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«ZAMONAVIY TILSHUNOSLIKDA TIL, MADANIYAT VA TARJIMA: QIYOSIY YONDASHUVLAR»

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Ushbu ilmiy to‘plamdan O‘zbekiston davlat jahon tillari universiteti Ingliz filologiyasi fakulteti Ingliz tilini o’qitish metodikasi va ta’lim texnologiyalari kafedrasi tomonidan 2024 yil 17 fevralda ***«Zamonaviy tilshunoslikda til, madaniyat va tarjima: qiyosiy yondashuvlar»*** *mavzusida o‘tkazilgan respublika ilmiy amaliy anjumani xamkor universitetlar, respublika oliygohlari professor - o‘qituvchilar, katta ilmiy xodim izlanuvchilar va tadqiqotchilar tarkibining chet tillarini oqitishning zamonaviy metodlari, tarjimashunoslikning dolzarb muammolari hamda til va madaniyat o’rtasidagi bogliklikliklar va ularni dars jarayonida qo’llash jihatlariga bag‘ishlangan ilmiy maqolalari joy olgan.*

Данный научный сборник отобран из материалов Республиканской научной конференции, проведенной 17 февраля 2024 года кафедрой методики преподавания английского языка и образовательных технологий факультета английской филологии Узбекского государственного университета мировых языков на тему «Язык, культура и перевод в «Современное языкознание: сопоставительные подходы». На практической конференции будут представлены научные статьи профессоров, преподавателей, старших научных сотрудников и научных сотрудников вузов-партнеров и республиканских вузов по современным методикам преподавания иностранных языков, актуальным проблемам переводоведения, взаимосвязи язык и культура и их применение в процессе обучения.

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Maqolalar matni mualliflar bergan variantda bosilmoqda va ularning saviyasi uchun mualliflar ma’suldirlar.

SO‘Z BOSHI

YUSUPOV OTABEK YAKUBOVICH

O‘zbekiston davlat jahon tillari universiteti Ilmiy ishlar va innovatsiyalar prorektori

Hurmatli professor-o‘qituvchilar, talabalar va anjuman mehmonlari. Barchangizni **«Zamonaviy tilshunoslikda til, madaniyat va tarjima: qiyosiy yondashuvlar»** deb nomlangan xalqaro ilmiy-amaliy anjumanning o‘tkazilishi bilan tabriklayman va uning samarali va yuksak faollik darajasida o‘tishiga tilakdoshman.

Mustaqil O‘zbekistonning kelajagi, asosan, har tomonlama yetuk va salohiyatli avlodni tarbiyalashga bog‘liq. Shu yuksak vazifani bajarish maqsadida vataniga, xalqiga va istiqlol g‘oyalariga sadoqatli, mustaqil fikrlaydigan, ijodkor hamda erkin shaxslarni shakllantirish davlat siyosatining asosiy yo‘nalishlaridan biri sifatida belgilanmoqda. Bu jarayonda milliy istiqlol mafkurasi yoshlarni ma’naviy jihatdan yetuk insonlar sifatida tarbiyalashda yetakchi va yagona g‘oya sifatida xizmat qilmoqda.

Hozirgi davrdagi keng ko‘lamli islohotlar har bir kishidan bilimdonlik, salohiyat, samarali mehnat, madaniyatlilik, yuqori malaka, yuksak ong, ijodkorlik va jamiyat oldidagi mas’uliyatni chuqur anglashni talab etmoqda. Insonparvar, demokratik va mustaqil davlat qurishda ishtirok etuvchi har bir shaxsda ushbu fazilatlar shakllangan bo‘lishi zarur. Ushbu muhim vazifani amalga oshirish uchun barkamol shaxsni tarbiyalashda ma’naviy-ma’rifiy ishlarni rivojlantirish, samarali usullarni aniqlab, ularni amaliyotga joriy etish talab qilinadi.

Xorijiy til – bu milliy ma’naviyat va qadriyatlarning bebaho xazinasi, shuningdek, millat tafakkurini shakllantirishdagi eng muhim vositadir. Maktablardagi ona tili fani esa keng qamrovli ta’limiy-tarbiyaviy ahamiyatga ega bo‘lib, ushbu sohada ishlovchi mutaxassislar va mas’ul shaxslarga katta javobgarlik yuklaydi.

