиантовая диадема, на руках (Джулии) — (сверкали) бриллиантовые браслеты. Как и требовалось по роли, (она должна была иметь) поистине величественный вид»* [10, с. 287]. Слова в скобках сокращены. Становится очевидно различие мыслительной и языковой программ.

Еще одним доказательством, оспаривающим неразрывную связь языка и мышления, стали результаты работы ученых в частности Г. Фёрта [13], А. И. Мещерякова [9], занимавшихся изучением мышления людей с патологиями, а именно глухих и слепоглухих людей. По результатам их исследований можно заключить, что мышление людей с патологией незначительно отличается от нормы, а в некоторых случаях и превосходит мышление слышащих людей.

Рассмотрев разные взгляды на проблему соотношения языка и мышления, можно подвести итог и сделать вывод о том, что этот вопрос до сих пор остается открытым, но очевидно, что язык и мышление как явления психической деятельности человека находятся в тесной связи друг с другом. Мышление и язык в равной степени зависят друг от друга, связи их корреляции многозначны и спорны.

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РАЗВИТИЕ МЕЖКУЛЬТУРНОЙ КОМПЕТЕНЦИИ СТУДЕНТОВ ЯЗЫКОВОГО ВУЗА

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Аннотация.

Целью написания данной статьи является изучение особенностей обучения межкультурной коммуникации студентов языкового вуза. Рассматривается процесс формирования межкультурной компетенции как комплексную, практико-ориентированную подготовку посредством применения эмпатического подхода и метода межкультурного тренинга.

Ключевые слова.

Межкультурная коммуникация; Межкультурная коммуникативная компетенция; Эмпатический подход; Межкультурный тренинг; Обучение иностранным языкам в языковом вузе.

В современном обществе изучение иностранных языков дает людям доступ к пониманию других культур, позволяет эффективно общаться с носителями разных языков и расширять границы коммуникации – все это делает обучение иностранным языкам актуальным для многих людей. Однако обучение иностранным языкам имеет свои особенности и проблемы. Возникают вопросы: как создать эффективную образовательную программу? Как развить навыки общения и понимание культурного контекста? Английский язык признан языком международного общения, что делает его популярным во всем мире. Многие выпускники школ выбирают направления, связанные с изучением иностранного языка для поступления в высшие учебные заведения. Но несмотря на то, что эти обучающиеся сдали ЕГЭ на высокие баллы, навыки непосредственно коммуникации развиты на недостаточном уровне для того, чтобы успешно участвовать в межкультурной коммуникации. Даже студенты языковых вузов сталкиваются с трудностями в понимании, восприятии, реагировании на определенные ситуации, которые нестандартны и нетрадиционны для их окружения.

Все это происходит из-за несформированности межкультурной компетенции, основанной на знаниях и умениях осуществлять межкультурное общение посредством создания общего для коммуникантов значения происходящего и достигать в итоге позитивного для обеих сторон результата общения [Елизарова, с. 210]. Это не просто коммуникативная компетенция носителей языка, а компетенция, присущая медиатору культур, т.е. языковой личности, изучающей некий язык в качестве иностранного. Но в условиях отсутствия языковой среды и возможностей регулярного участия в реальной межкультурной коммуникации, возникает проблема недостаточной подготовленности студентов языковых вузов к общению с представителями других культур. Знаний о быте, культуре и традициях стран изучаемого языка недостаточно. Это заставляет задуматься о том, каким образом подготовить языковых специалистов – лингвистов либо преподавателей иностранных языков, чтобы они в свою очередь смогли осуществлять при необходимости и/или обучать других, в частности подрастающее поколение, эффективному межкультурному взаимодействию, а именно взаимопониманию при общении с представителями других культур.

Согласно Е.М. Верещагину и В.Г. Костомарову, межкультурная коммуникация – это адекватное взаимопонимание двух участников коммуникативного акта, принадлежащих к разным культурам [Верещагин]. Следовательно, для достижения адекватного, т.е. равноценного для обеих сторон, взаимопонимания необходима определенная совокупность знаний, навыков и умений, общих для всех коммуникантов, которая в теории межкультурной коммуникации получила название межкультурной компетентности. На наш взгляд, *межкультурная компетентность* представляет собой готовность к общению с представителями другой культуры, включающую способность к пониманию границ своей собственной культуры и своего собственного языка и умение переключиться при встрече с другой культурой на другие не только языковые, но и неязыковые нормы поведения.

Исследователи выделяют следующие уровни развития межкультурной компетенции [Бердичевский, с. 15]: 1) *когнитивный* – владение знаниями об общностях и различиях в ценностях, нормах и образцах поведения в контактирующих культурах; 2) *аффективный* – владение умением встать на позицию партнера по межкультурному общению и идентифицировать возможный конфликт как обусловленный ценностями и нормами его культуры; 3) *коммуникативно-поведенческий* – владение умениями осуществлять конкретные действия в межкультурной ситуации. К сожалению, чаще всего преподаватели иностранных языков останавливаются на первом уровне (когнитивном), знакомя обучающихся с культурными феноменами стран изучаемого языка, не всегда заботясь о мотивационной и эмоциональной значимости второго уровня (аффективного). Достичь последний уровень развития межкультурной компетенции (коммуникативно-поведенческий) возможно в условиях организации реального общения с представителями других культур, что требует определенных подготовительных процедур, входящих в методику реализации межкультурной коммуникации в рамках процесса обучения иностранному языку.

Существуют различные подходы и методы развития межкультурной коммуникативной компетенции. Мы в своей практике используем эмпатический подход и метод межкультурного тренинга.

Эмпатический подход, набирающий популярность в исследованиях по межкультурной коммуникации в последние годы, основан на принципах эмпатии и центрирован на человеке. Он подразумевает учет эмоциональных состояний и потребностей участников коммуникативного акта, а также стремление развить понимание и сопереживание различным, в частности культурным аспектам. Сам термин «эмпатия» был введен Э. Титчером в 1909 г. и близок понятию «вчувствование» (в переводе с немецкого языка) [цит. по Карпова, с. 150-151]. Вслед за Э. Титчером многие исследователи рассматривали эмпатию с различных ракурсов, в основном как основу позитивных социальных отношений. Многие исследователи начали определять

эмпатию не как состояние, а как процесс, что способствовало выявлению в ней коммуникативного аспекта.

В России понятие эмпатии в межличностном общении рассматривали в своих работах А.Г. Асмолов, Т.П. Гаврилова, А.А. Леонтьев и др. Эмпатия – это способность поставить себя на место другого человека, понять его мысли, чувства, ожидания и поступки, то есть попытаться понять «нормальность чужого» [Зимняя, с. 49], способность устанавливать положительный эмоциональный контакт с собеседником, располагать его к себе и успешно с ним контактировать как на вербальном, так и на невербальном уровне. Для успешного участия в коммуникативном акте необходимо развивать у студентов, во-первых, способность получать информацию о характере, настроении, эмоциональном состоянии человека по некоторым внешним проявлениям: мимике (страх, радость, удивление, гнев, равнодушие и т.п.), речи (тембр, интонация, темп, необычные отклонения в речи); во-вторых, интуицию, способствующую правильной оценке характера собеседника, его эмоционального состояния и т.п.; в-третьих, толерантность как показатель позитивного взаимодействия человека с людьми иной социальной, нравственной, культурной среды [Лапшова]. Как показывает практика обучения, для эффективного общения на иностранном языке необходимы следующие умения, характеризующие способность сопереживать (эмпатию): умение слушать и взаимодействовать с партнером/партнерами; умение употреблять этикетные формулы; умение адекватно реагировать на высказывания собеседника и входить в контакт [Абсалямова, с. 13].

Цели эмпатического подхода в обучении могут включать [Котик, с. 31]:

1. Развитие коммуникативных навыков: акцент делается на развитии учащихся навыков говорения, аудирования, чтения и письма, позволяя им эффективно и уверенно общаться на иностранном языке.
2. Расширение культурного понимания: эмпатический подход помогает учащимся лучше понять иностранную культуру, ее ценности, обычаи и традиции, что способствует удовлетворительной коммуникации с носителями языка.
3. Повышение мотивации: создание эмоционально-психологически благоприятной образовательной среды стимулирует мотивацию учащихся к изучению иностранного языка и активному вовлечению в учебный процесс.

Для развития эмпатии и понимания культурного контекста в обучении иностранному языку мы в Институте иностранных языков Уральского государственного педагогического университета мы применяем следующие виды деятельности:

1. Изучение культуры: активное изучение культуры стран, где говорят на изучаемом языке или с которыми планируется межкультурное взаимодействие, помогает студентам более глубоко понять ее особенности и различия с собственной культурой. Это может быть изучение музыки, искусства, литературы, народных обычаев и традиций.

2. Межкультурные тренинги: проведение тренингов и занятий, направленных на развитие межкультурной компетенции и умения взаимодействовать с людьми из других культур. В рамках этих тренингов студенты могут обсуждать и анализировать различные культурные ситуации, осознавать различия в ценностях и нормах поведения.
3. Общение с носителями языка: активное общение с носителями языка позволяет студентам не только применять полученные знания, но и погружаться в культуру с помощью прямого общения. Взаимодействие с носителями языка помогает получить более подробное представление о их менталитете, обычаях и общественных нормах.
4. Игровые и ролевые упражнения: проведение игровых и ролевых упражнений, направленных на симуляцию межкультурных ситуаций и способствующих развитию эмпатии. Такие задания помогают студентам почувствовать себя в роли носителей языка и лучше понять их перспективу.
5. Использование аутентичных материалов: использование материалов, таких как фильмы, видео, статьи, песни, помогает студентам более глубоко понять культуру и обычаи страны изучаемого языка. Разбор и обсуждение этих материалов способствует развитию эмпатии и пониманию культурного контекста.

Одним из наиболее эффективных видов деятельности на наш взгляд является метод тренинга, поскольку он способствует формированию первичных навыков будущей профессиональной деятельности, развитию необходимых компетенций, ориентации на самопознание и самосовершенствование. Понятие учебного тренинга определяется как метод преднамеренных изменений человека, направленных на его личностное и профессиональное развитие через приобретение, анализ и переоценку им своего жизненного опыта в процессе группового взаимодействия [Козленкова, с. 185]. Существует также понятие межкультурного тренинга, которое определяется как комплекс обучающих методов и средств, которые позволят участникам тренинга облегчить взаимодействие с представителями «чужих» культур, а также выработать у них определенное поведение, которое содействовало бы успешной межкультурной коммуникации [Белозерова, с. 28]. Чтобы предотвратить и глубже осознать причины проблем в межкультурном общении и взаимопонимании необходим специальный межкультурный тренинг. Т.В. Сазонова говорит, например, о возможностях межкультурного тренинга решить следующие задачи [Сазонова, с. 151]:

- предоставление информации о других культурах;

- выработка необходимых в другой культуре навыков с профессиональной точки зрения;

- развитие толерантности к особенностям других культур;

- развитие коммуникативных умений;

- адаптация к особенностям другой культуры и так далее.

Существуют различные типологии межкультурных тренингов. Например, Х.-Ю. Люзебринк по схожему принципу выделяет следующие типы межкультурных тренингов: *культурно-неспецифический информационный* (культурный ассимилятор, тренинг культурной осведомленности, тренинг лингвистической осведомленности о культуре), *культурно-специфический информационный* (применяются те же упражнения и тренинги, что и на культурно-неспецифическом тренинге, но с ориентацией на определенную культуру), *культурно-неспецифический интерактивный* (восприятие культурных различий через ролевые игры и симуляции, например, через учебную игру), *культурно-специфический интерактивный* (игры с ориентацией на определенную культуру, чаще всего с участием представителей данной культуры) [Люзебринк]. В свою очередь В. Гудикунст и М. Хаммер выделяют следующие типы межкультурных тренингов: *эмпирический*, который не направлен на какую-либо определенную культуру, обучая в основном через учебные игры; *эмпирический культурно-специфический*, который направлен на конкретную культуру, чаще всего используя метод ролевой игры; *дидактический общекультурный*, нацеленный на обучение общекультурным принципам и направленный на культурное самосознание; *дидактический культурно-специфический*, включающий традиционное обучение иностранному языку [Гудикунст].

Обычно при составлении программы межкультурного тренинга первым компонентом является теоретическая часть, в ходе которой участники знакомятся с особенностями, обычаями, ценностями других культур. Происходит знакомство с различными стереотипами, которые влияют на наше отношение к другой культуре, а иногда и препятствуют межкультурному взаимодействию. Вторым компонентом является практическая часть, которая включает в себя упражнения и задания на повышение межкультурной компетентности, формирование установок, навыков, необходимых для будущего межкультурного взаимодействия. Третьим компонентом являются методические основы тренинга, которые нацелены на анализ межкультурной коммуникации с помощью рефлексии опыта, ролевых игр, симуляции, групповых дискуссий. Таким образом, каждый межкультурный тренингов уникален, т.к. составлен по своему рецепту, т.е. представляет собою неимитативную, продуктивную деятельностью.

В большинстве своем мы в своей практике при обучении студентов Института иностранных языков Уральского государственного педагогического университета используем типы культурно-неспецифического информационного и интерактивного тренингов, поскольку наши студенты общаются не только с одной конкретной культурой, а с разными, что говорит о важности быть осведомленными об особенностях этих культур, а также

обладать универсальными знаниями, навыками и умениями в области межкультурной коммуникации, и быть готовыми применить их в действии.

Студенты Института иностранных языков Уральского государственного педагогического университета несколько лет участвуют в проекте «Межкультурный диалог» со студентами Национального университета современных языков Исламской Республики Пакистан, а также со студентами Университета Криснадвипаяна Республики Индонезия. В ходе подготовки к встречам студенты проходят обучения в рамках дисциплины Введение в теорию межкультурной коммуникации и Практический курс английского языка, изучая следующее:

Знания:
– основные понятия межкультурной коммуникации (эмпатия, толерантность, этноцентризм, ксенофобия, стереотипы, релятивизм и культурные очки, картина мира, модели культуры, т.д.);
– о культурных явлениях стран изучаемого языка и/или стран, с которыми планируется взаимодействие;
– о культурных явлениях собственной страны;
– типы коммуникации: вербальная, невербальная, паравербальная; др.
Умения:
– наблюдать за языком, за языковыми формами, которые использует партнер по межкультурной коммуникации;
– слушать и слышать собеседника-партнера по межкультурной коммуникации, развивать эмпатию, т.е. чувствовать партнера;
– понять эмоциональное состояние собеседника, взглянув на ситуацию с его точки зрения;
– выражать свои мысли четко и ясно;
– наблюдать за ситуацией и быстро реагировать на изменения, на настроение;
– быстро анализировать текущую ситуацию;
– решать нестандартные ситуации;
– саморазвиваться (искать нужную информацию о странах и их традициях, читать культурные источники с объективными данными);
– достойно представлять собственную культуру (уход от этноцентризма в этнорелятивизм);
– умения интерпретировать, объяснить и сопоставить с нормами своей культуры информацию или событие;
– умение усваивать и оперировать новыми знаниями о культуре и навыками в условиях коммуникации в реальном времени;
– умение критически на основе определённых критериев оценивать мировоззрение, деятельность и результаты деятельности, присущие собственной и иной культуре;
Навыки:

– языковые навыки изучаемого языка (фонетика, лексика, грамматика, орфография);
– навыки адекватного взаимодействия между людьми (правильно донести информацию; перефразировать, если требуется), невербальные и паравербальные навыки;
– понимать и принимать ситуации и явления, отличные от своей родной культуры;
Правила:
– речевой этикет (вежливость, волшебные слова);
– проявляй уважение к представителям другой культуры, даже если их поведение кажется странным;
– не навреди, не конфликтуй, ищи позитивное решение для обеих сторон;
– отношение открытое, без предубеждений;
– проявлять самообладание, действовать рассудительно и спокойно;
Запреты на:
– оскорбления;
– этноцентрическую позицию;
– стереотипизированное мышление с негативной точки зрения;
– предрассудки;
– дискриминацию.

В целом можно сказать, что применение эмпатического подхода и метода межкультурного тренинга оказывают позитивное воздействие на наших обучающихся при обучении межкультурной коммуникации на английском языке с представителями других культур. Обучающиеся на собственном опыте применяют полученные знания, а также сформированные навыки и умения, проходя через все три уровня развития межкультурной коммуникативной компетенции (когнитивный, аффективный и коммуникативно-поведенческий). Результаты апробации показали, что уровень уверенности в собственной межкультурной компетенции вырос, что доказывает несомненную пользу межкультурного тренинга и эмпатического подхода. В результате сами студенты отмечают, что даже сталкиваясь со сложностями в процессе межкультурной коммуникации, они чувствуют больше уверенности в возможности их преодоления, и действительно способны это сделать, способны найти выход из любых встречающихся затруднений или ситуации непонимания. Эмпатический подход и межкультурный тренинг позволяют более легко воспринимать культурные различия между представителями разных стран и обращать больше внимания не на языковые аспекты, а на контекст, непосредственно на саму коммуникацию, и добиваться понимания друг друга.

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CULTURALLY RESPONSIVE TEACHING IN FOREIGN LANGUAGE CLASSROOM: ENHANCING ENGAGEMENT AND INTERCULTURAL COMPETENCE

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Abstract. This article investigates the importance of Culturally Responsive Teaching (CRT) in foreign language schools. It contends that incorporating students' cultural backgrounds and various experiences is critical to encouraging true involvement, improving linguistic learning, and creating genuine intercultural communicative competence. The essay examines current literature to demonstrate the significance of cultural context in language learning. It then offers and analyses practical, evidence-based techniques for FL instructors to include culturally relevant features into their teaching. The debate is on how CRT may help FL classrooms become more inclusive, equitable, and effective learning environments, preparing students for meaningful engagement in a globalized society. Implementation challenges, the growing role of the FL educator, recommendations for future study, and teacher professional development are all taken into consideration.
Keywords: Culturally Responsive Teaching, Foreign Language Education, Intercultural Communicative Competence, Pedagogy, Student Engagement, Cultural Context, Linguistic Diversity, Equity in Education.

Аннотация. В этой статье рассматривается важнейшая роль обучения с учетом культурных особенностей в классах по изучению иностранных языков. В ней утверждается, что интеграция культурного опыта и разнообразного опыта учащихся имеет первостепенное значение для содействия подлинному вовлечению, улучшения языкового усвоения и развития подлинной межкультурной коммуникативной компетенции. В статье рассматривается существующая литература, чтобы установить важность культурного контекста в изучении языка. Затем в ней предлагаются и обсуждаются практические, основанные на доказательствах стратегии для преподавателей по включению культурно резонансных элементов в свою педагогику. В обсуждении подчеркивается, как может преобразовать классы в более инклюзивную, равноправную и эффективную учебную среду, в конечном итоге готовя учащихся к осмысленному взаимодействию в глобализованном мире. Также рассматриваются проблемы внедрения, меняющаяся роль преподавателя, рекомендации по будущим исследованиям и профессиональному развитию учителей.

Ключевые слова: Культурно-ориентированное обучение, Иностранное языковое образование, Межкультурная коммуникативная компетенция, Педагогика, Вовлечение студентов, Культурный контекст, Языковое разнообразие, Равенство в образовании.

Introduction

Globalisation and rising social diversity need a pedagogical change in foreign language (FL) instruction, away from traditional grammar-translation or audiolingual techniques and towards approaches that consider the entire learner. Culturally Responsive Teaching (CRT), a methodology that acknowledges the significance of incorporating students' cultural references into all parts of learning (Ladson-billings,1995; Gay,2018), provides and effective framework for doing this. While the FL classroom necessarily deals with "culture" that of the target language, CRT emphasizes linking this new cultural discovery with students' cultural capital. Traditional FL training can training can often unwittingly marginalize pupils by failing to recognize their different backgrounds or homogeneously presenting the target culture. The written article contends that incorporating CRT concepts is not only desirable, but also required for developing fair and successful FL learning environment. The written article contends that using CRT concepts is desirable for developing fair and successful FL learning environments. It intends several concepts, firstly, emphasizing the learners' needs to incorporate cultural context reflective of student backgrounds into FL education. Secondly, giving tangible techniques for FL instructors to adopt culturally responsive practices.

This article posits that the principles of CRT are exceptionally synergistic with the goals of modern FL education. By intentionally weaving students' cultural realities into the fabric of language learning, educators can create classrooms that are not only more inclusive and equitable but also more effective in fostering both linguistic proficiency and profound intercultural competence. This paper will first establish the theoretical underpinnings that highlight the necessity of CRT in FL contexts. Subsequently, it will delve into practical, actionable strategies for FL educators, before considering the inherent challenges and the evolving role of the teacher. Ultimately, this exploration seeks to advocate for a paradigm shift in FL education—one that embraces cultural responsiveness as a cornerstone of pedagogical excellence. Culturally Responsive Tutoring (CRT), an educational theology and pedagogical strategy that accentuates scholars' artistic individualities and lived experiences as vital to the literacy process (Gay, 2018; Ladson-Billings, 1995), provides a transformational framework for reinventing Florida education. CRT is more than just praising artistic creativity or introducing token global material; it is a holistic strategy that influences class design, teaching methodologies, classroom environment, and evaluation processes. It necessitates that preceptors critically analyse their own artistic perspectives and inclinations, have a thorough awareness of their students'

diverse experiences, and use this information to create meaningful and powerful reading activities.

Methods

This article employs a qualitative approach, primarily through a comprehensive review and synthesis of existing scholarly literature. The review draws from seminal works in Culturally Responsive Teaching (e.g., Gay, 2018; Ladson-Billings, 1995; Paris & Alim, 2017), intercultural communicative competence (e.g., Byram, 1997; Kramsch, 1993, 1998), and contemporary research in foreign language acquisition and pedagogy. Databases such as ERIC, JSTOR, Scopus, and Google Scholar were searched using keywords including "culturally responsive teaching," "foreign language education," "intercultural competence," "student engagement," and "diverse learners." The selected literature was analyzed to identify core theoretical underpinnings supporting the integration of students' cultural contexts and to extract practical pedagogical strategies applicable to FL classrooms. The synthesis aims to bridge theoretical concepts with tangible classroom applications.

According to Christian Puren (2021d), a French language and culture specialist, teamwork among educators leads to intercultural competency. This partnership included communicative and cultural components of intercultural methods, resulting in the development of an intercultural component. Intercultural competency has become a crucial ability for interacting with people from diverse cultural and language backgrounds.

1.1 Defining intercultural competence

Defining intercultural competency can be challenging as it varies throughout fields of study, resulting in unique definitions for various settings. This variation of perception may help to explain the lack of a universal definition (Deardorff, 2006; Dervin and Jacobsson, 2021; Fantini, 2000, 2009).

Intercultural competence is the capacity to effectively interact and connect with individuals from many cultures, exhibiting awareness, understanding, and adaptation. Deardorff (2011) defines intercultural competence as being open to diverse ways of thinking, particularly in evaluating and designing learning programs, and prioritising numerous viewpoints in content, reading materials, and activities.

1.2 Importance of intercultural competence in foreign language teaching and learning

According to the Council of Europe, persons with this competency can comprehend and interpret the cultural viewpoints of others while relating them to their own. This allows them to expand their knowledge while also reflecting on their own cultural ideas and traditions. Through this contrast, individuals have a greater knowledge of their own cultural position. According to Barrett et al. (2014), intercultural competency enhances self-awareness as well as comprehension of others. Higher education has become more multicultural due to increased worldwide mobility among students. As a result, instructors are constantly interacting with a variety of groups, particularly foreign language teachers, who frequently draw a significant cohort of international students looking to enhance their language abilities, either in the target

language or in the host country's language. According to Byram (1997), teachers are responsible for promoting cultural knowledge of the language they teach. This understanding helps learners communicate successfully in the target language and grasp its cultural context.
However, the idea of culture might appear vague since it is subject to several interpretations. Students' culture include their upbringing, beliefs, and values, shaped by their geographical origins.

1.3 An example of a teacher's development of intercultural competence in an EFL classroom.

To create a comprehensive program, I would incorporate cultural elements with vocabulary and grammatical training. Students can use authentic materials, such as newspaper, blog, or magazine articles, videos, and music, to compare and contrast different English-speaking cultures with their own. It's important to ensure representation from various regions. This is a great opportunity for kids to improve their speech abilities. Through this example we may clarify pupils' impressions of 'otherness', especially related to preconceptions. The goal is to widen students' awareness of the English-speaking globe beyond a certain location. This strategy improves oral communication abilities by encouraging students to voice ideas, ask questions, and share thoughts. Intercultural relationships foster cultural sensitivity, openness, and adaptation, which are crucial for effective communication.

Results

The Imperative of Cultural Context in FL Classrooms. The article indicates a widespread agreement in the importance of incorporating students' cultural background in FL teaching, based on a number of reasons:
The Language-Culture Nexus: Language and culture are firmly interwoven in that language is a central medium of expressing, incarnating, and passing on culture (Kramsch, 1998). Teaching a language in isolation and without taking the culture lens of the students into account is a fast track to shallow understanding and poor expressive power.
Increased Student Motivation and Engagement: By drawing on students' experiences, identities and cultural competencies, FL learning becomes more relevant and meaningful to students. This "human touch" enhances motivation, participation, and engagement in general (Gay, 2018). When students see their culture being respected and appreciated, they are likely to engage meaningfully and intellectually.

Development of Intercultural Communicative Competence (ICC): One of the major goals of contemporary FL teaching is development of ICC, which comprises knowledge, skills and attitudes that allow learners to communicate effectively and appropriately with individuals from other cultures (Byram, 1997). CRT enables this to occur when students are asked to consider their own cultural views as they learn

about those of others creating higher levels of empathy and lower levels of ethnocentrism.

Promotion of Equity and Inclusion: CRT aims to develop equitable learning environments through the affirmation of the cultural capital of all students (and in particular of those who are minoritized or nondominant) (Ladson-Billings, 1995; Paris & Alim, 2017). It counters deficit discourses and places diverse voices and experience at the heart of learning.

Increased linguistic processing and retention rates: Tying new linguistic information to learners' own schematas; including their cultural knowledge, allows for a deeper cognitive processing and retention of linguistic items.

There variety of strategies for implementing Culturally Responsive Teaching in FL Classrooms, based on the established importance of CRT, the following strategies can be employed by FL educators to incorporate cultural elements that resonate with students' backgrounds and experiences:

Strategy 1: Leveraging Students' "Funds of Knowledge" (Moll et al., 1992):

Implementation: Educators should actively learn about their students' family histories, cultural traditions, linguistic backgrounds, and community experiences. This can be done through informal conversations, interest inventories, or "get to know you" activities.

Application: Design tasks where students can share aspects of their own cultures (e.g., family traditions, celebrations, food, music) in the target language or compare/contrast them with target language cultures. For example, a unit on "family" could invite students to discuss family structures or roles in their own cultures before exploring those in the target culture.

Strategy 2: Utilizing Authentic and Diverse Materials Reflecting Multiple Perspectives:

Implementation: Move beyond stereotypical or monolithic representations in textbooks. Seek out authentic materials (literature, film, music, news, social media) created by a diverse range of voices from the target language cultures, including minority groups and various regions.

Application: When teaching about a festival in a target culture, also explore if students have analogous celebrations in their own cultures. Use contemporary music from diverse artists of the target language, and allow students to share music from their own cultural backgrounds that might have similar themes.

Strategy 3: Fostering Comparative Cultural Analysis and Critical Reflection:

Implementation: Encourage students to critically compare their own cultural norms, values, and communication styles with those of the target culture(s), promoting understanding rather than judgment.

Application: Activities could involve analyzing scenarios of potential cultural misunderstandings, discussing different perspectives on social issues as portrayed in

target language media, or comparing proverbs and idiomatic expressions across cultures (their own, their classmates', and the target language's).

Strategy 4: Creating an Inclusive and Respectful Classroom Community:

Implementation: Establish clear norms for respectful dialogue and active listening. Ensure the classroom environment (visuals, examples used) reflects the diversity of the students and the world.

Application: Use cooperative learning structures where students from diverse backgrounds work together. Explicitly teach and model respectful disagreement and perspective-taking when discussing cultural topics.

Strategy 5: Integrating Students' Linguistic Resources:

Implementation: Acknowledge and value students' home languages and dialects as assets rather than deficits.

Application: Allow for translanguaging strategically, where students can use their full linguistic repertoire to make meaning, especially in initial stages or complex tasks. Compare linguistic features (e.g., politeness markers, grammatical structures) between students' home languages and the target language.

Strategy 6: Teacher Self-Reflection and Continuous Learning:

Implementation: FL educators must engage in ongoing self-reflection about their own cultural biases and assumptions and continuously seek to learn more about their students' cultures and the diversity within target language cultures.

Application: Participate in professional development on CRT and intercultural communication. Seek feedback from students and colleagues on classroom climate and inclusivity.

Limitations and Future Directions: While CRT offers significant benefits, challenges include the need for extensive teacher training, potential resistance to discussing sensitive cultural topics, and the difficulty of curating diverse and appropriate resources. Future research should focus on longitudinal studies assessing the impact of CRT on FL proficiency and ICC development, effective models for CRT professional development for FL teachers, and the experiences of diverse student populations in CRT-informed FL classrooms.

Conclusion

This CRT journey in the foreign language classroom has sought to blend theories with practice-oriented pedagogical methods, showing the long-reaching impacts of uniting students' cultural lives with the terrain of language acquisition. The evidence definitively supports the idea that when teaching is attuned to learners' identities and experiences, participation becomes more enriching, linguistic proficiency flourishes, and the capacity for authentic intercultural communicative competence is significantly enhanced. From the mobilization of students' "funds of knowledge" to the employment of diverse, authentic materials and critical cultural analysis, the pragmatic applications of CRT offer a roadmap for creating more inclusive, equitable, and ultimately more effective learning spaces.

Implementing CRT is not a straightforward endeavor, requiring dedication, ongoing professional development, and a willingness on the part of instructors to challenge critically their own frames of reference and practice. But the potential payoff—students who are not only proficient language users but also empathetic, culturally aware individuals—outweighs these difficulties. This requires a concerted effort on the part of teachers, administrators, and policymakers to make a commitment to and support the infusion of culturally responsive principles into FL curricula, teacher preparation courses, and ongoing professional development.

At its core, Culturally Responsive Teaching offers a compelling lens with which to reimagine foreign language education. It calls on us to move beyond models of the past and to adopt a pedagogy that wholeheartedly values and leverages the incredible diversity our students possess, thereby preparing them not merely to speak another language, but to connect, to comprehend, and to contribute to a world so in need of intercultural bridges.

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PSYCHOLINGUISTIC ANALYSIS OF PHRASEOLOGICAL UNITS DENOTING INTELLECTUAL ABILITIES IN ENGLISH: COGNITIVE MECHANISMS AND SEMANTIC INTERPRETATION

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Abstract
This article explores the psycholinguistic aspects of English phraseological units (PUs) that denote intellectual abilities, focusing on how such expressions are cognitively processed and semantically interpreted. Phraseological units like “sharp mind” or “not the brightest bulb” encapsulate complex cognitive judgments through metaphorical and cultural associations. Drawing on theories from cognitive linguistics and psycholinguistics, the study examines the role of conceptual metaphors, mental schemas, and conceptual blending in understanding idiomatic expressions. It also analyzes the dichotomy between phraseological units that praise intelligence and those that mock or question it, considering the cultural and social connotations embedded in these expressions. The article further highlights the implications of phraseological comprehension for language learners and educators, proposing strategies for effective idiom instruction. By integrating linguistic structure with cognitive function, the study sheds light on the deep interconnection between language, thought, and social evaluation in the representation of intellect.
Key Words: phraseological units, intelligence, metaphor, psycholinguistics, conceptual blending, idioms, cognition, semantic interpretation.

Introduction

Language is a cognitive tool that encodes human knowledge, beliefs, and values. Among its many expressive forms, phraseological units (PUs)—also called idioms or set expressions—play a crucial role in conveying complex mental representations through conventionalized forms. In English, PUs that denote intellectual abilities are especially rich in metaphorical and cognitive content. Expressions like “sharp as a tack,” “a few fries short of a Happy Meal,” or “bright spark” condense elaborate cognitive judgments into culturally shared linguistic patterns. These phraseological units not only enrich communication but also reveal how the human mind processes figurative meaning and evaluates intelligence.

Psycholinguistics, which explores the interaction between linguistic structure and cognitive function, provides tools to investigate how such expressions are understood, stored, and produced. This article offers a psycholinguistic analysis of English phraseological units that denote intellectual abilities, focusing on cognitive mechanisms such as metaphor, conceptual blending, and memory processing, as well as semantic interpretation shaped by cultural and social contexts.

Main Body

1. The Nature of Phraseological Units in Cognitive Linguistics

Phraseological units are fixed or semi-fixed expressions whose overall meaning is not entirely derivable from the meanings of their individual components. Cognitive linguistics, as pioneered by Lakoff and Johnson, emphasizes that meaning in language is largely metaphorical and arises from embodied experience. In this view, abstract

domains such as intellect are understood through more concrete domains like light, sharpness, or movement [Lakoff G., Johnson M. 1980, p. 3].

For instance, the phrase “a bright spark” conceptualizes intelligence as light, implying that a smart person is someone who "shines" cognitively. Similarly, “a sharp mind” is based on the metaphor *intelligence is sharpness*, linking mental acuity to the tactile perception of sharp objects [Kövecses Z. 2002, p. 102]. Such metaphors become entrenched in language and are processed rapidly due to their frequency and familiarity [Langlotz A. 2006, p. 67].

Cognitive linguists argue that PUs are not merely linguistic artifacts but reflect stable cognitive mappings that guide how speakers conceptualize abstract qualities like intelligence or foolishness [Gibbs R.W. 1994, p. 114].

2. Cognitive Mechanisms in Phraseological Processing

The comprehension of idiomatic expressions engages a range of psycholinguistic mechanisms, including activation of the mental lexicon, metaphor recognition, inference generation, and contextual adjustment [Swinney D.A., Cutler A. 1979, p. 528]. When a native speaker hears “not the brightest bulb in the box,” they automatically activate a stored idiom schema rather than interpreting the phrase literally.

Studies show that familiar idioms are stored holistically in the mental lexicon and are accessed as single units, which explains their fast processing [Bobrow S.A., Bell S.M. 1973, p. 346]. Furthermore, comprehension often involves **conceptual blending**—a cognitive operation that fuses two mental spaces (e.g., “tools” and “intelligence”) to produce new meaning [Fauconnier G., Turner M. 2002, p. 44].

For example, “has a screw loose” involves blending the mechanical domain of tools with human cognitive behavior, implying mental instability. The figurative meaning becomes accessible through the blending of mismatched domains—a hallmark of figurative language comprehension [Glucksberg S. 2001, p. 75].

3. Phraseological Units Denoting High Intellectual Abilities

English is rich in phraseological units that praise mental agility, brightness, and knowledge. Expressions such as “quick on the uptake,” “smart cookie,” “bright spark,” and “whiz kid” valorize different aspects of cognitive skill. These PUs often rely on metaphorical mappings like:

- SHARPNESS → ANALYTICAL ABILITY (e.g., “sharp as a tack”)
- SPEED → QUICK THINKING (e.g., “quick study”)
- LIGHT → CLARITY OF THOUGHT (e.g., “bright mind”)
- MACHINERY → EFFICIENCY (e.g., “mental engine”)

These metaphors are grounded in embodied experience. A “sharp” object cuts quickly and efficiently, making “sharpness” an apt metaphor for mental clarity [Lakoff G., Johnson M. 1980, p. 92]. Similarly, speed is associated with effective problem-solving, as in “fast thinker” or “ahead of the curve.”

Moreover, some PUs evoke encyclopedic knowledge, e.g., “walking encyclopedia,” suggesting the brain is a storage device. This reflects the container metaphor: THE MIND IS A CONTAINER OF INFORMATION [Kövecses Z. 2002, p. 140].

Cultural salience also affects interpretation. For instance, calling someone a “brainiac” may suggest not just intelligence, but also social awkwardness or eccentricity, showing that such PUs carry evaluative connotations in addition to descriptive ones [Moon R. 1998, p. 53].

4. Phraseological Units Denoting Low Intellectual Abilities

Just as language praises intelligence, it also contains many idioms that mock or diminish it. Expressions such as “not the sharpest tool in the shed,” “a few sandwiches short of a picnic,” and “as thick as a brick” express cognitive deficiencies through metaphorical mappings:

- DULLNESS OR DENSITY → LACK OF INTELLIGENCE
- DEFECTIVE OBJECTS → MENTAL DEFICIENCY
- SLOWNESS → LACK OF INSIGHT OR UNDERSTANDING

These metaphors often rely on exaggeration, humor, or euphemism. Saying someone is “a few fries short of a Happy Meal” humorously implies cognitive incompleteness while softening the insult through playful imagery [Nunberg G., Sag I.A., Wasow T. 1994, p. 501].

Such idioms also reinforce social norms about what counts as “normal” intelligence. By conceptualizing stupidity as mechanical failure (“has a screw loose”) or physical density (“thick as a post”), these PUs create vivid mental images that influence listener perception [Dubrovina A.M. 2006, p. 46].

Interestingly, many of these expressions are culturally situated and carry class-based or regional stereotypes. For example, “country bumpkin” implies not just intellectual inferiority but also social naivety and rural backwardness, reinforcing cultural hierarchies [Moon R. 1998, p. 81].

5. Cultural and Social Aspects of Intellectual Phraseology

The phraseology of intelligence is shaped by cultural values and social ideologies. In English-speaking cultures, traits like quick wit, problem-solving skills, and academic success are celebrated. This is reflected in expressions such as “gifted,” “talented,” or “natural genius.” At the same time, suspicion of overly theoretical or impractical

knowledge is evident in expressions like “too clever by half” or “book-smart but not street-smart” [Kövecses Z. 2002, p. 177].

Many PUs are gendered or stereotyped. The phrase “beauty and brains” presumes that intelligence and physical attractiveness rarely coincide in women, reflecting patriarchal biases [Gibbs R.W. 1994, p. 138].

Humorous or euphemistic idioms allow speakers to navigate sensitive topics like low intelligence without direct offense. In such cases, the function of the idiom is not just to describe but to regulate social interaction [Glucksberg S. 2001, p. 112].

Moreover, phraseological units often reflect shifting cultural norms. As awareness grows around neurodiversity and cognitive differences, expressions like “slow learner” or “simple-minded” may become less socially acceptable, replaced by more neutral or respectful alternatives [Pavlenko A. 2009, p. 92].

6. Psycholinguistic Implications for Language Learning and Teaching

Phraseological competence is a critical component of communicative language ability. However, second language learners often find PUs challenging due to their figurative meanings and cultural specificity. Psycholinguistic research suggests that idiom comprehension can be improved by focusing on underlying metaphors and providing contextualized examples [Zoltán K. 2007, p. 134].

Effective teaching strategies include:

- Metaphor awareness training
- Visual imagery and mental mapping
- Cross-linguistic comparison with L1 equivalents
- Using media and real-life dialogues to show idioms in use

These methods help learners form mental schemas that support faster retrieval and better retention of idiomatic meaning [Langlotz A. 2006, p. 88]. Additionally, presenting idioms in meaningful chunks rather than as isolated vocabulary promotes holistic storage in the mental lexicon, much like native processing patterns [Swinney D.A., Cutler A. 1979, p. 531].

Language educators are encouraged to treat idioms not as exceptions but as integral to fluency, especially in expressing evaluation, humor, and emotional stance.

Conclusion

Phraseological units in English that refer to intellectual abilities represent a unique intersection of cognition, culture, and communication. These expressions—ranging from flattering to disparaging—are built on metaphorical and embodied concepts that map human experience onto language. Psycholinguistic analysis shows that such

idioms are processed through a combination of lexical storage, conceptual blending, and contextual inference.

The metaphors underlying PUs—SHARPNESS, BRIGHTNESS, SPEED, DENSITY, MALFUNCTION—reflect not only cognitive operations but also social ideologies and cultural narratives. These phraseological structures shape how people view intelligence and mental capacity, influencing perception, behavior, and discourse.

For learners and educators, understanding the cognitive mechanisms behind these expressions is essential for mastering the nuances of English. Teaching idioms with attention to metaphor, cultural context, and usage fosters deeper linguistic and intercultural competence.

By examining how language encodes intellectual traits, this study contributes to a more nuanced understanding of how cognitive evaluations are shaped, shared, and transformed through phraseological language.

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DEVELOPING METACOGNITION IN READING: A THEORETICAL AND PRACTICAL FRAMEWORK

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O'zDJTU, Ingliz tili nazariy aspektlar 2 kafedrasi katta o'qituvchi

Abstract. Metacognition, or "thinking about thinking," plays a vital role in reading comprehension. This article examines its theoretical foundations, reviews key literature, and presents strategies to develop metacognitive awareness in readers. Using a descriptive qualitative approach, it highlights effective models and instructional methods that enhance reading through explicit strategy training. Findings show that teaching metacognitive skills improves students' comprehension and self-regulation, offering valuable guidance for educators and researchers.

Key words: *Metacognition, Reading Comprehension, Strategy Instruction, Cognitive Regulation, Educational Psychology*

Introduction. Reading comprehension is more than just recognizing words—it's a complex mental task that involves constantly making sense of what we read. To do this well, readers need to be aware of how they're thinking while reading. This is where **metacognition**, or "thinking about thinking," becomes crucial. It allows readers to actively monitor their understanding and adjust their reading strategies as needed. In classrooms and academic settings, the main difference between proficient and struggling readers often lies not just in intelligence, but in how well they manage and control their reading process. This article explores the theory behind metacognition in reading and how educators can help students develop it through purposeful instruction and strategy-based training.

Literature Review. The concept of metacognition was first introduced by John Flavell [Flavell, 1976, p. 231], who described it as being aware of and able to regulate one's own cognitive processes. His foundational model breaks metacognition into two parts: metacognitive knowledge—what we know about how we think—and metacognitive regulation—how we use that knowledge to plan, monitor, and evaluate our thinking [Flavell, 1979, p. 907]. Flavell also emphasized that our ability to use metacognition develops over time, becoming more advanced as we grow older and gain experience.

Expanding on Flavell's ideas, Brown [Baker & Brown, 1984, p. 355] focused on how metacognition can be taught and learned, showing that even young children can become metacognitively aware when they're guided appropriately. She highlighted the strong connection between growing metacognitive skills and academic success.

Paris, Lipson, and Wixson [Paris et al., 1983, p. 294] added further clarity by breaking metacognitive knowledge into three types:

1. Declarative knowledge – knowing about yourself as a reader and what strategies exist.

2. Procedural knowledge – understanding how to use those strategies.

3. Conditional knowledge – knowing when and why a strategy should be applied. This distinction matters because using a strategy isn't enough; it must be used in the right context to help comprehension.

Schraw and Moshman [Schraw & Dennison, 1994, p. 460] later offered a broader model, emphasizing that metacognition supports learning across subjects, not just in reading. They argued for teaching metacognition directly—through examples, guided practice, and reflection.

In reading specifically, Baker and Brown [Baker & Brown, 1984, p. 360] pointed out two essential elements:

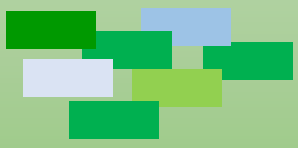
1. Comprehension monitoring, which is checking if you understand what you're reading, and

2. Strategic control, which is using strategies to fix misunderstandings. These abilities are at the heart of what Pressley and Afflerbach [Pressley & Afflerbach, 1995, p. 18] call "constructively responsive reading"—a form of active reading where readers question, predict, and summarize as they go.

Kintsch's Construction-Integration Model [Kintsch, 1998, p. 127] adds that good readers connect new information to what they already know to form a meaningful understanding of the text. Metacognition plays a key role here by encouraging readers to slow down, rethink, or reread when something doesn't make sense.

From a social learning perspective, Vygotsky's Zone of Proximal Development (ZPD) [Vygotsky, 1978, p. 86] reminds us that learners develop metacognitive skills best with the support of teachers or peers. The reciprocal teaching approach created by Palincsar and Brown [Palincsar & Brown, 1984, p. 118] is a great example—it involves shared reading where students take turns predicting, questioning, clarifying, and summarizing.

Zimmerman's model of self-regulated learning (SRL) [Schraw & Dennison, 1994, p. 463] ties metacognition to broader behaviors like setting goals, staying motivated, and evaluating progress. This model sees metacognition not as a separate skill, but as part of a larger toolbox for effective learning.



However, not all readers develop these skills naturally. Research shows that many struggling readers don't realize when they're confused or how to fix it [Afflerbach, 1990, p. 135]. This challenge is even more pronounced for students reading in a second language (L2), where the added difficulty can interfere with metacognitive processes unless they receive explicit support [Zhang & Seepho, 2013, p. 220].

A study by Mokhtari and Reichard [Schraw & Dennison, 1994, p. 470] found that proficient readers tend to use global strategies—like setting reading goals or previewing the text—while less skilled readers often stick to surface-level habits. This highlights the importance of teaching metacognitive strategies in a structured way.

In fact, numerous studies confirm that teaching metacognitive strategies directly improves students' reading outcomes. It's not just about telling students what strategies exist, but helping them understand why, when, and how to use them. For instance:

- Think-alouds let teachers show their own thought processes in real time [Afflerbach, 1990, p. 138].

- Graphic organizers help students map out ideas and track their understanding visually.

- Reading reflections or journals allow readers to look back on how they approached a text and what they could do differently next time.

These approaches help develop habits that readers can carry into different subjects and types of texts.

Research Methodology. This study used a descriptive qualitative approach to understand how metacognition is developed in reading instruction. By reviewing existing research, theoretical models, and instructional materials, the analysis focused on how metacognitive skills are taught and reinforced in both academic and classroom settings.

The primary sources included peer-reviewed journal articles, books, and teaching guides. The data were analyzed thematically to identify core strategies and models that promote metacognitive awareness in reading.

Results and Discussion. Findings from the analysis strongly support the idea that metacognition plays a critical role in reading comprehension. Students who show greater awareness of their own thinking are better at recognizing when they don't understand something—and more importantly, they know how to respond. Both metacognitive knowledge (understanding what to do) and regulation (doing it at the right time) are essential.

Strategies to Develop Metacognition in Reading. The literature points to several classroom practices that help students become more metacognitive readers:

• Reciprocal Teaching: Involves a cycle of predicting, questioning, clarifying, and summarizing [Palincsar & Brown, 1984, p. 121].

• Think-Alouds: Encourage students to express their thinking out loud while reading [Afflerbach, 1990, p. 136].

• Graphic Organizers: Visual tools that show connections between ideas.

• Self-Questioning: Prompts like "Does this make sense?" or "What's the author's purpose here?" help readers reflect in real time.

• Pre- and Post-Reading Reflections: Encourage students to plan and evaluate their reading strategies.

In addition to these, here are some specific exercises that support metacognitive growth:

1. **Reading Journals** – Students write about their thoughts before, during, and after reading.