Asosiy maqsad – talabalar va yoshlarda milliy g‘urur va vatanparvarlik tuyg‘ularini rivojlantirish, ajdodlarimiz merosiga hurmat, vatanga sadoqat va istiqlolga fidoyilik kabi qadriyatlarni shakllantirishdir. Shu bilan birga, ma’naviy-ma’rifiy tarbiyaning yangi usullarini izlab topish, milliy tarbiyaning mohiyatini har bir shaxsga yetkazish, barkamol shaxsni tarbiyalashning mazmun, shakl va usullarini doimiy ravishda takomillashtirish ham ushbu maqsadning ajralmas qismidir. Bu jarayonda talabalarni erkin, ijodiy va mustaqil fikrlashga yo‘naltirish orqali bozor iqtisodiyoti sharoitida o‘zini boshqara oladigan, iqtidorli yoshlar va ijodkorlar bilan ishlash yo‘nalishlarini rivojlantirish ham ko‘zda tutiladi. O‘zbek xalqi o‘zining boy ma’naviy-ma’rifiy merosini yaratib va takomillashtirib, yuzlab avlodlarni insonparvarlik, mehnatsevarlik, do‘stlik, sahovat, ilmparvarlik, mardlik, jasorat va odoblilik kabi umuminsoniy fazilatlar ruhida tarbiyalab kelgan.

Professor-o‘qituvchilarni innovatsion faoliyatga tayyorlash jarayoni o‘rganilganda, ularning aksariyati innovatsiya, pedagogik texnologiyalar va ta’lim jarayoniga yangilik kiritish nazariyasining mohiyatidan yetarlicha xabardor emasligi aniqlangan. Shuningdek, ko‘pchilikning o‘z faoliyatini zamonaviy usul va vositalar bilan yangilash borasida bilim va ko‘nikmalari yetarli emasligi, ta’lim-tarbiya jarayonida tajriba-sinov ishlarini tashkil etish bo‘yicha zarur ko‘nikma va malakalar shakllanmagani kuzatiladi. Shu sababli, professor-o‘qituvchilarni innovatsion faoliyatga tayyorlash va yo‘naltirishga qaratilgan nazariy hamda amaliy bilimlarni targ‘ib qilish, ularda bu sohadagi ko‘nikma va malakalarni rivojlantirish yuqori samaradorlikka erishish uchun muhim tamoyillarni tashkil etadi.

- Ta’limning globallashuvi sharoitida professor-o‘qituvchilar faoliyatini zamon talablariga moslashtirish hamda ular o‘rtasida raqobatga asoslangan mehnat sharoitlarini shakllantirish maqsadida o‘qituvchilarni innovatsion faoliyatga tayyorlash dolzarb masala bo‘lib, ta’lim islohotlarining muvaffaqiyatini ta’minlovchi muhim omil hisoblanadi. Malaka oshirish institutlarida ta’lim jarayonining asosiy vazifalaridan biri sifatida o‘qituvchilarni innovatsion

faoliyatga yo‘naltirish va tayyorlashni keng targ‘ib qilish zarur. Ushbu maqsadga erishish uchun maxsus dasturlar va loyihalarni ishlab chiqish, ular asosida qayta tayyorlash va malaka oshirishning samarali tizimiga bosqichma-bosqich o‘tish orqali ta’limning sifat va samaradorligini oshirish mumkin.

Yaratilayotgan har bir dissertatsiya, monografiya, darslik, o‘quv qo‘llanma, maqola va ma’ruzalar yagona maqsadga xizmat qilishi lozim: xorijiy tillarni mukammal biladigan, o‘z sohasining yetuk mutaxassisi, faol va innovatsion fikrlaydigan, vatanparvar yosh kadrlarni tayyorlash. Shu sababli, innovatsion faoliyatga tayyorlash jarayonida pedagoglarning psixologik tayyorgarligini va qiziqishini oshirish, shuningdek, ularning shaxsiy imkoniyatlarini ro‘yobga chiqarishga yo‘naltirish alohida ahamiyatga ega. Bu jarayonlar malaka oshirish dasturlari doirasida izchil amalga oshirilishi zarur:

- Innovatsion faoliyatning infratuzilmasini shakllantirish – bu innovatsion faoliyat subyektlariga zarur xizmatlarni taklif qiluvchi tashkilotlar faoliyatini takomillashtirishni talab qiladi. Shu bilan birga, professor-o‘qituvchilarda motivatsiyani oshirishga yordam beradigan maxsus o‘quv majmualarini ishlab chiqish muhimdir. Ularning o‘z ustida ishlashi va mustaqil malaka oshirishini qo‘llab-quvvatlash uchun esa individual malaka oshirish dasturlarini joriy etish zarur.

Ta’lim samaradorligini oshirish uchun faqatgina tushunish va anglashning o‘zi kifoya emas, chunki yaxshi tushunilgan va ongli ravishda qabul qilingan bilim ham ba’zan ongda mustahkam saqlanmasligi mumkin. Shu sababdan, o‘quv materialida asosiy faktlar va tushunchalar o‘rtasidagi o‘zaro bog‘liqlikni ta’minlaydigan elementlarni shakllantirish zarur. Aks holda, o‘zlashtirilgan bilim, ko‘nikma va malakalar hayotiy amaliyotda qo‘llanmay qolishi mumkin.