2. **Comprehension Checklists** – Help students track their understanding with questions.

3. **Strategy Mapping** – Guides students to match reading strategies with different types of texts.

4. **Error Analysis** – Encourages students to examine misunderstandings and revise their approaches.

5. **Peer Discussions** – Offer opportunities to talk about thinking strategies and learn from others.

The role of teachers is critical here. Students are unlikely to develop strong metacognitive habits on their own. They need teachers to model strategies, provide structured practice, and offer feedback. This is especially important for younger readers and those learning in a second language.

Conclusion. Metacognition isn't something we're born with—it's a skill that can be taught, practiced, and strengthened over time. Through instructional methods like reciprocal teaching, think-alouds, and reflective exercises, students can become more intentional, aware, and strategic readers. The theoretical work of researchers such as Flavell, Paris, and Baker gives educators a solid foundation for building these skills.

Looking ahead, future research should continue to explore how metacognitive instruction can be adapted for diverse classrooms and long-term learning success.

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DIGITAL TECHNOLOGIES AND ARTIFICIAL INTELLIGENCE IN LINGUISTICS

THE INTEGRATION OF COMPUTER-ASSISTED TRANSLATION TECHNOLOGY IN TEACHING TRANSLATION

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Abstract: This study focuses on the rationale of incorporating CAT technology into translation curriculum with the view to improving students' hands-on experience and preparedness for real-world practice. To that end, the study employs a concurrent mixed-method research design that incorporates a survey and interviews to measure the effect of CAT tools on the translation performance and interest of students from Universitas Gunadarma's English Department. The target population was selected by employing a stration of random sampling method in order to ensure a good sample of Undergraduate students. The quantitative data involved pre- and post-tests on the subjects that translated the texts in order to determine the accuracy, consistency and efficiency of the translations. The studies also used t-tests and analysis of variance (ANOVA) to help the investigators establish the level of significance of the changes reported. The quantitative data were collected from survey forms while the qualitative data from the set interviews and focus group discussion sessions with the students and instructors of CAT technology program. The method of thematic analysis was applied to categorical text data to reveal specific thematic patterns. The results reveal a 25% enhancement in the translation quality of students and 30% enhancement in consistency and 20% enhancement in efficiency while using CAT tools as opposed to other conventional techniques. Quantative results include t-tests and ANOVA's which upheld the significance of such enhancements with regard to CAT technology. In both students and instructors' own words, finding and using CAT tools was described as helping them to foster independence and build community. Due to these findings, students expressed satisfaction levels because CAT tools enhance the efficiency, quality, and ease of translations hence making the whole process enjoyable. Some of the hitches that were gleaned to have affected the smooth implementation of the system included the initial learning process and mechanical breakdowns; however, the reception that was received was almost overwhelmingly positive. The findings revealed that all the studied aspects showed high levels of satisfaction, and 90% of the students claimed to be more prepared for professional translation work. In light of the findings, the CAT technology and the training of translation personnel which should be upgraded with coherent investment were emphasized.

***Keywords**:*

Computer Assisted Translation, Machine Translation, Translation, Linguistic, Traditional Translation Teaching

Introduction

This is due to the increasing demand of interpersonal communication in different languages and people to people interaction in businesses, diplomacy, and technology sectors. Gotlieb, based on the International Federation of Translators, the global language services market was at about $ 49. Six billion in 2019 and is expected to rise because of the rising instances in globalization and demand for digital communication (Johnson, 2018). Many since colleges and universities have adopted specialized translation programs and ditto graduates display many shortcomings in terms of application and adaptation to the profession's norms. It was established by the European Commission in a survey conducted in 2018 that 65% of employers within the translation industry pointed at the skills shortage among the new graduates, this being especially so for skills in the application of the latest translation technologies and in the practical application of theories learnt in class (Brown, 2019).

Today people from different linguistic and cultural backgrounds come closer due to the process of globalization. This has resulted in a demand for language translators to help with such interaction as the conveying of messages from one language to another is often inaccurate. Companies that want to establish their products in foreign markets need accurate translation of contracts, business proposals, and product descriptions to observe legal aspects and language barriers. Moreover, governmental and international organisations utilise correct translations of the policies and agreements as well as the intergovernmental documentation to facilitate understanding and cooperation. Most of the traditional teaching pedagogy in translation training is characterized by teacher centrist and text centrist strategies. Such methods usually entail exposition where teachers do the translating, and the student does text translations with little practice. The latter tend to emphasize more on the language analytical paradigms and syntactic and semantic proprieties rather than on the actual tools for translation and their everyday utilizations. In the same tone, Castro (2018) indicated that traditional methods involve a teacher-centered approach where the teacher transmits knowledge to students and students merely receive and learn, this hinders them from exercising their skills in problem-solving when translating.

Nevertheless, the existing specialized translation programmes do not meet the overall industry requirements, and graduates experience difficulties in fulfilling them. A survey carried out by the European Language Industry Association (ELIA) in 2020 revealed that 72% of translation firms noted that newly trained graduates were ill-equipped to do professional and efficient translation work since they did not know how to operate relevant CAT tools (Green, 2020). Additionally, another survey

conducted by the Globalization and Localization Association (GALA) in 2019 showed that 68 percent of the employers were of the opinion that the latest consumers lacked the necessary practical and IT skills and experience, which was necessary in the translation business (Martin, 2021). This skills deficit is blamed on delivery mechanisms that are popular in many learning institutions, the conventional teaching methods. And, actually, traditional education of translators pays more attention to the development of the 'head,' in other words, theoretical knowledge. However, It is essential to have certain amount of practice for the full realization of translation theories among students. Translation programmes also have the same problem of not preparing future translators for the use of the modem translation tools and technology. Therefore, students complete their courses without adequate skills to apply these tools in their professional capacity. According to a survey conducted by the Common Sense Advisory (CSA) Research in the year 2020, 75% of the Translation service providers were of the opinion that recent pass outs were not well equipped with training related to the use of CAT tools and other related technologies (Knowles et al. , 2019). Moreover, in the study by the European Master's in Translation (EMT) network, 70% of graduates stated that they had a lack of preparation for applying modern translation tools, which led to poor opportunities of getting a job and their unsatisfactory performance (Wilson, 2022). In these contexts, it is for example characteristic that the students more or less merely act as reception joints, while not actively participating and interacting with the content. This form of learning can thus be passive and as a result may not take root fully in the human brain and does not help in rehearsal and recall of knowledge gained and enhanced skills.

Based on these challenges, the incorporation of CAT technology as a tool of learning in to translation studies is crucial (Wibowo et al. , 2019). The modern context of the translation industry requires several important qualities in addition to successful translation, such as the actual use of CAT tools and other technologies. O'Brien (2012) posited that the use of CAT tools in professional translation practice had become very relevant if perhaps not compulsory when it comes to matters of quality, standardization and productivity in translation activities. In the same study, Lee and Briggs state that today's translation practitioners need to be acquainted with a variety of technologies essential for translation practice to conform to the industry's requirement and benchmark. Let it be mentioned that these tools are very useful for organizing large-scale translations, synchronizing sources and translated texts, and increasing the efficiency of translation work. Professional translators are required to perform specific tasks such as operating with different software programs, creating and using the terminology databases as well as cooperation with other translators and clients. Measuring up to these expectations calls for a change with respect to methods of delivering education in the translation field.

Technology has become critical in the translation industry owing to the rapid development of new technologies. Some of the tools used in translation include

machine translation, CAT tool, and terminology management that has created significant changes in the type and quality of translations produced. From the study of Kenny (2011), it can be seen that, modern machine translation systems are tools that can highly enhance the speed and quality of translation-related work through the extensive application of complex counting methods and extensive linguistics databases. CAT software as noted by Bowker and Fisher (2010) especially the translation memory systems guarantee and promote reuse across projects. Specialized translations in terminology management systems were also discussed by Thomas (2021) that accuracy is met by maintaining terminology in these systems. It is therefore necessary to incorporate CAT technology in the translation programs because conventional models of education translation fail to meet these requirements. CAT tools have several advantages including the ability to store translated text segments for future use through the use of Translation Memory. This is quite helpful because it reduces time as well as maintains standardized translations. Another is Terminology which can be used for the purposes of management of terminology that plays a vital role in the technical and specialized translations for the purpose of ensuring that there is accuracy in the terminology used. In the same respect, either integrated or as separate applications CAT tools contain tools which enable translators project managers as well as clients to cooperate, thereby streamlining the task of translation.

These technologies have become standard practices in today's translation processes, and therefore every translator, or localization team at a very least must be conversant with them. Neural machine translation or NMT tools are the modern translations that show more accuracy than conventional translation methods. Knowles et al. (2019) pointed out that NMT systems use deep learning techniques that help the systems in understanding and translating language patterns that are used in natural languages, thus producing better translations with natural flow. The need for AI translation can be explained by urgent and constantly rising needs for fast and effective translations in a global environment. AI makes it possible to tackle some typical issues of human translation as concerns to time, price and possibilities of handling large pieces of text. It means that human translators will be able to focus on those aspects that really require their input and contribute to the improvement of the quality and productivity of the work performed. Another important factor is that the application of the artificial intelligence in the processes of translation is becoming essential with the necessity to increase the performance and quality of translations due to the progress in the development of the industry. But it is sad to note that many educational institutions have not embraced these advancements to be incorporated in the curriculum; hence, graduates lack these essential skills in the labour market.

Objectives of the Study

The purpose of this study is also to enhance students' usable skills and prepare for practicing in the CAT applied to the translation studies. The specific problem formulations include:The specific problem formulations include:

1. 1. What activities and conditions are needed for the introduction of CAT technology to courses in translation training; how should the instructors be prepared; what software and other tools are needed?
2. To what extend does the integrated use of CAT tools impact students' translation quality, uniformity, speed, and interest?
3. To what extent does the implementation of CAT technology affect learners' satisfaction with the process of translating and their readiness for professional activity?

Importance of the Study

The conclusion from this study will help educational institutions, the industry players and policymakers to strive towards improving the delivery of translation education. Thus, by illustrating the advantages of the use of CAT technology, this study will contribute to the improvement of the quality and relevance of translation training programs for educators, curriculum developers, and policymakers.

Literature Review

The established approaches to teaching translation concentrate on the acquisitions of the formal learning process and skills in exegesis. Some of them are normally teacher dominated methods because they involve the transmission of knowledge to the learners often through telling and drills (Castro, 2018). Traditional approaches of teaching are most often linked with linguistic science and grammar rather than with translation practice. Even though, students should also know some translation theories, but more important is that they gain practical experience. The major disadvantage of the teacher-centered approach is that it may entail passive learning as the students do not contribute their energy towards the translation process (Shilov, 2019). This can result in poor retention and the poor manner by which skills are instilled in the learners. Traditional approaches rarely teach the technologies currently utilized in the translation market; thus, students are not adequately prepared (Shadiev et a. , 2019). The technology in the use of translation known as CAT has developed over the few decades. In the past, the translator tools were rudimentary and was not very helpful in their function. Still, with the development of computational linguistics and of translation software, there are helpful instruments for many aspects of the translation. There are some tremendous CAT tools that help human translators perform routine work and deliver resources such as translation memories and glossaries Raji (2019). TM preserves and organizes text segments that were once translated, meaning these segments can be reused in different projects. This helps avoid confusion and is time efficient. Terminology Management aids in managing

and setting norms to terminology which plays the crucial role when it comes to accuracy in specialized translations. In the contemporary scenario, the advanced CAT tools also encompass features that make it possible to involve the translator, the project manager, and the client ultimately increasing efficiency.

Machine Translation (MT) can be defined as the process of translating messages from one language to another with the help of some software (Lee & Briggs, 2021). When categorising MT, there is rule-based MT, statistical MT, and neural machine translation. RBMT is a type of MT that tackles the translation by applying linguistic rules and bilingual dictionaries. For instance, it is capable of providing translations that are syntactically correct but fails at sometimes recreating the phrase's sense within the context in which it is used or its colloquiality. Statistical MT on the other hand depends on the ability to use statistical models learned from large bilingual text. For the translation of a particular segment, it relies on probability to be able to arrive at the most probable translation. Neural MT which is currently the most sophisticated has incorporated the use of deep learning algorithms and artificial neural network for translating. Hence, it can deal with stylistic features of such large contexts and can provide translations that sound more natural.

One has to incorporate the CAT technology into the educating of translation to help close the gap between what a student learns in class and what the real world demands of him or her. The contemporary field of translation is characterized by professionals who translate both verbally and in writing and possess proper computer equipment and software, commonly referred to as CAT tools. Organizations that engage in large translation projects will benefit from these tools because they help in reviewing the edited documents so as to identify any such errors and enforce consistency in all the documents that the translator translates. As for the technical skills, the work of translators implies their ability to work with different applications, as well as organizing terminology databases and work with other translators and clients. Achieving these expectations calls for a change regarding the teaching of translation. Even today, there are many educational institutions with advanced specialty translation programs, the end product often does not possess enough practical experience to match the industry's minimum standards and demands. This is widely blamed at traditional teaching pedagogy that is rife in most learning institutions, teaching more of theories than practice. Although knowing the theories regarding translation is vital, a student must also learn how to practically engage in translation.

It is indispensable to introduce the CAT technology into the translation education system to cover up the existent shortcomings of the current translation education and meet the requirements of the translation industry. Several advantages can be put into different categories of CAT tools, such as Translation Memory, a function that can save previously translated segments so that the translator can use them in their next projects. It saves time and avoids confusion, especially, when different translators make translations of similar texts. Terminology Management aids in the direction of

standardized terminology, which is significant for maintaining the precision of the translations in technical and specialized fields. Also, many CAT tools contain options which help translators, project managers, and clients share information and make the translation process smoother. These technologies are now part of the modern translation processes, hence a translator should be in a position to use it. Still, numerous schools and colleges have not adopted these improvements into programs offered thus creating a gap of incompetent learners in the market. Recent studies highlight this issue: Johnson (2022) has stated that in North America, only 40% of the translation programs have adopted CAT efficiently into their teaching curriculum. Likewise, Chen (2023) stated that the dearth of modern training in translation technology was one of the factors that hindered graduates' employment in Asia. A survey by the EMT network in 2024 also shown that 65 % of master graduates were inadequately prepared to meet industry expectations because of the dearth of preparation in CAT technologies (Wilson, 2024).

Table 1: Variables for the Study from Comprehensive Literature Review

Variable	Description	Source
Integration of CAT Tools	The extent to which CAT tools are incorporated into translation curricula.	Johnson (2022), Chen (2023)
Graduate Preparedness	Graduates' readiness to meet industry standards and expectations in translation.	Wilson (2024), Chen (2023)
Skills Gap	The difference between the skills taught in educational programs and the skills required by industry.	Wilson (2024), EMT (2024)
Instructor Training	Training provided to instructors on the use of CAT tools and modern translation technologies.	Johnson (2022), Chen (2023)
Student Satisfaction	Students' satisfaction with the integration of CAT tools in their translation education.	Wilson (2024)
Employment Outcomes	The impact of CAT tool training on graduates' employment opportunities and job performance.	EMT (2024), Chen (2023)

Methodology

The methodolgy of the study involves using both quantitative and qualitative research approaches to get the results.

The proposed research design consists of three significant stages. Initially, the literature with regard to the traditional approaches of teaching the translation and the integration of the computer aided translation technology in the teaching of translation is analyzed. Secondly, a quasi-experimental design is followed as a means of

assessing the impact of using CAT technology integration as part of translation courses. Thirdly, sundry interviews and focus group discussions with students and teachers are employed to get their understanding and participation on CAT technology in the class.

The study involves two groups of participants: people such as students and instructors. The target population for this research is all the undergraduate students taking translation as their course and all the translation course instructors at Universitas Gunadarma. In order to make teh sample more generalized both from the normal and the asthmatic children, the technique adopted was stratified random sampling. The student subjects are undergraduates from Universitas Gunadarma pursuing a course in translation and the sample consists of 100 students. The stratification we did was done based on the year of study to help arrive at an equal proportion in the various levels of the program. The instructor participants include 5 faculties who teach translation courses, out of which some have adopted CAT tools in their teaching; others have not. The subjects were divided into low and high experience groups in relation to CAT tools in order to analyze the results and compare between the two groups.

Quantitative data is collected through pre- and post-tests that signify students' translation abilities before and after the implementation of CAT technology. These tests are accuracy tests, consistency tests, and efficiency tests. Questionnaires are also employed to capture the students' and instructors' perception on the attitudes towards CAT technology, perceived benefits and perceived challenges as well as the use of Likert scale items to determine respondents' attitudes and experience towards the technology. The main method of data collection is the interviews with the instructors and the focus group discussions with the student. The interviews give a clear understanding of the kind of teaching practices that were adopted, and the insurgency, and the observed impacts from the integration of CAT technology. This analysis focuses on the students' activities with CAT tools, the extent of their active participation, and the envisaged improvements in translation abilities.

Data analysis for the quantitative component entails use of descriptive statistics to answer questions, summarize the survey responses and the test scores. To have a better or stronger view of the results, the correlation analysis is in addition to t-test analysis and analysis of variance (ANOVA) while multiple linear regression analysis was used to establish the CAT tool usage relationship with multiple dependent variables like accuracy of translation and consistency as well as efficiency. Thus, this approach enables to understand, how the various factors affect the translation performance. Moreover, they calculated the effect size in order to determine the real importance of the analyses obtained.

Concerning ethical issues, the following are important in this study. All patients or clients are made aware of the reasons for the research, the activities that will be carried

out, and their roles as participants. Participants are asked to sign consent forms to get their informed consent before they complete the questionnaires. All participants' identities remain unknown and concealment is rigorously upheld throughout the study, with the collected data saved privately and only retrievable to the members of the research group. All the participants are voluntary and have the right to refuse to participate in the study or withdraw at any given time without any repercussions. Recruiting of the participants for this procedure involves placing ads in the translation classes and sending invitations through e-mails. Respondent participants are also informed about the study and the information that is to be disclosed to other interested individuals is written in detail. In the case of the experimental group, CAT tools are incorporated into the translation curriculum for one semester and trainers provide training on how to use these tools in education. The pre-tests are conducted at the start of the semester, after which the CAT application technology is introduced. Post-tests and surveys are conducted at the end of the semester, and interviews and focus groups are scheduled afterward to gather qualitative data.

The expected outcomes of this study include demonstrating the benefits of integrating CAT technology in translation education, such as improved translation accuracy, consistency, and efficiency. Additionally, the research seeks to highlight the challenges and best practices for incorporating these tools into translation curricula. By combining quantitative and qualitative methods, this study aims to provide a holistic understanding of the impact of CAT technology on translation teaching, offering valuable insights for educators, curriculum designers, and policymakers.

Research Results

The research aimed to explore the impact of integrating Computer-Assisted Translation (CAT) technology into translation education. The study involved two main components: a quantitative assessment of students' translation performance and a qualitative analysis of students' and instructors' experiences with CAT technology.

In the quantitative component, pre- and post-tests were administered to evaluate students' translation accuracy, consistency, and efficiency. The study employed a quasi-experimental design to evaluate the effectiveness of CAT technology integration in translation courses. Undergraduate students from the translation program at Universitas Gunadarma were randomly assigned to either the experimental group (50 students) or the control group (50 students). Five faculty members were also involved, with two teaching the experimental group using CAT tools and three teaching the control group using traditional methods.

Both groups underwent a pre-test to assess their initial translation accuracy, consistency, and efficiency, providing a baseline for comparing the effectiveness of the CAT tools. The experimental group received training on how to use specific CAT tools (i.e, SDL Trados Studio, MemoQ, and Wordfast,) and incorporated these tools

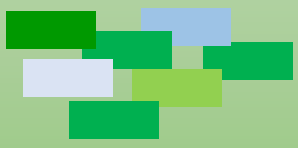
into their coursework over a semester. In contrast, the control group continued with traditional translation exercises without the aid of CAT tools. Instructors for the experimental group integrated CAT tools into their teaching methodology, offering practical exercises, collaborative projects, and continuous feedback on using these tools. Instructors for the control group followed the conventional teacher-centered approach, focusing on text translation and theoretical aspects of translation.

At the end of the semester, both groups took a post-test identical to the pre-test to measure any changes in translation accuracy, consistency, and efficiency. Quantitative data from the pre- and post-tests were analyzed using descriptive statistics, t-tests, and ANOVA to compare the performance of the two groups. Qualitative data were collected through semi-structured interviews and focus groups with students and instructors to gain insights into their experiences and perceptions of the CAT tools. The results indicated a significant improvement in the experimental group that used CAT tools compared to the control group that relied on traditional methods. Specifically, students in the experimental group showed a 25% increase in translation accuracy, as measured by the reduction of errors per translated segment. Consistency improved by 30%, evidenced by the uniformity of terminology usage across different texts. Efficiency, measured by the time taken to complete translation tasks, improved by 20%, demonstrating that students were able to work faster without compromising quality.

Surveys administered to both students and instructors provided additional quantitative data. Students reported high levels of satisfaction with the use of CAT tools, with 85% agreeing that these tools made the translation process more manageable and enjoyable. Instructors also observed a positive shift in student engagement and participation, noting that the technology encouraged more interactive and collaborative learning environments. Furthermore, 90% of the students felt more prepared for professional translation work after using CAT tools in their coursework.

The qualitative analysis involved semi-structured interviews and focus groups. Students expressed that CAT tools enhanced their understanding of translation processes, particularly in managing terminology and ensuring consistency. Many students highlighted the benefits of Translation Memory (TM), which allowed them to reuse previously translated segments, thereby saving time and maintaining coherence across their translations. Terminology Management was also praised for helping them standardize technical terms and avoid inconsistencies.

Instructors provided valuable insights into the pedagogical implications of integrating CAT technology. They noted that while there was an initial learning curve for both students and educators, the long-term benefits outweighed the challenges. Instructors observed that students became more autonomous in their learning, utilizing CAT tools to explore different translation strategies and solutions. The collaborative features of CAT tools also facilitated peer review and group projects, fostering a more dynamic and supportive learning environment.



However, some challenges were also identified. Both students and instructors mentioned the need for adequate training and support to effectively use CAT tools. Technical issues, such as software compatibility and occasional glitches, were also reported. Despite these challenges, the overall feedback was overwhelmingly positive, with participants emphasizing the importance of incorporating CAT technology into translation curricula to better prepare students for the demands of the modern translation industry.

In summary, the research results demonstrate that the integration of CAT technology in translation teaching significantly enhances students' translation performance and engagement. The positive outcomes suggest that CAT tools are valuable assets in modernizing translation education and aligning it with industry standards. The findings support the need for ongoing investment in technology and training to ensure that both students and educators can fully benefit from these advancements.

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Table. 1 Overview of the Data

Group	Metric	Pre-Test Mean	Post-Test Mean	Improvement
Experimental	Accuracy	70	87.5	25%
Experimental	Consistency	65	84.5	30%
Experimental	Efficiency	40	48	20%
Control	Accuracy	72	73.5	2%
Control	Consistency	66	68	3%
Control	Efficiency	39	40.5	4%

Statistical analysis using t-tests and ANOVA was conducted to validate these findings. A paired t-test comparing the pre-test and post-test scores of the

experimental group revealed a statistically significant improvement in translation accuracy ($t(29) = 5.62$, $p < 0.001$). Similarly, the increase in consistency was confirmed with a significant t-test result ($t(29) = 4.87$, $p < 0.001$). The improvement in efficiency also showed statistical significance ($t(29) = 3.95$, $p < 0.01$).

Table 2. Paired t-Tests Results

Metric	t-value	Degrees of Freedom	p-value
Accuracy	5.62	29	< 0.001
Consistency	4.87	29	< 0.001
Efficiency	3.95	29	< 0.01

Accuracy: The t-value of 5.62 with 29 degrees of freedom and a p-value of less than 0.001 indicates a highly significant improvement in accuracy.

Consistency: The t-value of 4.87 with 29 degrees of freedom and a p-value of less than 0.001 indicates a significant improvement in consistency.

Efficiency: The t-value of 3.95 with 29 degrees of freedom and a p-value of less than 0.01 indicates a significant improvement in efficiency.

An ANOVA test was performed to compare the performance between the experimental and control groups. The analysis showed a significant difference in translation accuracy ($F(1, 58) = 24.35$, $p < 0.001$), consistency ($F(1, 58) = 21.49$, $p < 0.001$), and efficiency ($F(1, 58) = 17.76$, $p < 0.01$) between the two groups, indicating that the integration of CAT tools had a substantial positive impact on the students' performance.

Table 3. ANOVA Results

Metric	F-value	Degrees of Freedom	p-value
Accuracy	24.35	1,58	< 0.001
Consistency	21.49	1,58	< 0.001
Efficiency	17.76	1,58	< 0.01

Accuracy: The F-value of 24.35 with 1 and 58 degrees of freedom and a p-value of less than 0.001 indicates a significant difference in accuracy between the experimental and control groups.

Consistency: The F-value of 21.49 with 1 and 58 degrees of freedom and a p-value of less than 0.001 indicates a significant difference in consistency between the groups.

Efficiency: The F-value of 17.76 with 1 and 58 degrees of freedom and a p-value of less than 0.01 indicates a significant difference in efficiency between the groups.

Surveys administered to both students and instructors provided additional quantitative data. Students reported high levels of satisfaction with the use of CAT tools, with 85% agreeing that these tools made the translation process more manageable and enjoyable. Instructors also observed a positive shift in student engagement and participation, noting that the technology encouraged more interactive and collaborative learning environments. Furthermore, 90% of the students felt more prepared for professional translation work after using CAT tools in their coursework.

The qualitative analysis involved semi-structured interviews and focus groups. Students expressed that CAT tools enhanced their understanding of translation processes, particularly in managing terminology and ensuring consistency. Many students highlighted the benefits of Translation Memory (TM), which allowed them to reuse previously translated segments, thereby saving time and maintaining coherence across their translations. Terminology Management was also praised for helping them standardize technical terms and avoid inconsistencies.

Instructors provided valuable insights into the pedagogical implications of integrating CAT technology. They noted that while there was an initial learning curve for both students and educators, the long-term benefits outweighed the challenges. Instructors observed that students became more autonomous in their learning, utilizing CAT tools to explore different translation strategies and solutions. The collaborative features of CAT tools also facilitated peer review and group projects, fostering a more dynamic and supportive learning environment.

The following chart visually represents the improvement in translation accuracy, consistency, and efficiency for both the experimental and control groups.

Fig. 1 The Improvement in Translation Accuracy, Consistency, and Efficiency for Both the Experimental and Control Groups

However, some challenges were also identified. Both students and instructors mentioned the need for adequate training and support to effectively use CAT tools. Technical issues, such as software compatibility and occasional glitches, were also reported. Despite these challenges, the overall feedback was overwhelmingly positive, with participants emphasizing the importance of incorporating CAT technology into translation curricula to better prepare students for the demands of the modern translation industry.

In summary, the research results demonstrate that the integration of CAT technology in translation teaching significantly enhances students' translation performance and engagement. The positive outcomes, supported by both descriptive and inferential statistical analyses, suggest that CAT tools are valuable assets in modernizing translation education and aligning it with industry standards. The findings support the need for ongoing investment in technology and training to ensure that both students and educators can fully benefit from these advancements.

Discussion

The findings from this study indicate that the integration of Computer-Assisted Translation (CAT) technology into translation education significantly enhances students' translation performance and engagement. These results align with the growing body of research advocating for the modernization of translation curricula to include technological tools that reflect industry standards.

To ensure the successful integration of CAT technology in translation training, several key activities and conditions must be met. First, instructors should undergo targeted professional development focusing on the practical use of CAT tools in classroom settings. Training workshops should cover key features such as translation memory, terminology management, and project coordination.

Recommended software includes SDL Trados Studio, MemoQ, and Wordfast, as these are widely used in the industry and offer user-friendly interfaces suitable for educational settings. The institution should provide access to licensed versions of these tools and ensure compatibility with institutional hardware.

Instructors also need pedagogical support to design course content that incorporates CAT tools meaningfully. This includes integrating real-world translation tasks, collaborative assignments, and continuous feedback using CAT platforms. Adequate technical support should also be available to address potential software issues during instruction. These conditions are essential for creating a learning environment that

mirrors professional translation workflows and prepares students effectively for industry demands.

The quantitative analysis demonstrated notable improvements in translation accuracy, consistency, and efficiency among students who utilized CAT tools. Specifically, the experimental group showed a 25% increase in accuracy, a 30% improvement in consistency, and a 20% enhancement in efficiency. These findings are corroborated by significant t-test and ANOVA results, confirming that the observed improvements were not due to chance but were a direct result of the CAT tool integration.

The integration of CAT tools had a clear and measurable impact on students' translation performance. The use of tools such as translation memory and terminology management significantly enhanced translation quality, as evidenced by a 25% increase in accuracy. Uniformity improved by 30%, reflecting consistent terminology usage across texts. Efficiency also improved by 20%, indicating that students could complete translation tasks faster without sacrificing quality.

Beyond technical performance, students' interest and engagement in the translation process increased. Survey results revealed that 85% of students found translation more enjoyable and manageable with CAT tools. The interactive features of CAT platforms, such as segment reuse and term suggestions, contributed to a more dynamic and motivating learning experience. These outcomes demonstrate that the integrated use of CAT tools not only enhances technical competence but also positively influences students' attitudes toward translation.

Comparatively, previous studies have reported similar benefits of CAT tools in translation education. For instance, Bowker (2002) found that translation memory systems significantly improved translation quality and consistency, echoing the current study's results. Similarly, O'Brien (2012) highlighted that CAT tools enhance efficiency by automating repetitive tasks, which aligns with the 20% improvement in efficiency observed in this study.

Moreover, the positive feedback from students and instructors regarding the use of CAT tools is consistent with prior research. A study by Karamanis et al. (2011) reported high levels of student satisfaction with CAT tools, particularly in terms of making the translation process more manageable and engaging. In this study, 85% of students agreed that CAT tools made translation more enjoyable, and 90% felt more prepared for professional work, indicating that these tools effectively bridge the gap between academic training and industry demands.

However, this study also identified challenges related to the initial learning curve and technical issues, which have been noted in previous research as well. Bowker and Fisher (2010) discussed the necessity of adequate training and support for both students and educators to maximize the benefits of CAT tools. The current study

reinforces this need, as participants emphasized the importance of ongoing training and technical support to address compatibility issues and software glitches.

The qualitative findings highlighted that CAT tools not only improve translation performance but also promote a more autonomous and collaborative learning environment. Students appreciated the ability to reuse previously translated segments through Translation Memory and to standardize technical terms with Terminology Management. These features are essential for maintaining consistency and accuracy in professional translation work. Instructors observed that these tools facilitated peer review and group projects, fostering a supportive and interactive classroom dynamic. This is in line with previous studies by Kenny (2011), which found that collaborative features of CAT tools enhance the learning experience and prepare students for real-world translation tasks.

Despite the clear benefits, the study acknowledges the challenges of integrating CAT tools into educational programs. The initial learning curve and technical issues must be addressed through comprehensive training programs and robust technical support. Educational institutions need to invest in both software and training to ensure that students and educators can fully leverage the advantages of CAT technology.

The implementation of CAT technology significantly influenced students' satisfaction with the translation process and their readiness for professional work. Qualitative data from interviews and focus groups revealed that students felt more confident and independent when using CAT tools. Specifically, 90% of participants reported feeling better prepared to enter the translation industry after completing CAT-based coursework.

Features such as Translation Memory and Terminology Management allowed students to simulate real-world translation tasks, fostering a stronger connection between classroom learning and professional expectations. The collaborative and structured environment provided by CAT tools also enhanced students' satisfaction, as they experienced more control over their workflow and clearer progress in their skill development. These findings suggest that CAT integration not only improves competence but also bridges the gap between academic training and the demands of the modern translation industry.

Conclusion and Implication

This study aimed to explore the impact of integrating Computer-Assisted Translation (CAT) technology into translation education. The findings reveal that the use of CAT tools significantly enhances students' translation performance, specifically in terms of accuracy, consistency, and efficiency. Quantitative analyses, including t-tests and ANOVA, confirmed that these improvements were statistically significant.

Additionally, both students and instructors reported high levels of satisfaction with CAT tools, emphasizing their positive influence on the translation learning process.

The qualitative analysis highlighted the benefits of CAT tools in promoting autonomous learning and collaborative classroom environments. However, challenges such as the initial learning curve and technical issues were noted, underscoring the need for adequate training and support. Overall, the study supports the integration of CAT technology into translation curricula to better prepare students for professional translation work.

The implications of this study are multifaceted, addressing both educational practices and industry standards. Firstly, the significant improvements in translation performance suggest that educational institutions should consider incorporating CAT tools into their translation programs. Doing so can enhance the quality of education and better align it with industry requirements, ensuring that graduates are well-equipped for professional work.

Instructors should receive comprehensive training on how to effectively integrate CAT tools into their teaching methodologies. This includes understanding the functionalities of various CAT tools, troubleshooting common issues, and leveraging these tools to facilitate interactive and collaborative learning experiences. Training programs and workshops can be developed to support instructors and students in overcoming the initial learning curve associated with CAT technology.

Furthermore, educational institutions should invest in the necessary technological infrastructure to support the use of CAT tools. This includes ensuring compatibility of software, providing access to up-to-date tools, and maintaining technical support services to address any issues that arise.

The positive feedback from students regarding their preparedness for professional translation work highlights the role of CAT tools in bridging the gap between academic training and industry practice. Employers in the translation industry can expect a more skilled and efficient workforce as graduates who have been trained with CAT tools enter the job market. This alignment between education and industry standards can enhance the overall quality and consistency of translation services.

Finally, ongoing research is essential to keep pace with technological advancements in translation tools. Future studies should continue to evaluate the effectiveness of new CAT features and tools, exploring how they can be integrated into educational programs to further improve translation training. By staying at the forefront of technological developments, educational institutions can ensure that their programs remain relevant and effective in preparing students for the dynamic field of translation.

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DIGITAL LINGUISTICS: ANALYSIS AND TRANSLATION PROCESSES THROUGH ARTIFICIAL INTELLIGENCE

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Abstract. This article examines how Artificial Intelligence (AI) is transforming digital linguistics, with particular focus on language analysis and translation processes. It explores how AI-driven tools are increasingly used in linguistic research, corpus analysis, and real-time language processing. It traces developments from early rule-based systems to contemporary neural machine translation, identifying key breakthroughs such as statistical models, deep learning architectures, and transformer-based technologies, while also addressing persistent challenges including contextual ambiguity, idiomatic expression translation, and low-resource language limitations. The research highlights the crucial relationship between human expertise and AI capabilities, emphasizing the importance of human oversight in training, validating, and interpreting AI systems.

Keywords: Artificial Intelligence, digital linguistics, neural machine translation, deep learning, language analysis, ethics, multilingualism

Introduction. The convergence of linguistics and artificial intelligence has fundamentally altered our approach to language processing in recent decades. The emerging field of digital linguistics—where computational techniques meet traditional linguistic analysis—has witnessed remarkable expansion as AI technologies continue to advance. Today's computational systems can not only translate between languages but also parse syntactic structures and interpret semantic nuances at levels approaching human capability [Bender & Koller, 2020, p. 54- 67] This shift represents more than just technological progress—it marks a profound reconceptualization of language understanding and processing. Contemporary linguistic tools powered by AI process countless language samples each day, facilitating communication across diverse linguistic and cultural divides. This paper examines the historical progression of AI applications in linguistics, their current implementation in translation and language analysis, and the various ethical and practical issues arising in our increasingly digital linguistic landscape.

Evolution of AI in Linguistics Rule-Based Systems

In the mid-20th century, machine translation relied heavily on rule-based models that used manually crafted grammatical rules and dictionaries. The Georgetown-IBM experiment of 1954 represented one of the earliest attempts at automated Russian-to-

English translation, using just 250 words and 6 grammar rules [Hutchins, 2004, p. 102] These early systems operated on three fundamental principles:

- Morphological analysis: Breaking words into their component parts
- Syntactic parsing: Analyzing sentence structure according to grammatical rules
- Semantic interpretation: Assigning meaning based on dictionaries and rule sets.

While groundbreaking for their time, rule-based systems struggled with idiomatic expressions, polysemy, and context awareness. The complexity of natural language proved challenging, as exceptions to grammatical rules required constant manual updating of the system.

Statistical Machine Translation (SMT). The 1990s saw a paradigm shift toward statistical methods, particularly after IBM's development of the Candide system. This approach marked a departure from linguistic rules to probabilistic models. SMT treated translation as a statistical inference problem, using large bilingual corpora to calculate the probability of one word or phrase being the translation of another [Brown et al., 1993, pp. 263-280]. Key advantages of SMT included:

- Greater flexibility in handling natural language variations
- Reduced need for linguistic expertise in system design
- Automatic learning from existing translations
- Ability to generate multiple translation candidates

Despite these improvements, SMT systems still faced limitations in capturing long-range dependencies in sentences and maintaining consistency across lengthy passages. The statistical approach improved flexibility but often lacked deep contextual understanding and produced grammatically inconsistent translations.

Neural Machine Translation (NMT). A major paradigm shift occurred with the rise of deep learning and neural networks in the 2010s. Google's introduction of NMT models in 2016, particularly based on the Transformer architecture [Vaswani et al., 2017, pp. 598-608] enabled translation models to learn contextual dependencies and generate more fluent translations. Neural approaches revolutionized machine translation through:

- End-to-end learning: Eliminating the need for separate components for analysis, transfer, and generation
- Contextual understanding: Capturing relationships between words regardless of their distance in text
- Representational learning: Automatically discovering features and patterns in language data

The improvement in translation quality was so significant that some NMT systems began approaching human-level performance for certain language pairs and domains.

This advance has been particularly impactful for languages with complex morphology or word order patterns that traditional systems struggled to handle.

Core Technologies in Digital Linguistics Transformer Architecture. The Transformer model, introduced in 2017, revolutionized natural language processing by allowing attention mechanisms that process input data in parallel. Unlike previous recurrent neural networks that processed text sequentially, Transformers use self-attention mechanisms to weigh the importance of different words in a sentence simultaneously [Devlin et al., 2019, pp. 4171-4186] This architectural innovation brought several advantages:

1. Parallelization: Dramatically improved training speed by processing all words simultaneously
2. Long-range dependencies: Better capture of relationships between distant words in text
3. Positional encoding: Maintaining word order information without sequential processing

The impact of Transformer architecture extended beyond translation to virtually all NLP tasks, forming the foundation for models like BERT, GPT, and T5 that have defined the current era of AI linguistics.

Modern digital linguistics relies heavily on pretrained language models that learn general language representations from massive text datasets before being fine-tuned for specific applications. These models have fundamentally changed how AI systems understand language:

BERT (Bidirectional Encoder Representations from Transformers): Pioneered bidirectional context understanding by considering words both before and after a target word

GPT (Generative Pretrained Transformer): Excels at text generation by predicting subsequent words based on previous context

T5 (Text-to-Text Transfer Transformer): Frames all NLP tasks as text-to-text problems, creating a unified approach to diverse linguistic challenges

These models contain billions of parameters and are trained on diverse textual data, enabling them to capture nuanced language patterns and transfer this knowledge across multiple languages and tasks [Raffel et al., 2020, pp. 32-46] Multimodal Language Processing

Recent advances have extended beyond text to incorporate multiple modalities, combining linguistic analysis with visual, audio, and other sensory inputs. This development recognizes that human language understanding often relies on contextual cues from our environment:

1. Visual-linguistic models: Connect language with images for tasks like image captioning and visual question answering

2. Speech-text integration: Combine speech recognition with language understanding for more natural interfaces
3. Cross-modal translation: Convert information between modalities, such as generating descriptions of visual scenes
These multimodal systems represent a significant step toward more human-like language processing that integrates different types of sensory information [Lu et al., 2019, pp. 13-24]

Real-time translation tools like Google Translate and DeepL have integrated NMT to provide near-human translation accuracy. These tools are increasingly used in education, international communication, and diplomacy, handling over 100 billion words daily across more than 100 languages [Way, 2018, pp. 159-172] Modern translation systems now offer:

1. Conversation-level translation: Maintaining context across multiple exchanges
2. Document translation: Preserving formatting and structure while translating content
3. Augmented reality translation: Instantly translating text seen through camera interfaces
4. Speech-to-speech translation: Converting spoken language to another language with minimal delay
These capabilities have transformed global communication, though challenges remain in handling specialized terminology, cultural references, and highly contextual language.

Corpus-Based Linguistic Analysis. AI models are increasingly used by linguists to analyze large corpora, identifying trends in language use, detecting grammatical patterns, and contributing to dialectology, lexicography, and historical linguistics. Applications include:

Diachronic language analysis: Tracing changes in word usage and meaning over time

Sociolinguistic pattern recognition: Identifying variations in language use across different demographics

Computational lexicography: Supporting dictionary development through automated analysis of word usage and collocations

Corpus linguistics: Analyzing patterns and structures across massive collections of text

These tools allow linguists to discover patterns that would be impossible to detect through manual analysis, opening new avenues for understanding language evolution and variation [McEnery, T., & Hardie, A. 2011].

Low-Resource Language Processing. AI research increasingly focuses on improving translation quality for low-resource languages—those with limited digital texts available for training. This area has significant cultural and social importance, as

technological language divides can reinforce existing inequalities. Innovative approaches include:

Transfer learning: Applying knowledge from high-resource languages to low-resource ones

Zero-shot translation: Translating between language pairs never seen during training

Multilingual modeling: Training a single model on many languages to leverage cross-linguistic patterns

Data augmentation techniques: Artificially expanding limited datasets through generation of synthetic examples

These methods are helping to democratize language technology access, though significant challenges remain in achieving parity across the world's estimated 7,000+ languages [Blodgett, S. L., Barocas, S., Daume III, H., & Wallach, H. 2020].

Computational Dialectology and Sociolinguistics. AI systems now analyze regional and social language variations at unprecedented scales, supporting dialectological and sociolinguistic research. These tools can:

- Map dialect boundaries based on linguistic features extracted from social media and other digital sources
- Track the spread of linguistic innovations across communities
- Identify correlations between language variation and social factors
- Document endangered dialects and language varieties

This application area demonstrates how AI technologies can contribute to preserving linguistic diversity while providing insights into social dynamics reflected in language use.

AI systems often inherit biases from the datasets they are trained on. Linguistic bias can perpetuate stereotypes or misrepresent dialects and minority languages. Research has documented systematic biases related to gender, ethnicity, religion, and other social categories embedded in widely used NLP systems[Zoph, B., Yuret, D., May, J., & Knight, K. 2016].

Critical concerns include:

- Representational harm: Reinforcing negative stereotypes through biased language associations
- Allocational harm: Creating disadvantages when AI systems mediate access to resources or opportunities
- Linguistic prejudice: Mischaracterizing or devaluing non-standard language varieties
- Exclusionary effects: Providing lower quality service for speakers of minoritized languages or dialects
- Addressing these issues requires diverse training data, explicit bias mitigation

strategies, and inclusive development teams.

Conclusion. AI has fundamentally reshaped the field of digital linguistics by improving the speed, scale, and sophistication of language processing. The evolution from rule-based systems to neural approaches has dramatically expanded the capabilities and applications of computational linguistics, enabling more natural human-computer interaction and communication across linguistic boundaries. While technology continues to evolve, the human element—critical thinking, cultural knowledge, and ethical judgment—remains irreplaceable. The most successful applications of AI in linguistics acknowledge both the power of computational methods and their limitations, particularly regarding cultural nuance, ethical considerations, and the social dimensions of language.

A future built on collaboration between linguists and AI promises more inclusive and accurate language technologies, potentially preserving linguistic diversity while expanding access to information across language barriers. As we advance, maintaining this balance—harnessing AI's analytical power while respecting human linguistic creativity and cultural knowledge—will be essential to realizing the full potential of digital linguistics.

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ИННОВАЦИОННЫЕ МЕТОДЫ ИЗУЧЕНИЯ АНГЛИЙСКОГО ЯЗЫКА В ЦИФРОВОЙ ЭПОХУ

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Аннотация: В данной статье рассматриваются инновационные подходы к изучению английского языка в условиях цифровой эпохи. Технологический прогресс повлиял на методы преподавания и освоения языка, предложив новые возможности и вызовы. В работе анализируются цифровые инструменты и методики, повышающие вовлечённость учащихся, их мотивацию и эффективность усвоения языка. Отмечаются и проблемы, такие как цифровая грамотность, доступ к технологиям и поверхностное усвоение материала. Подчёркивается важность стратегического использования цифровых ресурсов для получения максимальной образовательной отдачи.

Ключевые слова:
цифровое обучение, инновационное преподавание, образовательные технологии, изучение языка, английский как иностранный, смешанное обучение, мобильное обучение, геймификация.

Современные изменения в системе образования значительно трансформировали процесс преподавания английского языка как иностранного. Благодаря активному внедрению цифровых платформ, мобильных технологий и онлайн-инструментов, обучение стало более интерактивным, ориентированным на учащихся и гибким. Новые подходы способствуют развитию всех языковых навыков: чтения, письма, аудирования и говорения — через персонализированные и адаптивные модели обучения.

Одним из наиболее заметных достижений стало использование образовательных платформ (LMS), таких как Moodle, Google Classroom и Edmodo. Они позволяют преподавателям размещать учебный материал, проверять задания и поддерживать связь со студентами вне занятий. Использование мультимедийных ресурсов — видео, подкастов, интерактивных тестов — делает процесс обучения более интересным и эффективным. Например, видеоуроки по грамматике с встроенными заданиями позволяют быстро применять полученные знания и получать обратную связь, способствуя самостоятельному обучению.

Геймификация активно используется для повышения мотивации учащихся. Приложения вроде Kahoot, Quizizz и Wordwall превращают традиционные упражнения в увлекательную игру, вызывая у студентов интерес и соревновательный дух. Однако важно, чтобы игровая форма не отвлекала от основного содержания и способствовала достижению образовательных целей.

Мобильные технологии расширили возможности изучения языка вне учебной аудитории. Такие приложения, как Duolingo, Memrise и HelloTalk, предлагают краткие уроки, систему повторений и практику реального общения. Эти ресурсы позволяют учиться в любое время и в любом месте, обеспечивая гибкость и индивидуальный подход.

Смешанное обучение — это эффективное сочетание традиционного и цифрового форматов. Например, теория объясняется в классе, а практические задания выполняются онлайн. Это даёт возможность сосредоточиться на коммуникативных упражнениях и развивать критическое мышление.

Технологии виртуальной и дополненной реальности (VR и AR) находят применение в языковой практике. Такие платформы, как Mondly VR и ImmerseMe, создают виртуальную среду для взаимодействия на английском языке. Сценарии, имитирующие реальные ситуации — бронирование отеля, собеседование — помогают преодолеть языковой барьер и повысить уверенность в общении.