Shu ma’noda, badiiy tafakkurni rivojlantirish talabalar tomonidan o‘quv materialini ongli ravishda o‘zlashtirishga, voqea va hodisalarni yaxlit hamda chuqurroq tushunishga yordam beradi. Bu jarayonda fanlarning integratsiyalashuvi har bir o‘quv fanini samarali o‘zlashtirishning pedagogik kafolati hisoblanadi.

Ayniqsa, talabalarning yozma va og‘zaki nutqini rivojlantirishda zamonaviy axborot texnologiyalarining ta’limdagi imkoniyatlaridan foydalanish nafaqat bilim, ko‘nikma va malakalarni to‘liq o‘zlashtirishga yordam beradi, balki materialni to‘liq tushunishni ta’minlaydi. Bundan tashqari, bu jarayon talabalar bilimida turli sabablar bilan yuzaga keladigan bo‘shliqlarni to‘ldirishga, bilimlarning unutilishi yoki qisman o‘zlashtirilishining oldini olishga imkon yaratadi.

Yaqin vaqtlargacha talaba ta’lim jarayonining ob’yekti, deb hisoblanar edi. Bugungi kunda u o‘zining tarbiyalanishida bevosita ishtirok etadigan sub’yekt darajasiga ko‘tarilmoqda. Ya’ni tarbiyalanuvchi talaba xuddi o‘qituvchi singari dars jarayonining egasiga aylanmoqda. Shunday ekan, talabalarning ijodiy, mustaqil fikrlashini rivojlantirish uchun barcha imkoniyatlarni ishga solish zarur. Bu o‘rinda talabalarining og‘zaki va yozma nutqi o‘stirilishiga katta e’tibor berish talab qilinadi.

Hurmatli anjuman tashkilotchilari, anjuman ishtirokchilari va anjumanga taklif etilgan hurmatli mehmonlar, men universitetimiz rektorati nomidan barchangizga ihat-salomatlik, a’lo, ishchi kayfiyatini tilayman va ishonamanki bu anjuman sizlar rejalashtirgandek, o‘ylagandek yuqori saviyada o‘tadi. Bu anjuman fakultet talabalarining o‘quv yili davomida o‘z ilmiy maslahatchilari bilan olib borgan ilmiy-amaliy izlanishlarning o‘ziga xos xisobotidir.

Ingliz filologiyasiga fakulteti jamoasi rejalashtirgan tadbirlar bundan buyon ham boshqa fakultet jamoalariga namuna, ko‘rgazmali chiqish bo‘lib xizmat qiladi deb o‘ylayman.

METHODS OF REFLECTIVE TECHNOLOGY IN FOREIGN LANGUAGE CLASSES

https://zenodo.org/records/14874114

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Abstract. *This article is devoted to the description methods of reflective technology in foreign language classes. The article analyzes various points of view on the definition of the concept of "reflection", considered by scientists of philosophy, psychology, and pedagogy, and proposes the author's definition of reflection from the point of view of methods of teaching foreign languages. Reflection on the purpose of implementation is described: reflection on the mood and emotional state of students, reflection on the assimilation of the content of educational material by students, reflection on the form of student activity. The practical application of the reflection stage in foreign language lessons is proposed based on the use of such techniques as "Color Test", "Reflective Screen", "Method five 5 fingers".*

Key words. *Methodology, technique, reflection, "Color Test", "Reflective Screen", "Method five 5 fingers", foreign language.*

Introduction. Reflexive technology is a technology that promotes the formation, development, improvement and consolidation of students' knowledge, skills, abilities and relevant competencies in acquisition of foreign languages. The American scientist Pierre Teilhard de Chardin defines reflection as the ability acquired by consciousness to focus on oneself and master oneself as an object that has its own specific stability and its own specific meaning - the ability not just to know, but to know oneself; not just know, but know that you know [5]. In the book "Psychology of Human Development" we find the following definition of reflection: "Reflection is such a specifically human ability that allows a person to make his thoughts, emotional states, his actions and relationships, in general his

whole self, the subject of special consideration (analysis and evaluation) and practical transformation (change and development)" [4].

From a philosophical point of view, the essence of the concept of "reflection" comes down to three main processes: as a process of turning back; as a process of self-knowledge by a person of his own mental qualities and state; as a process of understanding social reality in the process of socialization [1].

In pedagogy V.V. Davydov, V.A. Slastenin, T.I. Shamova consider reflection as a pedagogical definition. They describe it as a professional ability, associate it with professional competence, and explore the role of reflection in the successful activities of teachers in a multidimensional way. L. Zankov, I. Yakimanskaya consider reflection as an element of developmental teaching technology, which is successfully used in school practice [6].

Thus, in pedagogy, reflection is considered as a process of thinking and activity. Pedagogical reflection is the integration of processes of research into one's activities, which enriches professional and pedagogical experience.

A study of the literature on reflection allows us to conclude that reflection is studied as a philosophical category and is also studied by such disciplines as pedagogy and psychology. Based on scientists' definitions of reflection, we have developed our own definition. In our opinion, reflection is one of the main stages of the lesson, which involves a process of interrelated activities between the teacher and students to acquire knowledge, skills and abilities, during which students independently assess their state, emotions, knowledge, analyze the information received, the results of their activities on the subject being studied. Thus, from a methodological point of view, reflection is the process of organizing a lesson, where schoolteachers need to develop the reflective competence of students, increase the need for discussions on the topics being studied, and solving analytical, logical and creative problems.

Main part. According to the purpose of the conducting, there are three types of reflection: reflection of the mood and emotional state of students, reflection on

the assimilation of the content of educational material by students, reflection on the form of student activity [2].

Reflection of the mood and emotional state of students - it is a type of reflection that contributes to the formation of a favorable microclimate in the classroom. It is advisable to conduct such reflection at the beginning of the lesson in order to establish emotional contact or at the end as a stage of summing up the lesson. Reflection on the mood and emotional state of students is multivariate and is not difficult to carry out. It assesses the emotional mood of students and their perception of educational material. This is a reflection from the categories “liked/disliked”, “interesting/boring”, and “it was fun/sad”.

Reflection on the assimilation of the content of educational material by students - it is a type of reflection at the end of a lesson, where it is important for the teacher not only to find out and understand the emotional state of students at the end of the lesson, but also how productive the lesson has become for them, how firmly the students have mastered the content of the educational material. Students need to evaluate their activity in the lesson, the usefulness and interestingness of the forms of presenting knowledge, the fascination of the lesson, and teamwork.

Reflection on the form of student activity – it is a reflection, which contributes to the analysis of students’ activities in the lesson, identifying existing problems on the topic being studied, used at the stage of checking homework, defending project, research and independent work, at the stage of consolidating the material. This reflection can be collective, group, frontal, or individual.

Let's look at examples of using methods of reflective technology in foreign language classes. When conducting “Reflection of the mood and emotional state of students”, you can use the “Color Test” technique by Max Luscher. At the end of the lesson, students are asked to determine what their own mood was during the color lesson, using the characteristics of colors by the Swiss psychologist Max Luscher. The Luscher test is based on the assumption that the choice of color often

reflects the subject's focus on a certain activity, mood, functional state and the most stable personality traits. Characteristics of colors according to Max Luscher include 4 primary and 4 additional colors. Primary colors - blue, green, red and yellow - reflect the basic psychological needs of people: satisfaction with something, attachment to something, self-confidence, activity, desire for something or, expectation of something good, need for success:

1) blue - symbolizes calmness, contentment;

2) green - a sense of confidence, perseverance, sometimes stubbornness;

3) red - symbolizes willpower, aggressiveness, offensive tendencies, excitement;

4) yellow - activity, desire to communicate, expansiveness, cheerfulness.

Additional colors: purple, brown, black, gray. They symbolize negative tendencies: anxiety, stress, fear, grief:

1) purple – restless, anxious mood, close to disappointment;

2) brown – passivity, anxiety and uncertainty;

3) black – sad mood, denial, protest;

4) gray – isolation, sadness [3].

At the end of the test, you can conduct a question-and-answer conversation: Did you know previously, what do colors influence our emotional state? Do you agree with Max Luscher's theory, prove why? Have you noticed the influence of color on a person's mood, if so, give examples?

Conducting "Reflection on the assimilation of the content of educational material by students" you can use the "Reflective screen" technique. The guys in a circle speak in one sentence, justifying their answers, choosing the beginning of a phrase from the reflective screen on the board: 1. Today I found out ... 2. It was interesting, namely...

3. It was difficult to learn a new topic because….4. I acquired knowledge...5. I was surprised...

Conducting “Reflection on the form of student activity” we suggest using the techniques “Five Fingers method”. This is a simple and accessible technique in which each finger of the hand is assigned one of the controlled parameters of the quality of achieving the goal. The “Five Finger Method” was developed by the German writer, lecturer, author of books on personal and financial effectiveness, including “The Path to Financial Freedom”, “A Dog Named Money”, “The Laws of Winners” Bodo Schaefer, and a leading expert on time management in Germany and Europe, author of the bestsellers “More Time for Essentials”, “If You’re in a Hurry, Take Your Time”, “The Boomerang Principle: More Time for Happiness” Lothar Zeiwert [7].