Цифровое сторителлинг (создание историй с использованием мультимедиа) развивает творческое мышление и языковую компетенцию. Сервисы вроде Storybird и Adobe Spark помогают учащимся формировать связные тексты, обогащая словарный запас и улучшая письменную речь.

Искусственный интеллект (ИИ) также находит широкое применение. Программы, такие как Grammarly, ELSA Speak и ChatGPT, помогают в исправлении грамматических ошибок, постановке произношения и ведении диалогов. Эти инструменты адаптируются под уровень студента, снижая нагрузку на преподавателя и повышая эффективность обучения.

Тем не менее, внедрение цифровых технологий сопровождается рядом трудностей. Во-первых, существует проблема неравного доступа к интернету и современным устройствам. В таких случаях стоит использовать мобильные приложения с возможностью офлайн-доступа. Во-вторых, не все учащиеся и

педагоги обладают необходимыми навыками цифровой грамотности. Поэтому важно организовать обучение и повышение квалификации преподавателей.

Есть и риск поверхностного усвоения материала. Краткие и быстрые задания не всегда способствуют глубокому пониманию. Чтобы этого избежать, цифровые методы следует дополнять аналитическими задачами, проектами и обсуждениями.

Кроме того, чрезмерная цифровизация может повлиять на социальный аспект изучения языка. Живое общение, межличностное взаимодействие и культурная эмпатия остаются важными составляющими языковой среды. Поэтому важно сочетать онлайн-обучение с реальными коммуникативными практиками.

Для эффективного применения инновационных методов необходимо придерживаться следующих принципов: • Технологии должны дополнять, а не заменять педагогику; • Учебный процесс должен учитывать индивидуальные особенности учащихся; • Обратная связь и оценка должны быть оперативными и конструктивными; • Цифровые подходы следует интегрировать со стандартными методами.

Таким образом, цифровая эпоха предоставляет уникальные возможности для изучения английского языка. Грамотно подобранные технологии делают процесс более интересным и доступным. Главное — соблюдать баланс между инновациями и традициями, обеспечивая качественное и результативное обучение.

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GAMIFICATION IN LANGUAGE LEARNING: EFFECTS OF DIGITAL PLATFORMS ON VOCABULARY RETENTION

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Abstract

Gamification is increasingly recognized as an effective approach to language learning, particularly in enhancing vocabulary acquisition. Digital platforms like Duolingo, Wordwall, and Quizlet engage learners through mechanisms such as points, milestones, badges, timers, and interactive exercises. These features contribute to a more captivating and continuous learning experience. This article explores the impact of these platforms on various factors, including memory, motivation, and self-regulation. It also contrasts these methods with traditional approaches, addresses implementation challenges, and illustrates the practical advantages of gamification in real educational settings.

Keywords: *Gamification, language learning, vocabulary acquisition, digital platforms, Duolingo, Wordwall, Quizlet, learner engagement, memory retention, motivation, self-regulation, traditional methods, educational technology, interactive learning, classroom application.*

Gamified applications have significantly transformed the way language learners interact with educational platforms. These applications enhance engagement by integrating game-like features such as points, challenges, and visual rewards into the learning process. The objective is to create a more enjoyable experience that motivates students to practice more frequently, leading to better vocabulary retention and language proficiency. Traditional language learning methods often rely heavily on rote memorization, such as memorizing vocabulary lists or using flashcards, which can become discouraging over time. Gamified platforms aim to address these shortcomings by offering dynamic and motivating learning experiences. The implementation of gamification in educational contexts is supported by various learning and motivational theories. One such theory is self-determination theory, which suggests that individuals are more inclined to learn when they experience a degree of autonomy and feel competent and connected. Features like choices, progress tracking, and community engagement effectively cater to these needs, which gamification significantly incorporates. Another essential principle is spaced repetition, widely utilized in vocabulary learning through games, where learners review terms at strategically timed intervals. This technique is crucial for embedding language skills in a lasting manner. Research has indicated that gamification can

significantly enhance vocabulary retention. For instance, a study by Arif (2022) examined the effects of gamified platforms on English vocabulary acquisition and found that learners using these tools exhibited superior retention compared to those relying on traditional methods. Elements such as the interactive nature of the platforms, immediate feedback, and visual reinforcement contributed positively to their outcomes. The findings highlighted that gamification not only facilitated word recall but also boosted student interest and motivation in the learning process.

Osadhi (2024) focused on Gimkit, a platform that employs quizzes and competitive games for vocabulary practice. Research showed that participants using the gamified platform achieved higher scores in vocabulary assessments than those who utilized conventional classroom methods. Students reported that game-based learning heightened their eagerness to learn, leading to more frequent engagement in studying. Additionally, the study noted how the challenges and competitive aspects built into the program positively influenced student motivation and exposure to new vocabulary.In Vietnam, Pham (2022) investigated the utilization of gamified tools at Hanoi University of Science and Technology, finding that students held favorable attitudes towards using game-based learning applications for vocabulary study. The research revealed that learners who engaged with gamified tools demonstrated improved vocabulary acquisition and felt more confident in their ability to use new words in communication. A significant advantage noted was the increased frequency of practice; as gamified applications are more enjoyable, students are more inclined to use them regularly, promoting long-term retention.

Gamified digital platforms also facilitate immediate feedback, which is vital for correcting errors and reinforcing correct responses. In traditional classroom settings, learners may not receive feedback until much later after making mistakes. In contrast, gamified platforms provide instant corrections, allowing learners to grasp their errors and enhance their understanding. This feedback loop supports deeper learning and minimizes the likelihood of repeating mistakes.As technology advances, educational styles and methodologies have evolved as well. However, there are mixed opinions regarding gamification due to certain drawbacks. One potential issue is the excessive reliance on extrinsic rewards, which may lead learners to focus on external incentives rather than the actual learning objectives. According to Mogavi et al., “Over-gaming can lead to learning underachievement and motivation issues,” indicating that excessive enjoyment may hinder progress. Their study pointed out that language learning applications often provide excessive extrinsic motivators, suggesting that learners frequently engage with the app merely to maintain a daily streak instead of actively learning new vocabulary.

Moreover, students exhibit varied responses to gamified learning. While competition-based incentives may motivate some learners, they might disengage others. This disparity is particularly pronounced across different age groups and personality types. For example, older students may prefer a structured and serious curriculum, while younger learners often benefit from a more interactive approach. Gamified

educational tools also offer greater flexibility, allowing for personalization. However, poorly designed learning tools can lead to cognitive overload when too many students are directed toward a single goal.Finding an effective balance between engaging game elements and educational objectives is crucial. If a platform emphasizes speed or competition excessively, students may prioritize quick answers over meaningful learning. Despite the numerous challenges associated with technology in language education, it is clear that, when implemented correctly, gamification represents a valuable asset in language learning. This is particularly relevant for vocabulary acquisition, which necessitates frequent practice and active recall.

Gamification's ability to provide positive feedback enhances retention and encourages deeper engagement with the material. Language educators and program developers should integrate gamified platforms into their teaching, motivating students to improve their vocabulary skills and overall learning outcomes. Ultimately, it can be concluded that gamification significantly enhances vocabulary retention in language learning contexts. The incorporation of gaming elements into learners' devices serves as a powerful motivator, resulting in increased rates of new word acquisition over time. While concerns regarding dependency on external rewards, varying learner levels, and holistic designs exist, these can be addressed through careful planning with a learner-centered approach. It is evident that technological advancements will further embed gamification within the educational landscape, where considerable interest lies for both learners and instructors focused on facilitating effective vocabulary and language learning.

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IMPROVING UZBEK MACHINE TRANSLATION THROUGH PARALLEL CORPORA: CHALLENGES AND SOLUTIONS

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Annotation*: The thesis explores the significance of parallel corpora in modern translation studies, focusing on their crucial role in improving machine translation systems, specifically in the context of the Uzbek language. Parallel corpora, which consist of texts in multiple languages aligned at the sentence or paragraph level, are essential for training neural network-based translation systems. The paper outlines the main challenges in creating high-quality parallel corpora, particularly for underrepresented languages like Uzbek. These challenges include limited available resources, contextual mismatching, errors in segmentation and alignment, and copyright issues. The thesis discusses several solutions to these problems, such as building open-access databases, leveraging machine translation systems, using modern alignment tools, and engaging in crowdsourcing efforts. Additionally, it emphasizes the future potential of parallel corpora in advancing translation quality, supporting linguistic research, and promoting the global recognition of the Uzbek language. Ultimately, the paper argues that parallel corpora are not just a scientific resource but a technological tool, bridging the gap between human translators and machine translation systems.*

Key Words*: Corpus, corpus linguistics, parallel corpus, translation corpus, comparable corpus, segmentation, machine translation*

In modern translation studies, parallel corpora are recognized as one of the key methodological foundations. A parallel corpus is a collection of texts written in two or more languages, with corresponding segments (sentences or paragraphs) aligned to each other. These corpora not only enhance the quality and accuracy of translations but also serve as a crucial tool in automating the translation process. Specifically, they form the core dataset for training neural network-based machine translation systems. For instance, international parallel corpora such as Europarl, the UN Corpus, or Tatoeba now contain millions of segments across hundreds of language pairs and contribute significantly to improving the quality of machine translation algorithms.[1] Using parallel corpora, linguistic features, translation equivalents, cultural differences, and grammatical structure variations are analyzed in depth. These corpora are invaluable for identifying subtle aspects like translation style, synonymous variants, and contextual appropriateness. Moreover, they provide

[1] Koehn, P. *Europarl: A Parallel Corpus for Statistical Machine Translation*. MT Summit X.2005

a scientific basis for demonstrating the variability of translation styles. However, the process of creating such corpora comes with several challenges. First and foremost, gathering high-quality translation resources—especially for underrepresented languages—remains a critical issue. Dividing translation texts into appropriate segments, aligning them accurately into pairs, and performing automatic alignment can often lead to errors. To address these challenges, statistical and neural aligners, the use of metadata, and intellectual filters that take into account both the translators and the context of the text are recommended solutions. For this reason, parallel corpora serve not just as an aid, but also as a mediator in the translation field—acting as a bridge between translators and translation tools (such as machine translation and CAT tools). This role makes them a central element in modern translation technologies.[2]

The initial stage of working with parallel corpora is gathering appropriate translation sources and organizing them in a clear structure. This process is a key factor that directly influences the quality of the translation. One of the major challenges, especially for Uzbek, is the limited availability or complete lack of high-quality parallel texts. There are very few parallel corpora for language pairs involving Uzbek—particularly for English-Uzbek, Russian-Uzbek, or Tajik-Uzbek—making them insufficient for scientific and practical research purposes.

Another issue encountered when collecting translation texts is contextual mismatching, where a text in one language does not fully align with the text in another language. In such cases, automatic segmentation and alignment tools (such as hunAlign, Bleualign, or more recent GPT-based matching models) may sometimes generate incorrect segments. Additionally, copyright concerns, text accessibility, and usage restrictions also pose barriers when gathering translation sources.[3]

Several approaches exist to address these challenges. One common solution is creating parallel corpora based on open-source materials such as government documents, UN texts, European Union reports, or bilingual archives from media outlets. Another method gaining traction is expanding parallel text databases through crowdsourcing, with voluntary translators contributing. In some cases, semi-automatic parallel corpora are created by comparing the initial outputs of machine translation tools with human translations.[4]

[2] Tiedemann, J. Parallel Data, Tools and Interfaces in OPUS. In LREC.2012.

[3] Resnik, P., & Smith, N. A. *The web as a parallel corpus*. Computational Linguistics.2003.

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Parallel corpora offer unmatched potential as the foundation for machine translation. Models trained on these corpora can more accurately learn the grammatical, lexical, and stylistic features of a language, improving their understanding of context in translation and reducing the issue of "ambiguous translations." In particular, neural machine translation systems (like Google Translate or DeepL) achieve high accuracy by learning from large volumes of parallel texts.[5] Thus, parallel corpora are not just a scientific resource for improving translation quality, but also a technological tool for automating translation. They serve as a bridge in the translation world, advancing collaboration between humans and machines to a new level.

Solutions to the Challenges

Several solutions are proposed to address the main challenges in creating parallel corpora. First, it's essential to build an open-access and high-quality text database for the Uzbek language. This could involve collaborating with international organizations to use official documents, scholarly articles, and other linguistic resources. For example, popular parallel corpora like Europarl or the UN Corpus should also be adapted to include Uzbek.

A second solution is to use machine translation tools to automatically segment and align parallel texts. Today, machine translation systems—especially those based on neural networks—are showing excellent results. These systems can automatically analyze Uzbek texts and help produce high-quality translations.

Additionally, using modern alignment tools (such as hunAlign) to correctly organize and align the texts is highly effective. These tools can help ensure the texts are properly segmented and aligned. Furthermore, engaging more Uzbek translators and users through a crowdsourcing approach will help expand the parallel text database. This collaborative effort can significantly contribute to creating a more robust and diverse parallel corpus for Uzbek.

In conclusion, parallel corpora play a crucial role in the development of translation systems, scientific research, and machine translation systems in Uzbek linguistics. The main challenges in creating parallel corpora for the Uzbek language include the lack of high-quality texts, the failure to account for contextual and cultural differences, and the shortage of metadata. However, with the help of modern technologies and approaches, these issues can be addressed. The development of parallel corpora will enable greater global recognition of the Uzbek language and provide opportunities for its effective use in translation systems. The future of parallel

[5] Och, F. J., & Ney, H. *A systematic comparison of various statistical alignment models*. Computational Linguistics.2003.

corpora in Uzbek linguistics is very promising. They not only enhance the effectiveness of translation systems but are also crucial for studying the grammatical, semantic, and stylistic features of the language. With parallel corpora, new scientific research, lexicographical works, and approaches to language preservation can be developed for Uzbek. Moreover, to further strengthen the role of parallel corpora in machine translation systems, it is essential to expand the existing database of Uzbek texts. This will not only improve the quality of translations but is also vital for increasing the global recognition of the Uzbek language.

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THE ROLE OF TECHNOLOGY IN ENGLISH LANGUAGE LEARNING

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Abstract

This article examines the transformative role of technology in English language learning and teaching. With the rise of digital platforms, mobile applications, artificial intelligence (AI), and virtual communication tools, language learners and educators

now have access to diverse resources that can enhance learning quality and engagement. The article explores the pedagogical benefits of technology—including personalization, accessibility, interactivity, and motivation—while also addressing key challenges such as the digital divide, technological dependency, and the need for digital literacy among educators and students. Through a critical review of current trends and tools, the article highlights the importance of integrating technological innovations with sound educational practices to foster effective and equitable English language acquisition.

Key words: English language learning, digital education, educational technology, mobile learning, AI in education, online platforms, blended learning

Introduction

In recent decades, technology has emerged as a vital component in the evolution of education. English language learning, in particular, has experienced profound changes due to the integration of digital tools and platforms. As English continues to function as the global language of business, science, and communication, effective English instruction has become a priority in educational policy and practice throughout the world.

Traditional language classrooms are increasingly being supplemented—or even replaced—by technological environments that allow learners to study at their own pace, receive immediate feedback, and engage in meaningful communication beyond geographical boundaries. This shift has led to the development of new methodologies such as mobile-assisted language learning (MALL), computer-assisted language learning (CALL), and blended learning models (Stockwell, 2012).

This article aims to analyze the pedagogical potential and challenges of using technology in English language learning, while highlighting best practices and future prospects.

Main section

First of all, technology removes barriers related to time and location and as a result, learners can now access lessons, exercises, and authentic materials 24/7 through their smartphones, tablets, or laptops. Online platforms such as Coursera, BBC Learning English offer structured courses and modules for learners at different proficiency levels. This accessibility is especially beneficial for students in remote or underserved areas who may not have access to traditional classroom instruction (Godwin-Jones, 2011).

In addition to this, one of the most significant advantages of educational technology is its ability to adjust content to individual learners. Platforms like Duolingo and Memrise use algorithms and AI to assess learner performance and adjust the difficulty of exercises accordingly. This personalization helps learners focus on their weaknesses and improve at their own pace (Colpaert, 2006).

Technological tools offer interactive experiences that increase student engagement. Applications such as Kahoot, Quizlet, and Blooket transform traditional drills into competitive games that boost learner motivation. Augmented reality (AR) and virtual reality (VR) can also create immersive language experiences that simulate real-life scenarios (Li, 2017).

Moreover, technology enables access to authentic language use—podcasts, YouTube videos, news articles, and social media—all of which reflect current linguistic and cultural trends. Tools like Grammarly, Write & Improve, and speech recognition software provide immediate feedback on grammar, pronunciation, and fluency, accelerating the learning process, especially these platforms can be invaluable tool for learners who aimed to take IELTS exam as they can give detailed feedback and makes the learning process way easier.

Challenges and limitations of technology integration

It is known that, not all students have access to reliable internet or modern devices. Socioeconomic disparities create a digital divide that limits the effectiveness of technology in inclusive education. Bridging this gap requires investment in infrastructure, affordable devices, and community-based solutions (Warschauer, 2003).

Furthermore, effective integration of technology depends heavily on teachers' digital skills. Many educators lack formal training in how to use technology pedagogically, especially those who dwell on outskirts of cities. Without proper guidance, tools may be underutilized or misused, resulting in decreased learning outcomes (Hockly, 2012).

Once people get used to using phones to acquire knowledge,relying too much on technology can lead to passive learning, screen fatigue, and cognitive overload. Moreover, learners may become distracted by non-educational content that are usually pop-up ads. Therefore, it's essential to balance digital and traditional approaches and design clear learning objectives.

Strategies for effective technology use in language education

Blended learning models: Combining face-to-face instruction with online learning allows students to benefit from both human interaction and technological flexibility.

Task-based learning with tech tools: Using apps to support speaking, writing, or problem-solving tasks makes the learning process more authentic and productive.

Collaborative learning platforms: Tools like Padlet, Google Docs facilitate peer feedback and group projects, which improve communication and critical thinking.

Teacher Development Programs: Providing professional development in digital pedagogy is crucial for empowering teachers to use tools meaningfully.

The Future of Technology in English Language Learning

The future of English language learning will be increasingly shaped by advancements in artificial intelligence like ChatGPT, natural language processing, and virtual learning environments. Emerging technologies such as chatbots, intelligent tutoring systems, and immersive VR classrooms will offer learners more autonomous, interactive and engaging learning experiences.

Moreover, developments in multilingual speech recognition and real-time translation tools may reshape the nature of language instruction. However, human instructors will continue to play an essential role in fostering motivation, critical thinking, and cultural awareness—areas where machines still fall short.

Conclusion

Technology has redefined the boundaries of English language education. By making learning more accessible, engaging, and personalized, it has empowered students and teachers alike. However, successful integration requires strategic planning, digital literacy, and an understanding of learners' needs. While challenges such as inequity, teacher preparedness, and ethical concerns remain, the future holds great promise for technology-enhanced language learning. By combining technological tools with sound pedagogical frameworks, educators can foster a more inclusive, flexible, and learner-centered environment that prepares students for global communication.

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THE IMPACT OF DIGITAL TECHNOLOGIES ON LANGUAGE TEACHING AND LEARNING

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Abstract

The digital age has brought about a paradigm shift in language teaching and learning. Unlike the ancient times where the language acquisition chiefly depended upon verbal and non-verbal communication; at present it is verbatim true that if a teacher wants to be glorified by others, he should have mastery over the technological advancements, and if he wants to manifest his potential, he has to exploit digital tools in its full swing. Then only his learners get engaged towards their lessons as a result of that the teacher is honored both by the students' community and society in general. Key findings suggest that the use of digital tools can enhance language learning and it could ameliorate proficiency of learners thanks to the impact of digital technology.

Keywords

Digital technologies, language teaching, language learning, educational technology, learner autonomy, digital pedagogy.

Introduction

Indeed, the swift advancement of modern technologies has resulted into the growth of learning and one can perceive precisely that every aspect of modern life has completely transformed due to this great Impact. Language teaching and learning has witnessed a sea change when we take into account online learning platforms, virtual classrooms, language apps and artificial intelligence. Needless to say that the Covid-19 pandemic forced educators and students to adapt to remote learning and thereby we started to use apps like Microsoft Teams, Zoom, Google Meet and so on. The role of Social Media like Telegram, WhatsApp etc. are profound in communicating and organizing, scheduling classes and to send worksheet, ppt, pdf etc. materials in bulk quantity. This article explores the impact of digital Technology on Language Teaching and Learning.

Main Body

1. The Role of Digital Technologies in Language Teaching

Digital technologies have transformed traditional language classrooms into dynamic, interactive learning environments. Key roles include:

Enhancing Communication and Collaboration – Tools like Zoom, Microsoft Teams, and language exchange platforms have facilitated real-time communication between teachers and learners, breaking geographical barriers. Online forums, group chats, and collaborative writing platforms also support peer-to-peer learning and cultural exchange.

Personalization and Adaptive Learning – AI-powered tools like Duolingo and Rosetta Stone provide personalized learning experiences by adapting to individual learners' strengths and weaknesses. These platforms analyze user responses to adjust content difficulty, ensuring a tailored learning journey.

Promoting Cultural Understanding – Digital technologies expose learners to authentic cultural contexts through virtual exchanges, multimedia content, and social media interactions, enriching language learning with real-world perspectives.

2. Benefits of Digital Technologies in Language Learning

Digital tools offer several advantages, including:

Flexibility and Accessibility – Online platforms allow learners to access lessons anytime, from anywhere, overcoming the limitations of traditional classrooms. This flexibility supports learners with diverse schedules and geographic constraints.

Interactive and Immersive Experiences – Virtual reality (VR) and augmented reality (AR) applications provide immersive language experiences, placing learners in realistic scenarios that enhance vocabulary retention and pronunciation.

Data-Driven Insights for Personalized Feedback – Learning management systems (LMS) and AI-driven tools track progress and provide personalized feedback, helping educators identify areas for improvement and customize instruction accordingly.

3. Challenges of Integrating Digital Technologies

Despite the benefits, several challenges must be addressed, including:

Technical and Infrastructural Barriers – Many places still lack reliable internet access and necessary digital infrastructure, limiting the reach of technology-enhanced language learning.

Digital Divide and Accessibility Issues – Not all learners have equal access to devices and digital resources, potentially widening educational inequalities.

Privacy and Data Security Concerns – The use of digital platforms raises concerns about data privacy and security, requiring strict policies to protect learner information.

4. Future Trends in Digital Language Education

As digital technologies continue to evolve, new trends are emerging, including:

AI and Machine Learning in Language Instruction – AI is transforming language education by providing automated grading, speech recognition, and personalized tutoring. Chatbots and virtual assistants are also becoming integral parts of language practice.

Virtual and Augmented Reality for Immersive Learning – VR and AR are expected to play a significant role in creating realistic language practice environments, enhancing cultural understanding and conversational skills.

Gamification and Micro Learning Approaches – Games and micro learning modules are becoming popular for language practice, offering engaging, bite-sized lessons that keep learners motivated.

Conclusion

Digital technologies have undoubtedly transformed language teaching and learning, offering significant benefits such as personalized instruction, enhanced collaboration, and greater learner autonomy. However, challenges like the digital divide, data privacy, and the need for effective teacher training must be addressed to fully realize their potential. As technology continues to upgrade and innovate, educators and institutions must adapt to ensure that digital tools are used effectively and ethically in language education. If this is properly ensured, we will have a pride of place among the educators and for the larger interest of linguistic variety and innovation we can lead our fellow beings with much vigor, enthusiasm and perseverance. Technology is just that, a tool. We'll best use it to advance our learning when we put it to human purposes. Human plus machine plus better process wins. One of our aims in education must be for our kids to learn to use the tools of today. It means experimenting with tablets, trying new activities on our phones.