The “Five-finger method” is that, using the palm of the right hand, using the first letters of the names of the fingers, students remember the parameters on the basis of which control is carried out and answer questions, and the wording of the questions can be changed by the teacher.

“L” (little finger) – thoughts, knowledge, information: what new did I learn today? What knowledge did you acquire? What experience did I have today?

“U” (unnamed) – proximity to the goal: what did I do today and what did I achieve?

“M” (medium) – state of mind, mood: what was my mood, mood? What was associated with positive emotions?

“I” (indicative) – service, help, cooperation: how did I help others today? Have my relationships with others improved?

“T” (thumb) – vigor, health, physical condition: what have I done today for my health?

Conclusion. All of the above allows us to conclude that reflection is a process of constant analysis of one’s own activities and its results. The use of reflection techniques in a foreign language lesson makes the process of teaching languages more effective and interesting, allowing you to analyze the successes of students,

determine their weaknesses and strengths, promoting awareness of the learning goal, which is a motivational factor for learning a foreign language.

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ENHANCING PASSIVE QUALIFICATION PRACTICE: GUIDELINES FOR UNIVERSITY SUPERVISORS, SCHOOL MENTORS, AND PRE-SERVICE TEACHERS

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Annotation. *This article explores strategies for improving passive qualification practices in teacher education by focusing on the collaborative roles of university supervisors, school mentors, and pre-service teachers. It highlights the importance of mentorship, reflective practices, and structured feedback in developing pre-service teachers' pedagogical and professional competencies. Through an analysis of current challenges and practical solutions, the study emphasizes the need for a more integrated approach to bridging theoretical knowledge and practical application in real-world classroom settings. The article provides actionable guidelines for stakeholders to enhance the effectiveness of teacher training programs.*

Keywords. *Passive qualification, teacher education, pre-service teachers, university supervisors, school mentors, mentorship, reflective practice, pedagogical development, professional competencies, teacher training programs.*

The transition from theory to practice is an essential phase in the training of pre-service foreign language teachers. Qualification practice is one of the most significant stages in the professional training of future professionals. During this practice, students expand their theoretical knowledge, develop pedagogical skills and abilities, strengthen professional and personal qualities, realize necessary competencies, and foster pedagogical thinking, creative activity, and independence, all of which contribute to the formation of their professionalism (1). Passive qualification internships provide a unique opportunity for students to observe experienced teachers in action, allowing them to integrate theoretical knowledge with practical experience. However, the effectiveness of these internships greatly depends on the collaboration and commitment of university

supervisors, school mentors, and pre-service teachers. This article presents comprehensive guidelines aimed at enhancing the effectiveness of Passive Qualification Practice, ultimately leading to better preparedness for future teaching roles. Guidelines for university supervisors, school mentors, and pre-service teachers should promote successful outcomes in passive qualification practice.

University supervisors face significant challenges in managing passive school qualification internships for pre-service foreign language teachers, closely linked to students' levels of responsibility. Active participation is crucial; engaged pre-service teachers enhance their learning and the internship environment, while a lack of initiative can hinder growth. Diligent observation is essential for understanding effective teaching practices, and reflective practices help students internalize their learning. Supervisors often struggle with unclear expectations and relationships with school teachers, which can lead to passive engagement from students. To foster responsibility, supervisors should set clear expectations, train school teachers to encourage engagement, and integrate reflective practices. Regular check-ins and constructive feedback are vital for reinforcing accountability. Ultimately, the challenges supervisors face are tied to student responsibilities. By promoting a culture of accountability and active engagement, supervisors can improve internship quality and better prepare future educators. Addressing these challenges with clear guidelines and consistent feedback will enhance the internship experience for pre-service teachers. University supervisors should: have a clear understanding of the specific aims and learning outcomes for passive internships that align with the broader curriculum, helping pre-service teachers grasp the purpose of their observational experiences and expected competencies; engage host teachers and educational institutions in the goal-setting process to create aims that reflect the diverse needs of the educational community; maintain open communication among supervisors, mentors, and pre-service teachers through regular meetings to discuss expectations, challenges, and progress; offer training sessions for host teachers on effective observation

techniques and feedback, while providing pre-service teachers with clear resources outlining their responsibilities; conduct regular check-ins with pre-service teachers to monitor progress and address any issues, fostering a supportive learning environment; develop and share standardized assessment criteria to ensure consistency in evaluating pre-service teachers' performance, promoting fairness and clear benchmarks for success; encourage reflective practices, such as journaling and discussions, to help pre-service teachers assess their learning and growth.

School mentors also face several challenges when working with pre-service foreign language teachers during their passive qualification internships. A primary issue is that these teachers often focus on observation instead of active participation, making it difficult for mentors to assess their practical skills. Additionally, the diverse learning styles and educational philosophies of pre-service teachers require mentors to adapt their approaches. Communication barriers, particularly due to language proficiency, can hinder effective interaction and feedback. Building trust in a new setting is crucial for a supportive mentoring environment, yet can be challenging. Providing constructive feedback also poses a challenge, as mentors must balance highlighting strengths with addressing areas for improvement. Time constraints complicate the mentoring process, as mentors juggle their own teaching responsibilities with mentoring duties. Cultural differences in teaching practices add complexity to the relationship. Encouraging reflection among pre-service teachers is essential, but mentors may struggle to promote self-assessment when these teachers are primarily focused on observation. Finally, aligning expectations with the realities of classroom teaching can lead to frustration. Mentors play a vital role in helping pre-service teachers develop their own teaching philosophies and strategies, often requiring additional guidance and support. School mentors should: actively participate in training sessions with university supervisors to understand internship objectives and expectations, ensuring familiarity with the competencies pre-service teachers need to develop;

foster a culture of inquiry and reflection, encouraging pre-service teachers to ask questions and engage in meaningful discussions about their observations for a deeper understanding of teaching practices; provide constructive feedback that highlights both strengths and areas for improvement, helping pre-service teachers refine their skills and enhance their learning experiences; guide pre-service teachers in choosing diverse teaching practices to observe, promoting detailed note-taking and regular reflection on their observations; encourage participation in discussions and engagement with students during observations, emphasizing the importance of seeking feedback and clarification to foster accountability; support the development of reflective practices, such as journaling or group discussions, and schedule regular sessions to discuss observations and learning outcomes for deeper understanding.

Pre-service foreign language teachers typically face several challenges during their passive qualification internships at schools. The focus on observation limits opportunities for active participation, hindering the development of practical teaching skills. They may struggle to adapt to various teaching styles while trying to align them with their own educational philosophies. Common classroom management challenges include inadequate classroom conditions, viewing themselves as college students rather than teachers, and addressing learners' negative attitudes and low language proficiency, alongside more explicit acts of misbehavior such as aggression, bullying, and disrespect towards teachers (3). Language barriers can impede their understanding of classroom interactions, and balancing observation with self-reflection can be difficult as they analyze their experiences and personal growth. Building rapport with students and teachers is crucial for a supportive learning environment but can be challenging in a new setting. Additionally, processing feedback from supervisors is essential for their development but may also cause stress. Effective time management is vital as they juggle multiple responsibilities, which can lead to frustration and decreased motivation. Translating theoretical knowledge into practical applications can be

tough, and navigating cultural differences in diverse classrooms is necessary for success. To overcome these challenges, pre-service teachers should maintain open communication with supervisors, actively seek feedback, and engage in self-reflection. Universities and schools must also provide adequate support, resources, and training to ensure a successful internship experience. It is concluded that there is a high potential of qualification practices in preparing future educators for professional activities (2).

Pre-Service teachers should: familiarize themselves with the aims and objectives of the internship and understand their responsibilities as observers. clarity regarding expectations is essential for effective participation; take initiative in observations by asking questions, participating in discussions, and seeking opportunities to engage with students and teachers. a growth mindset allows pre-service teachers to learn from every experience; keep a detailed record of observations — focusing on effective teaching practices, classroom management strategies, and student interactions—provides a basis for reflection and discussion with mentors and supervisors; set aside time for self-reflection to analyze observations and identify areas for personal and professional growth utilizing reflective journaling or discussion groups facilitates sharing insights and gaining feedback; actively seek feedback from mentors and supervisors about observations and reflections, which is crucial for improvement and this feedback should be used to enhance understanding and application of teaching practices; view challenges as opportunities for growth and be willing to adapt their approaches based on feedback and new insights, maintaining a positive attitude towards learning and collaboration is essential for success.

By adhering to these guidelines, university supervisors, school mentors, and pre-service teachers can create a more effective and enriching experience during Passive Qualification Practice. This collaborative approach not only enhances the quality of internships but also better prepares future educators for their professional roles. As we continue to refine and improve teacher-training programs, it is

imperative that all stakeholders commit to fostering an environment of support, reflection, and active engagement, ultimately leading to the development of competent and confident foreign language teachers.