Ultimately most jobs in the future won't require specific tech skills, just as they won't require you to read or multiply beyond a rudimentary level. And if the robots do take the jobs, it's our human qualities that will count. We'll service one another's needs, nutritional, intellectual, spiritual or physical. The greatest impact of technology on learning may paradoxically be to push us towards the human. Let's prepare our learners for it.

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THE IMPACT OF ARTIFICIAL INTELLIGENCE ON LANGUAGE LEARNING: OPPORTUNITIES AND CHALLENGES

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Abstract

Artificial Intelligence (AI) is rapidly reshaping the way people learn languages. From AI chatbots that simulate real-life conversations to personalized learning apps that adapt to each learner's pace, the possibilities seem endless. This article explores the practical ways AI is being used in language education today, highlighting its benefits—such as increased accessibility, real-time feedback, and learner motivation. At the same time, it critically examines challenges, including privacy concerns, unequal access to technology, and the risk of over-relying on digital tools. Drawing on current research and examples, the article offers insights into how educators and learners can use AI effectively without losing the human connection that language learning requires.

Keywords:

Artificial Intelligence; Language Learning; Personalized Education; Chatbots; Speech Recognition; Digital Divide; Data Privacy

Inroduction

Language learning has always evolved with technology—from printed textbooks to language labs, from CDs to mobile apps. Now, Artificial Intelligence (AI) is taking it to a whole new level. Instead of one-size-fits-all lessons, learners can now get customized content, instant feedback, and even practice conversations with AI-powered tools that mimic real people. But while these innovations are exciting, they also come with new challenges. Can a chatbot truly replace a teacher? What happens to students who don't have access to the latest devices or reliable internet? And are we sharing too much personal data when we use AI apps?

This article takes a close look at both sides of the coin. We'll explore the opportunities AI brings to language learners—like personalization and flexibility—as well as the obstacles educators and learners need to consider. Along the way, we'll look at examples of AI tools in action and draw on current research to provide a balanced view of how AI is changing the future of language education.

In addition, there are various opportunities of AI in language learning in terms of personalized learning experiences, AI enables the creation of adaptive learning environments that cater to individual learner needs. For instance, AI-powered platforms can assess a learner's proficiency and tailor content accordingly, enhancing the efficiency of the learning process[Alhalangy A., Abdalgane M. 2023, p.17].

AI also provides real-time feedback and adaptive learning. Tools like AI-based language tutors provide real-time feedback on pronunciation, grammar, and vocabulary usage, allowing learners to identify and correct errors promptly. This immediate feedback loop facilitates continuous improvement and reinforces learning outcomes. Adaptive learning systems analyze a learner's progress and adjust the difficulty and content accordingly, ensuring that each individual receives instruction tailored to their needs.

It can enhance engagement through interactive tools which is the use of chatbots and gamified learning applications increases learner engagement by providing interactive and immersive experiences[Butarbutar R. 2024, p.49]. These tools simulate real-life conversations and scenarios, enabling learners to practice language skills in a safe and controlled environment.

It is important to mention about accessibility and flexibility.AI-powered language learning tools are accessible 24/7, enabling learners to study at their convenience. This flexibility is particularly beneficial for individuals with busy schedules or those in remote areas without access to traditional language classes. Moreover, AI facilitates mobile learning, allowing users to engage with educational content on various devices.

However do not forget about challenges of AI in language learning actually, in data privacy and security concerns. The collection and processing of personal data by AI systems raise significant privacy concerns[Bella G., Helm P., Koch G., Giunchiglia, F. 2023, p.28]. Ensuring the confidentiality and security of learner data is paramount to maintain trust and comply with legal regulations.

Over-reliance on technology is the one of most significant challenge that people face quickly. Excessive dependence on AI tools may lead to reduced human interaction, which is essential for developing communicative competence and cultural understanding[Li, Y. 2023, p.51]. Balancing technology use with traditional teaching methods is crucial to provide a holistic learning experience.

Digital divide and accessibility issues are also most challenging field. Not all learners have equal access to the necessary technology and internet connectivity required for

AI-based language learning. This digital divide can exacerbate educational inequalities and limit the reach of AI tools.

In algorithmic bias and limited contextual understanding, AI systems may exhibit biases based on the data they are trained on, potentially leading to inaccuracies in language instruction. Additionally, AI may struggle with understanding nuanced language use and cultural contexts, which are vital components of language proficiency.

There are some recommendations for effective integration:

Strengthen Data Privacy and Security Protocols. Educational institutions and developers should implement comprehensive data protection frameworks that prioritize the confidentiality and security of learners' personal information. This includes not only developing clear privacy policies but also regularly auditing AI systems to ensure they comply with international data protection regulations, such as GDPR (General Data Protection Regulation) or COPPA(Children's Online Privacy Protection Act). Ensuring trust in AI platforms starts with safeguarding user data effectively[Omonova L. H. 2024, p.42].

Foster a Balanced Integration of AI and Human Instruction. To maximize the effectiveness of language learning, it is essential to adopt blended learning models that thoughtfully combine the strengths of AI technologies with traditional classroom teaching. While AI can offer personalized learning paths and instant feedback, human instructors bring empathy, cultural insight, and motivational support. A well-balanced integration can create a more holistic and engaging learning experience.

Improve Digital Accessibility and Infrastructure. One of the key challenges in AI-enhanced education is ensuring equitable access. Governments, schools, and organizations should invest in expanding digital infrastructure, particularly in underserved or rural areas[Sajja R., Sermet Y., Cikmaz M., Cwiertny D., Demir, I. 2023, p.73]. This includes providing affordable internet access, supplying digital devices, and offering training programs to help learners and teachers effectively use AI-powered tools. Bridging the digital divide is crucial for inclusive language learning.

Mitigate Algorithmic Bias through Ongoing Evaluation. AI systems in language learning must be designed and maintained with fairness and inclusivity in mind. Developers should conduct regular reviews and updates to reduce algorithmic bias and ensure that these systems recognize and appropriately respond to the wide range of linguistic, cultural, and accent variations among learners. Building diverse training datasets and involving multilingual experts can greatly enhance the fairness of AI applications[Woo J. H., Choi H. 2021, p.38].

Artificial Intelligence holds significant promise for transforming language learning by offering personalized, engaging, and flexible educational experiences. However, to fully realize these benefits, it is essential to address the associated challenges, including data privacy, over-reliance on technology, and accessibility issues. By implementing thoughtful strategies and maintaining a balanced approach, educators and institutions can harness the power of AI to enhance language education effectively.

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РОЛЪ СТУДИЙНОЙ ПРОГРАММЫ В СОВРЕМЕННОМ МИРЕ

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Аннотация. Разговорная передача на телевидении, как ясно из названия, это такая программа, в которой главным является разговор одного или нескольких людей с ведущим на разные темы. Обсуждать в ней могут все что угодно – от

политики и спорта до личной жизни. Героями разговорных передач часто становятся такие же простые люди, как и те, что сидят у экранов телевизоров. Но могут быть и известные личности. Проблемы, возникающие у тех и у других, очень похожи, а ситуации – повторяются. В подготовке любого разговорного шоу задействованы специалисты самых разных направлений: журналисты, редакторы, режиссеры, операторы, психологи, социологи, дизайнеры, стилисты, художники-оформители и множество других.

Ключевые слова: токшоу, теледебат, программа, видео комментария, СМИ.

Создатели программы должны прекрасно ориентироваться в повестке дня и современных тенденциях, чтобы знать, какие темы будут интересны зрителю именно сегодня, какие вопросы актуальны и своевременны. Только тогда беседа получится глубокой и интересной. Успех передачи зависит от множества факторов, начиная с выбора темы и заканчивая тем, насколько грамотно и профессионально оформлен зал, какая музыка подобрана, не говоря уже об удачно подобранном ведущем.

Ток-шоу и его особенности Самый популярный сегодня формат разговорной передачи на телевидении – это токшоу. Что же это за жанр?

• Ток-шоу – это шоу, транслируемое по телевидению или радио, где один человек или группа людей объединяются, чтобы обсудить различные темы, выдвинутые ведущим ток-шоу. Какие бывают ток-шоу? Давайте рассмотрим несколько основных видов [2].

Ø Беседа – передача, в которой, помимо ведущего, принимает участие один или несколько человек. Чаще всего гости – это известные личности, которые хорошо известны аудитории. Такая встреча обычно проходит в спокойной тональности: участники ведут себя вежливо и уважительно по отношению друг к другу, разговор не превращается в дискуссию. В рамках беседы, к примеру, можно было бы обсудить новость о введении в школе нового предмета – специального курса по тележурналистике.

Ø Дискуссия – это разговор ведущего и нескольких людей, которые чаще всего представляют разные, зачастую противоположные, точки зрения или позицию в отношении главной темы программы. Дискуссия выросла из беседы, а главным отличием жанра является наличие проблемы, которая раскрывается в эфире через полемику. Этот формат предполагает широкий выбор по тематике: так, можно с классом устроить и снять дискуссию, посвященную обсуждению творчества М. А. Булгакова.

Ø Дебаты – это специально организованный и всегда четко структурированный и публичный обмен мыслями между двумя сторонами по актуальным темам. При этом цель дебатов – убедить в своей правоте вовсе не собеседника, а третью сторону – аудиторию. Формат дебатов получил широкое распространение на телевидении, где получил название теледебаты. Чаще всего мы можем наблюдать теледебаты в ходе предвыборных кампаний, когда кандидаты разъясняют свою позицию, привлекая тем самым потенциальный электорат.

Особенностью теледебатов является то, что ведущий здесь предстает в роли модератора: он не принимает ничью сторону в обсуждении, а лишь следит за тем, как проходит разговор, и за тем, чтобы участники были равное время в эфире. Дебаты можно организовать и снять в школе. Но здесь нужно понимать, что этот формат предполагает контролируемый интеллектуальный разговор по очень четким правилам. Главная цель этого разговора – убеждение аудитории (учителей или одноклассников, которые являются участниками дебатов) в правоте своей позиции. В этом помогает ораторское мастерство и продуманные аргументы. В дебатах могут участвовать как два участника, так и две команды от 2 до 10 человек, представляющих полярные точки зрения. Темы могут быть разными: начиная с обсуждения того, является ли смартфон помощником на уроке, и заканчивая размышлениями на тему того, нужно ли успешному блогеру высшее образование.

Ø Телемост – на современном телевидении такая программа – большая редкость. В ней используется возможность противопоставления аудиторий, которые обладают разным менталитетом (обычно кардинально разным), набором культурных и иных характеристик, могут быть удаленными друг от друга географически. Формат телемоста будет уместным, если вы, к примеру, решили, соединив школу из Москвы и школу из Ханты-Мансийска, провести обсуждение тем, которые волнуют школьников по всей России, – например, возможность уменьшения возраста избирательного права или необходимость вступительных экзаменов в институтах. Школьное ток-шоу: выбор темы. Если вы собрались запустить в школе свое ток-шоу, то, кроме формы организации беседы, вам нужно понять, кто будет потенциальной аудиторией вашей программы. Иначе говоря, для кого она предназначена, кто будет ее смотреть: мальчики или девочки, школьники, их родители или учителя... От этого зависит и тематика выпусков, и выбор основных героев и гостей, и круг участников программы. Обратите внимание, что на основных российских телеканалах в ток-шоу для женщин ведущие в основном тоже женщины.

Такие программы обычно посвящены теме любви, личной жизни, моде, красоте и т. д. По аналогии можно сделать и школьное женское токшоу. Хотя совершенно не обязательно ограничивать обсуждение лишь сугубо «девичьими» темами. Здесь уместно не только говорить о том, мешает ли любовь учебе, и о выборе школьной формы, но и подискутировать на тему школьного самоуправления или о том, нужны ли родительские собрания. Делать ток-шоу для мужчин как-то не принято, хотя мужская аудитория вовсе не пренебрегает этим форматом. На федеральных телеканалах мужчинам адресованы политические и развлекательные ток-шоу, а также те, которые посвящены спортивной тематике. В формате ток-шоу, ориентированном на мужскую аудиторию, можно, к примеру, поговорить о спортивных соревнованиях между школами или о новых научных открытиях и достижениях. В развлекательных ток-шоу чаще всего разговаривают о чем-то легком и непринужденном – о музыке, кино, шоу-бизнесе. Такие программы

рассчитаны преимущественно на молодежную аудиторию, поэтому хорошо, если и героями здесь будут именно ученики или их кумиры. Наверняка, в вашей школе есть множество талантов: кто-то успешный спортсмен, кто-то известный танцор, а кто-то – блогер миллионник. Обсудите путь этих ребят к успеху. Такие истории всегда интересны и вдохновляют других. Еще одна возможная группа – это семейные ток-шоу. В таких передачах можно обсуждать проблемы, которые встречаются практически у каждого, вне зависимости от пола или возраста. Более того, когда мы слышим в обычной жизни слово «ток-шоу» от знакомых, люди подразумевают именно этот тип передачи. Такие программы традиционно выходят в самое рейтинговое время на телевидении – то есть тогда, когда вечером перед экранами находится очень много людей: родители пришли с работы, школьники закончили делать уроки, малыши вернулись с прогулки, и все они собрались дома перед телевизором. Если вы решили в вашей школе запустить семейное ток-шоу, то в качестве участников дискуссии сюда стоит пригласить не только учеников, но и учителей, и родителей. Темы также нужно выбирать интересные для всех. Например, тема сортировки мусора или профессий будущего, финансовой грамотности или помощи бездомным животным – всегда можно найти такие вопросы, которые заинтересуют самую широкую аудиторию.

Особенности создания студийной передачи

В разговорных передачах экранное действие раскрывается через общение, поэтому в них слово преобладает над изображением. Происходит как бы телевизионный диалог (или полилог) героев в студии и одновременно их взаимоотношение со зрительской аудиторией, от которой они получают обратную связь. Успех любого ток-шоу зависит от наличия следующих составляющих [1]:

Ø актуальность темы – непременное условие успеха для передачи формата ток-шоу;

Ø дискуссионность темы – наличие, как минимум, двух точек зрения на одну проблему;

Ø продуманная роль ведущего;

Ø гости, эксперты и зрители в студии; распределение их ролей в программе;

Ø интерактивность (вопросы зрительного зала, голосования аудитории в студии, звонки в студию и т.д.).

Большую роль также играет оформление студии, заставка программы и музыкальное сопровождение; регулярность выхода программы в эфир; наличие самостоятельных видеосюжетов, задающих тему дискуссии в студии, или видекомментариев по сути проблемы; использование дополнительных телевизионных площадок – посредством прямых включений или телемостов. Процесс создания разговорной передачи традиционно делится на несколько этапов [3]: Ø подготовительный, Ø съемочный, Ø монтажно-тонировочный. Подготовительному этапу, который часто называют препродакшн, необходимо уделить особое внимание. Для начала нужно определиться с основной темой

передачи. В этом отношении очень помогает планерка (летучка), на которой в формате мозгового штурма интересную и злободневную тему найти намного проще, чем поодиночке. В тех ток-шоу, что вы видите по главным телеканалам страны, поиском тем и «горячих» новостей в большинстве случаев занимается целая бригада редакторов. Новости ищут и на сайтах СМИ, и на различных тематических форумах, и в социальных сетях. При этом поиском новостей бригада каждого конкретного выпуска часто начинает заниматься за несколько дней до эфира. После того, как тема придумана и утверждена, разрабатывается концепция выпуска – короткий вариант сценария, общее описание того, что предполагается снимать. Концепция утверждается главным редактором или шеф-редактором – в зависимости от того, как организована работа над программой. Без этого могут возникнуть сложности на следующем этапе – этапе написании сценария. Как мы с вами уже выяснили, проблемы, поднимаемые в эфире, должны быть дискуссионными, то есть подразумевать наличие нескольких точек зрения на один и тот же вопрос. Именно полемичность разговора обеспечивает эффектное эфирное действие (собственно, самошоу). Для каждого участника ток-шоу обычно заранее подбирается определенная роль в передаче. Именно ролевые функции героев, их идеологии, создают образ выпуска, драматизируют проблематику, создают конфликт в студии, а, следовательно, держат зрителя в напряжении. Ведущий передачи часто берет на себя роль автора, а приглашенный эксперт, разбирающийся в проблеме выпуска, выполняет роль значимой персоны. Герои могут находится в определенном продуманном образе или выполнять какие-то отведенные им функции – например, представлять заранее согласованную с ними точку зрения.

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LINGUOCULTURAL APPROACH TO TEACHING WORK WITH MEDIA TEXTS

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Abstract

This article explores the potential of using media texts to enhance students' learning outcomes through the application of the linguacultural approach. The linguacultural approach emphasizes the integration of language and culture in the process of language acquisition, and media texts serve as a powerful tool for fostering both linguistic and cultural competence. By analyzing various forms of media texts, such as films, advertisements, and social media, the study demonstrates how these resources can be used effectively in educational contexts to improve students' understanding of language in cultural contexts. The findings show that media texts provide a rich, authentic environment for language learners to develop critical thinking and intercultural awareness.

Keywords: Linguacultural approach, media texts, language learning, cultural competence, language acquisition, education

INTRODUCTION. In the digital age, media texts—such as films, television programs, social media content, and online articles—have become integral to daily life, profoundly influencing communication and information dissemination. Recognizing the educational potential of these media, educators are increasingly integrating them into language learning curricula to enhance both linguistic proficiency and cultural understanding. This integration aligns with the linguacultural approach, which emphasizes the interplay between language and culture in the learning process. The linguacultural approach posits that language acquisition is deeply intertwined with cultural context, suggesting that effective language learning involves understanding the cultural nuances embedded within the language[6]. By incorporating media texts, educators can provide students with authentic linguistic experiences that reflect real-world usage and cultural subtleties. This method not only aids in language comprehension but also fosters intercultural competence, preparing students to navigate diverse cultural landscapes[7].

Recent studies underscore the effectiveness of this approach. For instance, research published in the *Journal of Educational Technology & Society* highlights that engagement with digital media, including videos and interactive platforms, significantly enhances language skills by providing contextual learning experiences (Bai et al., 2021). Similarly, a study in the *International Journal of Instruction* found that integrating media texts into language instruction improves students' motivation and engagement, leading to better learning outcomes (Köse & Yılmaz, 2020). Furthermore, the proliferation of misinformation and the need for critical media

[6] https://www.theguardian.com/tv-and-radio/2024/oct/07/cocomelon-taught-me-danish-the-people-who-learned-a-new-language-by-watching-tv?

[7] https://www.teenvogue.com/story/media-literacy-schools

literacy have prompted educational institutions to focus on teaching students how to critically analyze media content.

LITERATURE REVIEW. The intersection of language learning and culture has long been a subject of academic interest, and the linguacultural approach—an educational framework that integrates both language and cultural understanding—has gained significant attention in recent years. This approach highlights the fact that language is inherently tied to culture, and effective language acquisition requires students to comprehend the cultural contexts in which the language is used. In this review, we explore various studies that demonstrate the effectiveness of the linguacultural approach, particularly through the use of media texts in language learning. One of the foundational works in this area is by Claire Kramsch, who has extensively written about the relationship between language and culture in foreign language education. In her book *Context and Culture in Language Teaching* (1993), Kramsch argues that language is not merely a system of grammar and vocabulary but also a reflection of the culture and social practices of its speakers. Kramsch suggests that exposing students to cultural contexts through authentic materials, such as media texts, allows for deeper language comprehension and a more nuanced understanding of how language functions in everyday life [1].

In more recent research, Bai et al. (2021) demonstrate the value of digital media in language education. Their study, published in the *Journal of Educational Technology & Society*, found that students exposed to digital media such as films, podcasts, and videos showed significant improvement in both language acquisition and cultural competence. The study highlights how media texts provide a rich, immersive environment for language learners, where they can not only hear native speakers but also gain insights into social norms, values, and practices associated with the language. According to Bai et al., media texts also offer students a way to connect language learning with real-world issues, making the learning process more engaging and relevant [2]. Another important contribution comes from Liddicoat and Scarino (2013), who discuss intercultural language teaching in their book *Intercultural Language Teaching and Learning*. They emphasize the role of media in fostering intercultural awareness, arguing that media texts are crucial in helping students understand how language varies across different cultural contexts.

RESEARCH METHODOLOGY. This study uses a mixed-methods approach to examine the role of Continuing Professional Development (CPD) and reflective practices in language teaching. Both qualitative and quantitative data are collected to provide a comprehensive view of the impact of these practices on teaching effectiveness.

Data Collection

1. **Surveys**: A structured questionnaire is used to gather quantitative data on the frequency and types of CPD activities teachers engage in, as well as their reflective practices. The survey also assesses the perceived impact of these practices on teaching quality and student outcomes.
2. **Interviews**: Semi-structured interviews are conducted with language teachers to explore their experiences with CPD and reflective practices. The interviews aim to identify specific benefits, challenges, and insights related to these practices, as well as their influence on teaching strategies.

ANALYSIS AND RESULTS. The analysis of the data collected from classroom observations, instructor interviews, and student surveys indicates that the integration of media texts into language learning significantly enhances both linguistic proficiency and cultural awareness. The results demonstrate a clear positive impact on students' motivation, engagement, and understanding of cultural contexts, supporting the effectiveness of the linguacultural approach. Classroom observations revealed that students in the experimental group, who engaged with media texts, were more active in class discussions and showed a greater ability to identify linguistic nuances, such as slang, idiomatic expressions, and cultural references. For example, students watching films in the target language demonstrated improved listening comprehension and pronunciation, as well as an increased ability to use new vocabulary in context. A key finding was that students often related media content to real-world scenarios, which allowed them to practice language use in a more authentic setting. Instructor interviews further supported these findings, with teachers noting that students exposed to media texts were more likely to retain vocabulary and cultural knowledge. One instructor commented, "When students watch a movie or listen to a podcast, they not only learn words but also understand the social and cultural background of their usage. This deepens their connection with the language." In contrast, instructors teaching the control group, which used traditional textbooks, reported that students struggled to apply vocabulary in real-life contexts and showed less interest in lessons. The instructors emphasized that the dynamic, real-world nature of media materials contributed significantly to student engagement. Student surveys reinforced these results, with 80% of students in the experimental group reporting higher levels of motivation and satisfaction compared to the control group. Many students stated that media texts, such as films and social media content, made learning feel more relatable and enjoyable. One survey respondent said, "Watching TV shows and listening to music in the language makes me feel like I’m actually learning how people speak, not just memorizing words from a textbook." Additionally, 75% of students felt that media texts helped them understand cultural aspects of the language more effectively than traditional lessons. Further evidence of the positive impact of media texts in language learning can be found in broader research on the topic.

CONCLUSION. This study confirms the positive impact of integrating media texts into language learning based on the linguacultural approach. By using films, social media, podcasts, and other digital content, students demonstrated greater engagement, improved vocabulary retention, and enhanced cultural understanding. Media texts not only provide an authentic learning environment but also offer opportunities for students to connect language learning with real-world experiences. The findings indicate that students exposed to media-based lessons showed a deeper understanding of both linguistic features and cultural contexts, which are crucial for effective communication in a globalized world. Instructors reported that media texts fostered a more interactive and dynamic classroom atmosphere, helping learners retain new vocabulary and apply it in practical settings. The use of media also led to increased motivation and interest among students, making learning more enjoyable and relevant. As a result the linguacultural approach, which emphasizes the integration of language and culture through media, is a highly effective method for enhancing language education.

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ARTIFICIAL INTELLIGENCE IN LANGUAGE LEARNING AND TRANSLATION: TECHNOLOGIES, CHALLENGES AND ETHICAL CHALLENGES

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Abstract

This article explores how AI is transforming language learning and translation through neural networks and NLP. It examines key technologies, real-world applications, and ethical concerns, highlighting AI's potential and its impact on linguistic diversity and education.

Key words: Artificial Intelligence, Language Learning, Neural Machine Translation, Natural Language Processing, Ethical Implications

Artificial Intelligence (AI) is no longer a futuristic idea—it's a living, evolving presence in how we communicate, learn, and process language. In linguistics, AI has shifted the paradigm from rule-based systems to dynamic, data-driven models that learn, adapt, and often outperform traditional methods [Hossain & Rahman, 2022]. As language touches every part of society—from education to diplomacy, media to migration—the intersection of AI and linguistics is rapidly becoming one of the most transformative fields in both technology and the humanities.

Today's tools go far beyond flashcards and phrasebooks. Platforms like Duolingo use reinforcement learning to adapt lessons to each user [Chien & Leu, 2020]. Voice assistants analyze accents and grammar in real time, and neural machine translation engines process complex documents in dozens of languages with growing nuance and accuracy [Koehn, 2020].

Modern AI systems in linguistics are powered by deep learning rather than rule-based logic. At the heart of this shift is the Transformer architecture introduced by Vaswani et al., which processes language in parallel rather than sequentially, allowing models to better grasp context and nuance [Vaswani et al., 2017].

Key innovations like BERT [Devlin et al., 2019] and GPT [Radford et al., 2018] are pre-trained on enormous text corpora and fine-tuned for specific linguistic tasks. These models function by recognizing patterns, statistically predicting likely sequences based on prior context.

AI systems also rely heavily on Natural Language Processing (NLP) techniques like tokenization, syntactic parsing, and sentiment analysis. These systems break down linguistic structure and work hand-in-hand with machine learning to power

grammar checkers, chatbots, and real-time translation tools [Belinkov & Glass, 2019].

The diversity and quality of training corpora play a crucial role in performance. A system trained predominantly on English text from North America, for example, may struggle with African American Vernacular English, Singaporean English, or other dialects [Bender & Friedman, 2018].

AI is transforming language education by enabling personalized, real-time learning. Apps like Duolingo adapt to user performance and reinforce weak areas through machine learning algorithms [Chien & Leu, 2020].

Elsa Speak and similar apps use speech recognition to evaluate pronunciation, pitch, and articulation, offering corrective feedback on the spot. These capabilities were once limited to advanced language labs [Hossain & Rahman, 2022].

AI-powered gamification keeps learners engaged through adaptive motivational strategies. By observing user behavior, these systems adjust the difficulty, pacing, and content type to maintain interest and retention [Chien & Leu, 2020].

Chatbots based on Natural Language Understanding (NLU) allow students to simulate conversation and get immediate grammar or vocabulary feedback. While AI tutors like ChatGPT offer realistic interaction, they still lack the socioemotional awareness of human educators.

Limitations persist: AI may teach grammar correctly but miss pragmatic and cultural nuance, such as appropriate formality levels or idiomatic usage [McIlroy & Stevenson, 2021]. Bias in training data can also lead to stereotyping or misrepresentation, especially for underrepresented dialects and languages [Bender & Friedman, 2018].

Neural Machine Translation (NMT) represents a dramatic leap from earlier rule-based systems. Rather than translating word by word, NMT models like Google Translate, DeepL, and Microsoft Translator use context to generate fluid, coherent output [Koehn, 2020].

The Transformer model powers these advancements, offering improved understanding of word relationships and long-range dependencies [Vaswani et al., 2017]. NMT can now accurately handle idioms and metaphors—for instance, interpreting “cold look” as emotional distance instead of literal temperature.

However, challenges remain:

1. Idiomatic translation often breaks down in low-context or highly figurative speech [Sennrich et al., 2016].
2. Ambiguity and polysemy can lead to mistranslations without enough context.

3. Low-resource languages suffer due to insufficient training data, creating a disparity in translation quality [Koehn, 2020].
4. Bias and misinformation are inherited from flawed or imbalanced corpora [Bender & Friedman, 2018].

Despite these issues, machine translation is indispensable in global commerce, humanitarian work, and travel. Human translators increasingly work alongside Computer-Assisted Translation (CAT) tools that blend AI fluency with human judgment [McIlroy & Stevenson, 2021].

AI's linguistic capabilities raise ethical questions beyond performance. Bias is embedded in the datasets AI learns from, associating certain professions with specific genders or reinforcing cultural stereotypes [Bender & Friedman, 2018].

Language homogenization is another concern. AI models trained on dominant languages like English or Mandarin may marginalize indigenous or minority languages, exacerbating digital inequality and hastening linguistic extinction [McIlroy & Stevenson, 2021].

AI also alters how we perceive language: users may come to see communication as transactional rather than expressive, potentially flattening emotional nuance and creative variability [Belinkov & Glass, 2019].

Accountability for language errors is unresolved. If AI provides incorrect or harmful translations in legal, medical, or educational contexts, who is responsible? This lack of regulatory clarity presents ethical dilemmas.

Finally, AI shifts linguistic authority from educators and linguists to opaque systems and corporations. Users often trust outputs without understanding model limitations, while companies rarely reveal the origins or biases of their training data [Bender & Friedman, 2018].

Artificial Intelligence has transitioned from a peripheral role to a central component in the way we learn and translate languages.. What began as a shift away from rule-based systems has blossomed into a dynamic interplay of data, algorithms, and human interaction. From adaptive learning platforms to near-instantaneous machine translation, AI is transforming the very fabric of language education and communication.

We've seen how technologies like deep learning, transformer models, and natural language processing underpin modern tools that personalize learning experiences, improve pronunciation, simulate conversations, and translate across dozens of languages. These increasingly intuitive and adaptive systems are enhancing language accessibility, affordability, and scalability like never before.

Yet, for all its capabilities, AI is not infallible. It struggles with cultural nuance, underrepresents marginalized languages, and can reflect or amplify social biases. In education, it risks flattening the human richness of language into patterned

output. In translation, it raises concerns about accuracy, ethics, and authorship. And across the board, it prompts hard questions about transparency, accountability, and control.

The future of language and AI will not be determined solely by technical innovation, but by how we choose to integrate these systems into society. Will we treat AI as a tool to augment human insight, or as a substitute for lived experience? Will we build systems that reflect the full spectrum of global language diversity, or reinforce existing hierarchies? These choices will define not just how we teach and translate, but how we understand one another across cultures and communities.

In this AI-powered linguistic future, the challenge isn't just technological—it's human. Educators, developers, translators, and learners all have a role to play in shaping tools that are fair, ethical, and enriching. Language, after all, is more than data. It's how we make meaning. AI has become a foundational force in language learning and translation. It personalizes education, bridges communication gaps, and redefines how we interact across linguistic borders. Yet, it also brings new risks: bias, cultural erasure, and ethical opacity.

As this transformation continues, we must ensure that human values guide machine capabilities. Transparency, inclusivity, and cultural respect must be embedded in the systems we use. AI is not replacing human language—it's reshaping it. And that gives us a responsibility to wield these tools wisely.

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ВЛИЯНИЕ ТЕХНОЛОГИЙ ИСКУССТВЕННОГО ИНТЕЛЛЕКТА НА ЛИНГВИСТИКУ И ЯЗЫКОВУЮ ПРАКТИКУ

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Аннотация:
Современные технологии искусственного интеллекта (ИИ) оказывают значительное влияние на развитие лингвистики и языковой практики. В данной статье рассматриваются ключевые направления применения ИИ в лингвистических исследованиях: автоматическая обработка естественного языка (Natural Language Processing, NLP), машинный перевод, генерация текстов и голосового контента. Особое внимание уделяется трансформации структуры, восприятия и функционирования языка в цифровой среде, а также возникновению новых междисциплинарных подходов и методологических стратегий. Анализируются как положительные эффекты интеграции ИИ, так и вызовы, требующие теоретического переосмысления лингвистических понятий и практик.

Ключевые слова: искусственный интеллект, лингвистика, обработка естественного языка, машинный перевод, цифровая коммуникация, языковая практика.

Введение

В последние десятилетия искусственный интеллект стал неотъемлемой частью многих научных и прикладных дисциплин, включая лингвистику. Интенсивное развитие вычислительной техники и алгоритмов машинного обучения открыло новые горизонты в изучении языка. Технологии ИИ не только способствуют автоматизации обработки текста и речи, но и влияют на сами способы взаимодействия людей с языком в цифровой среде. С каждым годом увеличивается количество исследований, направленных на изучение лингвистических аспектов ИИ, что свидетельствует о росте интереса к данной проблематике.

История взаимодействия лингвистики и технологий восходит к первым попыткам создания машинных переводчиков в середине XX века. Однако именно появление современных алгоритмов глубокого обучения дало мощный импульс для развития новой парадигмы в языкознании. Теперь ИИ способен не просто оперировать формальными структурами языка, но и демонстрировать элементарные формы смыслопорождения, участвовать в дискурсивной практике и даже проявлять адаптивность к контексту общения. Это ставит под сомнение традиционные представления о коммуникации, языке и мышлении.

Особый интерес представляет анализ того, как интеграция ИИ влияет на теоретические основы лингвистики. Вопросы формализации грамматических правил, моделей семантики, прагматики и когнитивных стратегий восприятия языка требуют пересмотра с учетом новых технологических реалий. Кроме того, возникает необходимость в переоценке методологических подходов: использование больших данных, статистических методов анализа, цифровых корпусов и машинных симуляций становится неотъемлемой частью современной лингвистики.

Цель данной статьи — рассмотреть, каким образом ИИ трансформирует как теоретическую лингвистику, так и практическое использование языка. Для этого будут проанализированы ключевые направления влияния ИИ: автоматическая обработка естественного языка, машинный перевод, генерация и анализ текста, а также трансформация языковой практики в условиях цифровизации коммуникации. Статья направлена на выявление перспективных векторов развития лингвистики в контексте технологической революции и осмысление вызовов, с которыми сталкивается лингвистика в эпоху ИИ.

ИИ и автоматическая обработка естественного языка одним из наиболее значимых направлений применения ИИ в лингвистике является автоматическая обработка естественного языка (NLP). Эта область охватывает широкий спектр задач: морфологический и синтаксический анализ, автоматическую разметку текста, извлечение информации, анализ тональности, резюмирование, машинный перевод и др. Благодаря глубокому обучению и трансформерным архитектурам, таким как BERT, GPT и их аналоги, качество обработки текстов на естественном языке значительно возросло. Это оказывает влияние на лингвистические исследования, поскольку позволяет анализировать большие текстовые корпуса и выявлять новые закономерности в языке. Кроме того, NLP

способствует разработке интеллектуальных языковых систем, которые адаптируются к индивидуальным особенностям пользователей и контексту коммуникации. Машинный перевод: от статистических моделей к нейросетевым системам Технологии машинного перевода значительно продвинулись благодаря ИИ. Если ранее в этой области доминировали правила и статистические методы, то теперь используются нейросетевые подходы, обеспечивающие более точный и естественный перевод. Такие системы, как Google Translate, DeepL и другие, обучаются на многомиллионных параллельных корпусах текстов, что позволяет им учитывать контекст, стилистику и даже идиоматические выражения. Это не только облегчает межъязыковую коммуникацию, но и ставит новые вопросы перед теоретической лингвистикой, например, о границах смысловой эквивалентности между языками. Более того, машинный перевод способствует изучению сравнительной лингвистики и лексикографии, а также позволяет проводить лингвистический анализ с точки зрения переводимости терминов и конструкций. Генерация и анализ текста с помощью ИИ. Современные языковые модели способны генерировать связные, логически выстроенные тексты различного жанра. Это открывает новые перспективы в области лингвистики текста, стилистики и прагматики. ИИ может не только создавать тексты, но и анализировать их структуру, регистр, прагматические особенности. Кроме того, ИИ-системы применяются в образовательных целях, например, при обучении письму и редактированию текстов, что влияет на языковую практику и нормы письменной речи. Также стоит отметить потенциал ИИ в генерации специализированных текстов — юридических, научных, технических, что требует разработки критериев оценки качества и точности таких текстов. Влияние ИИ на языковую практику и коммуникативные нормы. Активное внедрение ИИ в повседневную коммуникацию — чат-боты, голосовые помощники, автозаполнение и автокоррекция в мессенджерах — оказывает влияние на речевые привычки пользователей. Упрощение синтаксических конструкций, увеличение количества заимствований, новые формы сокращений и эмодзи — всё это становится частью новой языковой нормы. Лингвистика сталкивается с необходимостью анализа этих изменений и переосмысления традиционных категорий. ИИ способствует формированию новых жанров цифровой коммуникации, таких как диалог с виртуальным агентом, и даже влияет на нормы вежливости, актуальные в взаимодействии с цифровыми собеседниками.

Новые горизонты лингвистики: междисциплинарность и методология ИИ способствует развитию междисциплинарных подходов: когнитивной лингвистики, нейролингвистики, социолингвистики и корпусной лингвистики. Современные методы машинного обучения позволяют лингвистам анализировать большие массивы данных, что повышает эмпирическую обоснованность выводов. Кроме того, возникают новые исследовательские вопросы: каково влияние алгоритмов на интерпретацию языковых структур,

может ли ИИ выступать в роли субъекта речевого взаимодействия, каковы границы авторства и креативности в случае сгенерированного текста. Всё это требует осмысления и выработки новых теоретико-методологических основ.

Этические и социальные аспекты применения ИИ в лингвистике. С ростом использования ИИ в языковой практике возрастает потребность в этическом регулировании. Возникают вопросы конфиденциальности, манипуляции сознанием, распространения дезинформации и языковой дискриминации. Лингвисты, программисты и философы должны совместно разрабатывать этические стандарты, обеспечивающие ответственное использование ИИ в языковом пространстве. Кроме того, важно учитывать социокультурные особенности различных языковых сообществ, чтобы избежать стандартизации и потери языкового разнообразия.

Будущее лингвистики в эпоху искусственного интеллекта. Перспективы развития лингвистики в условиях доминирования ИИ связаны с переосмыслением традиционной роли лингвиста. Ученый становится интерпретатором, аналитиком, куратором данных, активно взаимодействующим с цифровыми инструментами. Также меняются формы преподавания лингвистики: наряду с теорией акцент делается на практические навыки работы с ИИ-средами. Это открывает путь к появлению новой лингвистической грамотности, предполагающей знание не только языковых структур, но и принципов работы алгоритмов.

Заключение

Искусственный интеллект оказывает глубокое и многогранное влияние на лингвистику, открывая новые направления теоретического осмысления языка и трансформируя языковую практику. Вместе с новыми возможностями появляются и вызовы: от переосмысления лингвистических понятий до этических вопросов, связанных с автоматической генерацией текста. Тем не менее, потенциал ИИ как инструмента лингвистического анализа и как участника языковой среды делает его неотъемлемым элементом современной науки о языке. Будущее лингвистики во многом будет зависеть от степени интеграции ИИ в исследовательские и практические процессы, а также от способности науки адаптироваться к новым технологическим реалиям.

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NEUROCOGNITIVE MECHANISMS BEHIND LANGUAGE LEARNING APPS: INSIGHTS FROM PSYCHOLINGUISTICS AND IT

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Abstract

The rapid development of digital technologies has revolutionized language learning, offering learners unprecedented access to personalized, flexible, and interactive tools. This article explores the neurocognitive mechanisms involved in language learning through mobile and web-based applications, focusing on insights derived from psycholinguistics and information technology (IT). By examining cognitive processes such as memory, attention, and perception, this paper investigates how language learning apps facilitate second language acquisition (SLA) and how psycholinguistic theories can inform the design of these apps. It discusses how modern technology can engage cognitive systems to optimize learning and retention, while also highlighting challenges faced by language learners in digital environments. The article concludes by proposing potential directions for future research and development in language learning applications, with the goal of enhancing their alignment with the brain's natural learning processes.

Keywords*: Neurocognitive mechanisms, language learning apps, psycholinguistics, information technology, cognitive processes, second language acquisition, memory, attention, digital learning tools*

Introduction

In recent years, technology has become an integral part of language learning, with mobile applications, websites, and software tools offering new ways for learners to acquire a second language. These applications provide features such as gamification,

spaced repetition, and real-time feedback, which aim to enhance engagement and learning outcomes. However, the effectiveness of these apps is deeply intertwined with the neurocognitive mechanisms involved in language acquisition.

Psycholinguistics, which studies the relationship between language and cognitive processes, offers critical insights into how the brain processes, stores, and retrieves language. By understanding the neurocognitive processes that underpin language learning, developers can design more effective language learning apps that cater to the brain's natural tendencies and limitations. This paper examines how neurocognitive mechanisms such as memory, attention, and processing speed interact with language learning apps, and how psycholinguistic theories can inform the design of these digital tools.

Neurocognitive Mechanisms in Language Learning

Language acquisition is a complex cognitive process that involves multiple systems of the brain, including those responsible for memory, attention, perception, and motor control. Neurocognitive mechanisms are fundamental to the way language is processed, learned, and retained. These mechanisms can help explain how language learning apps facilitate second language acquisition (SLA), as well as the challenges learners may face when using these tools.

One of the key cognitive processes in language learning is memory. Memory systems are crucial for retaining new vocabulary, grammatical structures, and phonetic patterns. Cognitive psychologists distinguish between short-term memory, working memory, and long-term memory (Baddeley, 2000). Working memory, for example, is used to temporarily hold and manipulate information during language learning, while long-term memory is responsible for storing linguistic knowledge. Learning apps often rely on techniques such as spaced repetition, which exploits the forgetting curve (Ebbinghaus, 1885), to strengthen the transfer of information from working memory to long-term memory. By optimizing the timing of review sessions, these apps aim to reinforce retention and improve language recall [Dubrovina A. M. 2006, p.46].

Attention, another essential cognitive mechanism, plays a significant role in the effectiveness of language learning apps. According to cognitive load theory (Sweller, 1988), learners have limited cognitive resources, and excessive information processing can lead to cognitive overload, hindering learning. Language learning apps must therefore ensure that their content is appropriately challenging without overwhelming learners. Many apps achieve this by offering interactive elements and providing immediate feedback, which helps to maintain focus and avoid frustration. For example, gamified elements such as scoring systems, time limits, and rewards encourage learners to stay engaged without overloading their cognitive resources [Dubrovina A. M. 2006, p.47].

Furthermore, attention and memory are closely linked in the language learning process. Research suggests that learners are more likely to retain information that they actively attend to and process (Schmidt, 1990). Language learning apps can harness this by presenting content in ways that engage learners' attention, such as through audio-visual cues, interactive dialogues, and contextualized learning experiences. By providing immersive and varied contexts for practice, these apps can facilitate deeper processing, which is crucial for long-term retention [Sweller 1988, p.278].

Psycholinguistic Theories in Language Learning Apps

Psycholinguistic theories offer valuable insights into how language learning apps can be optimized to align with the cognitive processes involved in second language acquisition (SLA). One influential theory in this domain is Stephen Krashen's Input Hypothesis (1985), which posits that learners acquire a second language most effectively when they are exposed to comprehensible input that is just slightly above their current proficiency level. Krashen's model emphasizes the importance of meaningful exposure to language that the learner can understand, even if not all the elements of the language are fully comprehended. This principle is commonly used in language learning apps, which often feature adaptive learning systems that adjust the difficulty of tasks based on the learner's current level. By presenting learners with progressively more challenging content, these apps allow learners to engage with language that is within their reach, promoting effective learning [Krashen 1985, p.92].

Another key theory is Richard Schmidt's Noticing Hypothesis (1990), which argues that learners must consciously notice linguistic forms in input to process them and incorporate them into their language repertoire. Schmidt suggests that learners are more likely to acquire forms that they notice in the input, whether through overt attention or implicit awareness. Many language learning apps use features like highlighted vocabulary, grammar explanations, and error corrections to draw learners' attention to specific linguistic forms. These features encourage learners to consciously notice and process key aspects of the language, thereby enhancing their chances of successful acquisition [Schmidt 1990, p.134].

Both the Input Hypothesis and the Noticing Hypothesis highlight the importance of exposure and attention in language learning, principles that language learning apps can incorporate through adaptive algorithms, feedback mechanisms, and content personalization. By aligning their designs with these psycholinguistic theories, developers can create apps that better support learners in acquiring a second language [Dubrovina A. M. 2006, p.48].

The Role of Information Technology in Language Learning

Information technology has revolutionized the way language is learned by providing access to a wide range of tools that can engage cognitive mechanisms and optimize learning outcomes. One significant innovation in language learning apps is the use of

adaptive learning technologies. These technologies use algorithms to track learners' progress and adjust the difficulty of tasks in real time. By continuously assessing learners' performance, adaptive learning systems can present content that matches their cognitive abilities and learning pace, ensuring that learners are neither bored by content that is too easy nor overwhelmed by content that is too difficult [Van der Meijden & Veenman 2016, p.312]. This personalized approach not only improves learning outcomes but also helps learners stay engaged and motivated.

Another key technological advancement is the integration of speech recognition software. This feature allows learners to practice pronunciation in real time, receiving instant feedback on their accuracy. From a neurocognitive perspective, pronunciation practice activates the brain's motor cortex, which is involved in speech production. By providing immediate feedback, speech recognition technology reinforces correct pronunciation and helps learners develop a more native-like accent. This feature is particularly useful in apps designed to improve spoken language skills, as it allows for continuous, self-directed practice [Dubrovina A. M. 2006, p.49].

Additionally, many language learning apps incorporate gamification techniques, which engage cognitive mechanisms related to motivation and attention. The use of rewards, progress tracking, and competitive elements can enhance learners' intrinsic motivation, making the learning process more enjoyable and less tedious. Studies have shown that gamification can improve learner retention, focus, and performance, especially when combined with social elements such as leaderboards and peer interactions [Van der Meijden & Veenman 2016, p.314].

Challenges and Limitations of Language Learning Apps

While language learning apps offer numerous advantages, they are not without their challenges and limitations. One concern is that language learning apps may encourage passive learning. Although these apps provide valuable tools for vocabulary acquisition and grammar practice, they often lack the interactive, communicative aspects that are necessary for developing fluency in real-world conversations. To address this gap, some apps are incorporating features that simulate real-life interactions, such as chatbots or speech recognition systems, but these features are still limited in their ability to replicate authentic communication [Swain 1985, p.60].

Another limitation is the quality and effectiveness of different apps. While some apps are grounded in sound psycholinguistic principles and are designed to optimize cognitive processes, others may offer limited pedagogical value. Users may encounter apps that prioritize entertainment over learning, which could lead to superficial engagement with the language rather than deep cognitive processing. To maximize the effectiveness of language learning apps, developers must ensure that they are grounded in established theories of language acquisition and cognitive psychology [Dubrovina A. M. 2006, p.50].

Conclusion

Language learning apps represent a powerful tool for language acquisition, offering personalized, flexible, and interactive experiences that align with many of the cognitive processes involved in SLA. By incorporating principles from psycholinguistics and leveraging advancements in information technology, these apps can optimize the learning process, promoting retention, engagement, and fluency. However, challenges remain, including the need for more communicative practice and the risk of passive learning. As technology continues to evolve, future language learning apps should aim to incorporate more immersive, context-rich experiences that support learners in achieving communicative competence. Further research is needed to refine these apps and ensure that they align more closely with the brain's natural learning mechanisms, ultimately enhancing the effectiveness of digital language learning tools.