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MELIORATIV VA PEYORATIV LEKSIKANING MOLIYAVIY-IQTISODIY MATNLARDAGI ROLI

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Annotatsiya. *Ushbu maqolada meliorativ va peyorativ leksikaning moliyaviy-iqtisodiy matnlarda tutgan o‘rni va ahamiyati tahlil qilinadi. Moliyaviy matnlarda tilning emotsional va ekspressiv vositalarini qo‘llashning kommunikativ samaradorlikka ta’siri o‘rganiladi. Maqolada meliorativ va peyorativ ma’nolarning muayyan moliyaviy konseptlarni ta’kidlash, ijobiy yoki salbiy kayfiyat uyg‘otish, hamda auditoriyaning qabul qilishiga ta’sir ko‘rsatishdagi roli ochib beriladi. Shuningdek, matnlarning semantik jihatdan boyitilishi va ularning iqtisodiy-tahliliy mazmuni bilan uyg‘unlashuviga alohida e’tibor qaratiladi.*

Kalit so‘zlar. *Meliorativ leksika, peyorativ leksika, moliyaviy-iqtisodiy matnlar, emotsional tahlil, ekspressiv vositalar, kommunikativ samaradorlik, iqtisodiy diskurs, semantik tahlil.*

Moliyaviy-iqtisodiy matnlar tilining o‘ziga xosligi, eng avvalo, undagi baholovchi leksik birliklarning funksional qo‘llanilishida namoyon bo‘ladi. Ushbu matnlar iqtisodiy fenomenlarni ta’riflash, moliyaviy ob’ektlarni baholash, shuningdek, siyosiy-ijtimoiy qarashlarni ifodalashda o‘ziga xos lingvistik vositalardan foydalanadi. Ayniqsa, meliorativ va peyorativ leksika iqtisodiy jarayonlarning turli qirralarini yoritishda muhim rol o‘ynaydi.

Meliorativ leksika, ya’ni ijobiy baholovchi birliklar, iqtisodiy muvaffaqiyatni ta’riflashda va kompaniyaning nufuzini oshirishda qo‘llaniladi. Bunday leksikaning asosiy vazifasi — investorlarga va aksiyadorlarga ijobiy taassurot qoldirish, iqtisodiy ob’ektlarning investitsion jozibadorligini ta’kidlashdir. Bu turdagi tildan foydalanish kompaniyaning ishonchliligini ta’kidlash, loyihalarning salohiyatini yuksaltirish va iqtisodiy jarayonlarning ijobiy jihatlarini ilgari surishda asosiy omil bo‘lib xizmat qiladi.

Peyorativ leksika esa, aksincha, iqtisodiy muammolarni, xatarlarni yoki nojo‘ya oqibatlarni tasvirlashda ishlatiladi. Ushbu turdagi leksika ogohlikni oshirish yoki salbiy iqtisodiy jarayonlarga e’tibor qaratish maqsadida qo‘llanilishi bilan ahamiyatlidir. Tarjima jarayonida meliorativ va peyorativ leksikaning semantik nozik jihatlarini to‘g‘ri aniqlash va ularga mos keladigan ekvivalentlarni topish, ayniqsa, muhim ahamiyat kasb etadi. Shunday qilib, moliyaviy-iqtisodiy matnlar tilini o‘rganish nafaqat lingvistik nuqtayi nazardan, balki iqtisodiy kommunikatsiyaning samaradorligini oshirish maqsadida ham dolzarbdir. Bu sohada olib boriladigan tadqiqotlar iqtisodiy jarayonlar haqida aniq va ishonchli ma’lumot yetkazishda til vositalarining roli qanchalik muhim ekanligini ko‘rsatadi.

Moliyaviy barqarorlikni ko‘rsatish uchun ijobiy ma'no yaratish qo’llaniladi: ishlatiladi: ***strong financial performance (****muvaffaqiyatli moliyaviy natija),* ***growth potential*** *(o‘sish salohiyati).*

b) Brend imidjini oshirish:

Korporativ hujjatlarda kompaniyaning ijobiy qiyofasini yaratish; ***market leader*** *(bozorda yetakchi),* ***reliable partner*** *(ishonchli hamkor).*

c) Investorlarga qaratilgan ohang:

Investitsiyalarni jalb qilish uchun ijobiy ohang yaratuvchi terminologiya qo‘llaniladi: ***promising opportunities*** *(kelajakni va’da qiluvchi imkoniyatlar),* ***value creation*** *(qiymat yaratish).*

Peyoratsiya tushunchasini aniqlaydigan bo`lsak, V.D. Devkinning fikricha, "peyoratsiya hodisasini stilistik, umumiy qadrli va shaxsiy yondashuv nuqtai nazaridan ko‘rib chiqish kerak" [1]. Пейоративный" – bu salbiy baho beruvchi, ma'noga noxush yoki salbiy ohang qo'shadigan so'z (masalan, kamsituvchi qo'shimchalar)[2]. O.S. Axmanovaning "Lingvistik terminlar lug‘ati"da esa peyorativ so‘zi quyidagicha ta’riflangan: "salbiy ekspressiv-emotsional-baholovchi konnotatsiyaga ega, so‘zga salbiy konnotatsiya bera oladigan" [3].