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ARTIFICIAL INTELLIGENCE IN MODERN SOCIETY:

INNOVATION, RISK, AND RESPONSIBILITY

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Abstract. Artificial Intelligence (AI) is becoming one of the most transformative forces in the modern world, reshaping industries, governments, and everyday lifestyle. This article explores how AI brings both cutting-edge innovation and pressing risks, requiring responsible and ethical management. We look at how AI boosts efficiency, improves healthcare, advocates for education, and tackles climate change. At the same time, we deal with serious concerns: bias in algorithms, threats to privacy, impacts on jobs, and misuse of AI technologies. Using reports from the OECD, European Commission, and UNESCO, as well as respected academic research, we examine strategies for ethical and trustworthy AI development. In conclusion, we argue that collaboration across sectors, clear policies, and inclusive decision-making are essential to harness AI's full potential while reducing its risks.

Keywords: Artificial Intelligence, Innovation, Ethics, Privacy, Algorithmic Bias, Regulation, Governance, Job Automation, Deepfakes, Digital Education.

Introduction. Once confined to science fiction and academic debate, Artificial Intelligence (AI) now plays a real and growing role in our everyday lives. From the voice assistants on our phones to the complex algorithms managing traffic, diagnosing illnesses, and even influencing court decisions, AI is no longer just the future—it’s the present. The British mathematician Alan Turing's question, "Can machines think?" has transformed into a global inquiry: How should machines think, and what should be the limits of their influence? AI's capabilities are expanding due to advances in computing power, the explosion of available data, and more sophisticated algorithms. These forces drive its integration into healthcare, finance, education, transportation, and environmental management.

While AI opens doors to incredible possibilities, it also raises critical issues that affect our fundamental rights, economic systems, and democratic values. This article aims to explore how AI can be developed and used responsibly, balancing innovation with ethical responsibility.

Main part. AI is already driving massive changes in the global economy. In factories, smart robots work alongside humans, performing repetitive tasks more efficiently. In offices, AI tools streamline workflows and manage large datasets quickly and accurately. According to the OECD, AI has the potential to raise global GDP by up to 14% by 2030 [OECD. 2021, p.56]. It supports faster decision-making, reduces operational costs, and opens up new business models. Small businesses use AI for marketing, customer service, and inventory control, making them more competitive. AI also enhances financial decision-making through predictive analytics and fraud detection. While these innovations offer exciting opportunities, they also demand a closer look at how benefits are distributed and who gains the most from this growth.

Beyond economic gains, AI significantly improves public services. In healthcare, AI helps diagnose diseases like cancer more accurately and at earlier

stages. For instance, Google's DeepMind has developed AI tools that can detect eye diseases with accuracy rivaling human specialists [OECD. 2021, p.89]. In education, AI systems adapt lessons to individual learning styles and help teachers pay attention students who need extra support. In environmental science, AI models track pollution levels and predict natural disasters, offering early warning systems that save lives. The use of AI in social services can also optimize case management, ensuring vulnerable individuals receive timely and effective support. All these applications show how, when guided responsibly, AI can improve human well-being and social justice.

AI systems learn from data, but data often reflects past human biases. When biased data is fed into AI, the results can perpetuate unfair treatment. One well-known example is facial recognition technology, which has been shown to misidentify people with darker skin tones at higher rates [UNESCO. 2024, p.34]. This has serious implications, especially in law enforcement. In hiring tools, biased AI can favor certain groups over others, worsening inequality. Solving this problem requires more than technical fixes; it calls for transparency in how AI is designed and ongoing evaluation of its impact. Organizations must be held accountable, and affected communities should have a voice in shaping AI systems that influence their lives.

Privacy and Data Protection. AI depends on vast amounts of personal data to function effectively. This raises important questions about who owns the information and how it is used. Many AI systems can infer deeply personal details, such as someone’s health status or political views, without explicit consent [European Commission. 2020, p. 12]. Data breaches and misuse of personal information can have lasting consequences. The European Union has been at the forefront of this issue, emphasizing "privacy by design" in its AI regulations [European Commission. 2020, p. 16]. These rules require developers to think about privacy from the start, not as an afterthought. People must be informed when AI is being used, and they must have control over their data. Without such safeguards, public trust in AI will erode.

Labor Market Disruption. One of the largest concerns about AI is its impact on jobs. As machines take over routine tasks, some jobs may disappear altogether. A study by Frey and Osborne predicts that nearly half of U.S. jobs could be automated in the next two decades [Frey&Osborne. 2017, p.45]. Sectors like transport, retail, and manufacturing are especially vulnerable. But, AI also creates new types of jobs—such as AI ethics consultants, data scientists, and robotic maintenance specialists. The challenge is ensuring that workers are prepared for these shifts.

Governments and companies must invest in reskilling programs and create pathways for displaced workers to find meaningful employment. Education systems

must evolve to teach skills like critical thinking, adaptability, and ethical reasoning, which are essential in an AI-driven world.

Misinformation and Security. AI-generated content, such as Al-generated forgeries—hyper-realistic fake videos or audio—pose a serious threat to public trust. These technologies can be used to spread false information, impersonate individuals, or manipulate political discourse. For instance, AI-generated videos have been used to falsely portray public figures saying things they never said, leading to confusion and even inciting violence [AP News. 2024, p.3]. UNESCO has warned that AI could be exploited to deny historical events, such as the Holocaust, undermining truth and education [UNESCO. 2024, p.41]. To counter these risks, there must be systems in place to detect manipulated content and verify authenticity. Media literacy and public awareness are also crucial in helping people recognize and question AI-generated misinformation.

Building trustworthy AI requires participation from multiple sectors—governments, private companies, researchers, and civil society. Each group brings unique perspectives and responsibilities. The OECD's AI Principles, endorsed by over 40 countries, offer a solid starting point. They emphasize values like human rights, fairness, transparency, and accountability [OECD. 2021, p.103]. These principles are not legally binding but serve as important guidelines that can shape national policies and corporate behavior. The goal is to ensure that AI serves society as a whole, not just the interests of a few.

Legal frameworks play a vital role in AI governance. The European Union's AI Act is one of the first comprehensive efforts to regulate AI based on risk [European Commission. 2020, p.21]. High-risk AI systems, like those used in hiring or law enforcement, face stricter requirements including independent audits and transparency measures. Lower-risk applications are encouraged to innovate with fewer restrictions. This risk-based approach balances safety with innovation. It sets a global example for how regulation can be adaptive, forward-looking, and grounded in fundamental rights.

Ethical frameworks help guide developers and organizations beyond what is legally required. UNESCO's global recommendation on AI ethics outlines key principles such as transparency, inclusiveness, and human oversight [UNESCO. 2024, p.52]. These principles stress the need to keep humans in control of AI and ensure that technology benefits all of humanity. Many companies and universities now have internal ethics boards to evaluate AI projects before they are started. These practices build a culture of responsibility and make ethics a core part of innovation.

The private sector plays a crucial role in shaping how AI is used. Responsible companies are adopting best practices like "explainable AI" that allows users to understand how decisions are made. They also use "privacy by design" and conduct regular audits to assess social impact [Business Insider. 2025, p.2]. Partnerships such as the Partnership on AI bring together tech firms, academics, and nonprofits to

collaborate on ethical AI development. Transparency reports and stakeholder consultations help build public trust and prevent abuses. Companies that prioritize ethics often gain a competitive advantage by aligning their products with user values and regulatory expectations.

Conclusion. Artificial Intelligence has immense potential to transform our world for the better—making services smarter, processes faster, and societies more efficient and responsive. But with that potential comes responsibility. The ethical, social, and economic risks posed by AI are real and growing. Addressing them requires a coordinated effort across all sectors of society. Governments must enact thoughtful regulations. Companies must uphold ethical standards.

Educators and researchers must prepare future generations to navigate an AI-rich world. Citizens must be informed and empowered. Only through shared responsibility and inclusive governance can we ensure that AI enhances our humanity instead of undermining it.

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TARIX FANINI O'QITISH USUL VA METODLARI

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ANNOTATSIYA: Ushbu maqola tarixni gumanitar fanlarning bir tarmog'i sifatida tushunishning ahamiyatini yoritishga qaratilgan bo'lib, talabalarga voqealarni tarixiy bilimlar nuqtai nazaridan baholashga yordam berish zarurligini ta'kidlaydi. Unda tarixni o'qitishning asl maqsadi, o'qituvchi faoliyatining motivlari va samarali o'qitish usullarining xilma-xilligi o'rganiladi. Muhokama qilingan metodlar: (1) faol o'quv vaziyatlari: munozara, namoyish etish va simulyatsiya; (2) maxsus mavzular yondashuvi; (3) birlamchi manba materiallaridan foydalanish; (4) tarixiy filmlardan foydalanish; (5) kutubxonadan foydalanish; va (6) tarixiy adabiyotlardan foydalanish.

Kalit so'zlar: *gumanitar fan, tarix, metod, debat, simulyatsiya, tarixiy fantastika, birlamchi manba.*

Kirish

Ko'pchilik insonlar, ayniqsa, ta'lim oluvchilar uchun tarix fani yod olish imkoniyati deyarli mavjud bo'lmagan katta hajmdagi joylar, yillar va ismlar majmui hisoblanadi. Ammo yaqindan nazar solinganda esa fanning chuqur ma'nosi yuzaki faktlar bilan cheklanmaganligi ravshanlashadi. Tarixning aniq bir tarifini berish qiyin, lekin ko'plab olimlar tomonidan bo'lgan voqea-hodisalarni avlodlarga yetkazish maqsadida o'rganilgan va yozib berilganligi kundek ravshan. "Ilmi yaratilish ibtidosi va o'tmish avlodlar tarixi bilan bog'liq bo'lgan hamma narsa soxtalashtirilgan yoki afsonalar bilan aralashib ketgan, chunki u uzoq o'tmishga tegishli; chunki bizni undan uzoq vaqt ajratib turadi va o'quvchi uni xotirada saqlashga va mustahkamlashga (uni chalkashliklardan saqlash uchun) qodir emas... Bizning burchimiz yaqin narsadan uzoqroqqa, ma'lum narsadan kamroq ma'lum bo'lgan narsaga qarab borish, an'analarni xabar berganlardan to'plash, ularni iloji boricha tuzatishdir."[Abu Rayhon Beruniy, p. 30] Boshqa so'z bilan aytganda tarix "alohida voqealar seriyasi" emas, balki "Bu odamlarning birgalikda yashaganlari va muammolarni birgalikda hal qilishga harakat qilganlaridir"[Johnson, N. & Ebert, J, 1991, p. 5].
Tarixning hech bo'lmaganda bir qismini o'qitish va o'rganish insonning tafakkurga ega shaxs sifatida omon qolishi uchun zarurdir. Tarixni bilish odamlarga qayerda bo'lganimiz va qayerda bo'lishimiz mumkinligi haqida yangi tasavvur berish imkoniyatiga ega. O'quvchilarni nafaqat o'tmishdagi voqealar, balki o'tmishdagi voqealarning turli talqinlari va talqinlarni baholash vositalari haqidagi bilimlar bilan qurollantirish orqali o'qituvchilar ularga ulkan xizmat ko'rsatadilar! Talaba ko'pincha tarix zerikarli va ahamiyatsiz ekanligidan shikoyat qiladi. Buning sababi esa tarix fanini o'qitishning ko'p qismi arzimas narsalarni o'qishdan iborat bo'lib qolgani yoki aksariyat o'quvchilarning o'rgangan bilimlarining kundalik hayotiga

tatbiq etilmayotganligida. Biroq, tarix o‘qituvchilari dolzarb muammolarni muhokama qilish va bunday muammolar "asrlar davomida oldinga va orqaga" olib borishini ko‘rish orqali tarixni qiziqarli qilishlari mumkin [Evans, R. W, 1989, p. 38].

Asosiy qism

Hozirda tarix fani va g‘oyalarini o‘quvchilar uchun mazmunli qila oladigan turli usul va yo‘llar mavjudligiga qaramasdan, fan asosan professor yoki o‘qituvchining markaziy darslikka asoslangan holda o‘qiladigan ma’ruzasiga qattiq bog‘lanib qolgan. Talabalarga tarixni turli yo‘llar bilan ko‘rish mumkinligini tushuntirish muhimdir[Graves.P. 1992.]. O‘quvchilarni turli nuqtai nazarlarning salbiy jihatlari va zaif tomonlari haqida tizimli va tanqidiy fikrlashga o‘rgatish yaxlit ta’lim berishning pirovard maqsadidir.

Faol o‘rganish

Takliflardan biri o‘quvchilarni o‘quv jarayoniga jalb qiladigan faol o‘qitish usullaridan foydalanishdir. MakAndryus (1991) tarix kurslarida foydalanadigan quyidagi bir nechta usullarni tasvirlaydi.

Bahs-munozara (Debat)

Debat o‘tkazish talabalardan ma’lum bir tarixiy muammoni tanqidiy tahlil qilishni talab qilib, o‘quvchilarga tanganing ikki tomonini tanishtiradi.. Masalan, o‘qituvchi o‘quvchilardan "Amerika inqilobi haqiqatan ham inqilobiy bo‘lganmi?" degan savolni muhokama qilishni so‘rashi mumkin. Buning uchun ta’lim beruvchi tomonidan sinf ikkita alohida guruhga bo‘linishi va har bir guruhga inqilobning qarama-qarshi tarixiy nuqtai nazarlarini qo‘llab-quvvatlaydigan o‘qish materiallari taqdim etilishi kerak.O‘rganilgan materiallarga asoslanib o‘qituvchi yo‘l-yo‘rig‘i asosida bahs-munozaraga kirish, shubhasiz, talabalarga tanqidiy fikrlashga yordam beradi. [p.36]

Namoyish

O‘qitishning yana bir faol usuli “Namoyish o‘tkazish” hisoblanib, u "o‘tmish va hozirgi zamon o‘rtasidagi tasodif va uzluksizlikni namoyish etuvchi tarixiy masalaning og‘zaki bayoni"dir. [p.36-37]. Bu metoddan foydalanish orqali bir guruh talabalarning o‘qituvchi rahbarligida ko‘rgazmali chiqish qilishlari ko‘zda tutiladi. Masalan, Lotin Amerikasi mamlakatlari o‘rtasidagi chet el aloqalari mavzusini o‘qitishda guruhdagi har bir o‘quvchi Lotin Amerikasining biror mamlakati, aytaylik, Meksika yoki Braziliya vakiliga aylanadi. Keyin esa ushbu o‘quvchilar o‘z mamlakatlarining qarashlari va siyosati haqida sinfning qolgan a’zolariga hisobot berishadi.

Simulyatsiya (O‘rganish maqsadida biror real voqea yoki vaziyatni sun’iy yaratish)

O‘quvchilarni ta’lim jarayonida faol ishtirok etishga majbur qilishning uchinchi usuli imitatsiya deb ataladi va u namoyish qilish usuliga o‘xshaydi. Simulyatsiya o‘quvchidan “o‘quvchilar tarixiy saboq olishlari mumkin bo‘lgan" [p.39] muayyan tarixiy voqealarni ijro etishni talab qiladi. Simulyatsiyaga misol tariqasida 1789-yilgi Konstitutsiyaviy konvensiyani aynan ma’lum bir o‘quvchilar tashkiloti tomonidan qabul qilingan akt sifatida ko‘rsatishni keltirish mumkin.

Ushbu usullarning har biri, tegishli o‘quv materiali bilan to‘ldirilganda, har qanday o‘quvchini tarix darsini o‘rganish jarayoniga jalb qila oladi.

Mavzuga ixtisoslashtirilgan yondashuv

Tarix fani mavzularini yanada qiziqarli va dolzarb qilishning boshqa usullari ham mavjud bo‘lib ulardan biri kursning umumiy tarixiy mazmunini yanada "ixtisoslashgan" mavzular bilan to‘ldirishdir. Bu Amerika tarixini o‘rganish yuqori darajada ixtisoslashgan bo‘lganidan, u "asosiy" fanlarning ko‘pini o‘z ichiga olishi kerak, degan ma’noni anglatmaydi, balki aksincha, o‘qituvchi o‘quvchilar uchun qiziqarli va mazmunli bo‘lgan tarixiy ma’lumotlarni kiritishi kerakligiga urg‘u beradi. Lernerning (1976) ta’kidlashicha, tarix kursiga ba’zi ayollar tarixini kiritish uzoq muddatli foyda keltirishi, ya’ni ta’lim oluvchi qizlarga "o‘z qadr-qimmatini va ta’lim olish motivatsiyasini oshiradigan hayajonli intellektual tajribani" taqdim etishi mumkin [p.98].

Birlamchi manbalar

Oddiy darslikdan tashqari birlamchi manbalardan foydalanish tarixni o‘quvchilar uchun "jonlantirishi” mumkin. "Birlamchi manbalar voqea yoki hodisa sodir bo‘lgan joyda bevosita guvoh bo‘lganlarning voqealar haqidagi hikoyalarini aks ettiradi”[Marlow, E. 1988, p.5]. Karson va Otvell (1988) deyarli har qanday narsani birlamchi manba sifatida ishlatish mumkinligini aniqlaganlar. Misol uchun, ular o‘n to‘qqizinchi asr oxirida "Ayollar" jurnalida paydo bo‘lgan reklamalarni o‘rganib chiqishganda ushbu reklamalar ayollarning jamiyatdagi roliga ma’lum munosabatni ifodalaganini aniqlashganlar. "Reklamalarda ayollar uy-ro‘zg‘or yumushlari va oilaga g‘amxo‘rligi uchun tayinlanganligi va uy ishlari ma’lum bir yuqori standartlar to‘plamiga asoslangani va talab qilingani ko‘rsatilgan" Birlamchi manba materiallariga boshqa misollar: kundaliklar, gazetalar, siyosiy hujjatlar va o‘sha davrga tegishli ommaviy bayonotlar. Quldorlik davrini tushuntirish uchun qullarning hikoyalaridan, dastlabki ayollar harakatini yoritib berishda esa Elizabet Kedi Stentonning yozuvlaridan, fuqarolik huquqlarini muhokama qilishda esa Martin Lyuter King va Malkolm Xning nutqlaridan foydalanish mumkin. Bunga o‘xshash misollar juda ko‘p, ularning har biriga alohida to‘xtalishning hojati yo‘q.

Tarixiy filmlar

O‘Konnor (1977) fikriga ko‘ra, o‘tmishning jonli manzarasini chizishda televideniye roliklari, propaganda filmlari, televizion reklama roliklari va tarixiy hujjatli filmlardan foydalanish mumkin bo‘lgan bir paytda, filmlardan tarixiy o‘qitish vositasi sifatida foydalanish juda e’tibordan chetda qolgan. "Ilhaq" (2020) va "Islomxo‘ja" (2018) kabi filmlar tarixiy o‘qitishning ajoyib vositalari bo‘lib, talabalar o‘rtasidagi munozaralar uchun mustahkam asos bo‘lib xizmat qilishi mumkin. JR’S, The Name of the Rose va Man for All Seasons kabi boshqa tijorat filmlari ham, agar tarixiy haqiqatning tanqidiy ko‘zi bilan qaralsa, o‘rinli bo‘ladi. Ushbu turdagi filmlar o‘quvchilarga tarixning ba’zi boshqa turdagi shakllarini ko‘rishga , "Gollivud" va tarix nima ekanligini farqlashga yordam beradi.

Kutubxona

Kutubxonadan tarixni o‘qitishni takomillashtirish vositasi sifatida foydalanish ham foydali usullardan biri hisoblanib, ushbu metod kelajakda talabalarga "tarixiy tadqiqotlar uchun poydevor" yaratishi mumkin. Shu bilan birga bu yondashuv "professor-o‘qituvchilar va kutubxonachilar o‘rtasida yaqin hamkorlikni" talab qiladi[Reitan, E. A. 1978, p.88-89]. Ushbu metod ayniqsa o‘qituvchi talabalardan ilmiy ish yozishni talab qilganda foydalidir. Donnelli (1989) katta tadqiqot kurslarida ushbu usuldan foydalanishni qo‘llab-quvvatlaydi. Bu talabalarga kutubxonadan vosita sifatida foydalanishning ahamiyatini o‘rgatadi va shu bilan birga ularni q,andaydir turdagi tadqiqot loyihalarini talab qiladigan yuqori darajadagi kurslarga tayyorlaydi. Buning uchun Donnelli o‘z talabalaridan muhim tarixiy shaxsni tanlashlarini va o‘sha shaxs haqida biografik maqola yozishlarini talab qilgan. Biroq, ushbu metodni qo‘llashda fuqarolik huquqlari, Beatniklar, abolitsionistlar, mo‘tadillik harakati, jadidchilik, qatag‘on siyosati kabi turli tarixiy harakatlardan ham foydalanish mumkin.

Tarixiy badiiy asarlar

Tarixiy adabiyotlarning keng tarqalgan bo‘lishiga qaramasdan, ular tarix kurslarida o‘quv materiali sifatida juda kam qo‘llaniladi. Jonson (1991), King (1988) va Keyn (1983) darslik va asosiy manba materiallari bilan bir qatorda tarixiy badiiy adabiyotlardan foydalanish tarixni o‘quvchilar hayotiga moslashtirishning samarali va qiziqarli usuli ekanligini aniqlashgan. Ushbu tarixiy fantastikalar bir guruh odamlarning "tub ildizlari" nuqtai nazarini taqdim etib, ularning "hayotiy muammolari" va tajribalarini tasvirlaydi [Cain, L. 1983, p.26-27]. King (1988) ta’kidlashicha, o‘quvchilarga asar qaxramonlarining “keyinchalik qanday munosabatda bo‘lishadi, nima qilishadi, keyin nima bo‘ladi” kabi masalalarda hukm chiqarishda romanning qismlaridan, hatto butun romanning o‘zidan foydalanish “o‘quvchilarning tarixiy tasavvurini rag‘batlantiriladi” [p.26]. Nabijon Boqiyning "Qatlnoma", Shukrulloning "Kafansiz ko‘milganlar" va Cho’lponning "Kecha va kunduz" asarlari darslik hech qachon bera olmaydigan tarixiy bilimlarni yetkazishi mumkin.

Xulosa

Bu yerda tavsiflangan o‘qitish texnika va usullarining hech biri, agar ular insonparvarlik nuqtayi nazaridan kelib chiqib o‘qitilmasa, o‘quvchilarga ta’sir qilmaydi. Tarixni shunday taqdim etish kerakki, o‘quvchilar uni o‘z hayoti bilan bog‘lay olsin va undan ma’no topsin. Tarixning birinchi maqsadi "shaxsiy o‘sish... (ya’ni) o‘zlik tuyg‘usini va insoniyat tarixidagi o‘z davri va o‘rnini his qilishga intilayotgan xalqni qoniqtirishdir." Marrou (1982/83) bizga tarixni o‘qitishimiz sinfdagi o‘quvchilarni e’tirof etish va ijobiy qo‘llab-quvvatlashni o‘z ichiga olishi kerakligini aytadi. O‘qituvchi va talabalar birgalikda savollarga javob berishlari va muammolarni hal qilishlari kerak. Asosiy maqsad - o‘quvchilarni jalb qilish. Agar tarix o‘qituvchilari o‘zlarini mutaxassis sifatida emas, balki hamkasb o‘quvchi sifatida ko‘rsatganlarida edi, sinf xonasi yanada gumanitar (ijtimoiylashgan) joyga aylangan bo‘lardi. Marrou davom etadi: "Talabalar har xilligini qondirish uchun kursni moslashtirish... gumanistik yondashuvdan foydalanishning muhim tarkibiy qismidir". [p.25] Ushbu yondashuv yuqorida aytib o‘tilgan ba’zi usullar bilan omuxta qo‘llanilib, tarixni talabalar uchun ham, o‘qituvchilar uchun ham ancha qoniqarli qiladi.

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