Mazkur masalaga oid mavjud adabiyotlarni o‘rganib chiqqan holda, shuni ta`kidlash joizki, lingvistik peyoratsiya quyidagilarni o‘z ichiga oladi: denotat

xarakteristikasining sifat-baholash jihatidan pasayishi, bunda salbiy belgilar ajratiladi; baholash ob'ektini kamsituvchi shaklda ifodalash; yuqori qadrlanadigan tushunchani yomonlashtirish, salbiylikni kuchaytirishdir.

Peyoratsiya jarayoni turli xil usullar orqali shakllanishi mumkin. Masalan, mantiqiy jihatdan mos kelmaydigan so‘z birikmalarining ishlatilishi, kvazisininimiya (qisman sinonimlik), yoki odamlarni hayvonlar, jonsiz predmetlar yoki kemiruvchilarga qiyoslash kabilar neytral so‘zlarni salbiy ma'noga yo‘naltiradi. Moliyaviy-iqtisodiy matnlar tilining o‘ziga xosligi undagi baholovchi leksik birliklarning funksional qo‘llanilishida namoyon bo‘ladi.

Moliyaviy va iqtisodiy matnlarda ba'zi leksik birliklar kontekst ta'sirida salbiy tus oladi. Quyida ushbu holatning misollari keltirilgan:

Ingliz tilida: "*In the financial world, **'shark'** often refers to an aggressive investor who preys on vulnerable companies during market downturns."*

Tarjimasi: *"Moliyaviy muhitda 'akula' atamasi ko‘pincha zaif kompaniyalardan foydalanadigan tajovuzkor investorlarga nisbatan ishlatiladi."*

Bu yerda ***"shark"*** so‘zi hayvonni anglatuvchi asosiy ma'nodan chiqib, moliyaviy kontekstda ***tajovuzkor va foydaparast investorni*** tasvirlash uchun ishlatilgan. Bunda salbiy baholovchi konnotatsiya paydo bo‘ladi.

"Akula" so‘zi bu kontekstda o‘zining dastlabki hayvoniy mazmunini yo‘qotib, salbiy moliyaviy tushunchaga ega bo‘lib, ekspluatatsiya qiluvchi investorni ifodalaydi.

Ingliz tilida: *"Critics often label aggressive cost-cutting policies as **'corporate cannibalism,'** highlighting their destructive impact on employee morale."*

Tarjimasi: “*Tanqidchilar tajovuzkor xarajatlarni qisqartirish siyosatini **'korporativ kannibalizm'** deb atab, uning xodimlar ruhiyatiga salbiy ta'sirini ta'kidlashadi."*

"Bubble" so‘zi odatda neytral narsani, ya'ni "pufak"ni ifodalasa-da, iqtisodiy matnlarda u bozorda barqaror bo‘lmagan o‘sishni va xavfni bildiradi. "Pufak" moliyaviy kontekstda beqarorlik va xavfni anglatib, salbiy ma'noda qo‘llaniladi.

Ingliz tilida: "*The phrase '**zombie company**' refers to firms that are unable to cover their debt obligations yet continue to operate due to external support."*

Tarjimasi: *'**Zombi kompaniya**' atamasi o‘z qarz majburiyatlarini bajara olmaydigan, lekin tashqi yordam tufayli faoliyatini davom ettirayotgan firmalarni ifodalaydi.".*

"Zombie" so‘zi dastlab fantastik mavzular bilan bog‘liq bo‘lsa-da, moliyaviy kontekstda o‘zining salbiy baholovchi ma’nosini namoyon qiladi va iqtisodiy jihatdan samarasiz kompaniyalarni ifodalaydi. *"Zombi"* tushunchasi iqtisodiy jihatdan muvaffaqiyatsiz, lekin sun’iy ravishda saqlanib qolayotgan kompaniyalarga salbiy tus beradi.

So’nggi yilarda moliya iqtisod sohasida omamaviy axborot vositalarifa hamda moliyaviy gazata jurnallarda pejoratsiya juda faol qo`ll`anilishi aniqlandi. Jumladan “Financial Times “ gazetasida ushbu peyoratsiyalar ifodalangan:

Ingliz tili: *"Many corporations engage in greenwashing, misleading consumers about their environmental initiatives while contributing to pollution."*

Tarjimasi: *"Ko‘plab kompaniyalar 'yashil yuvish' bilan shug‘ullanib, ekologik tashabbuslari haqida yolg‘on xabar berish orqali iste’molchilarni chalg‘itadi. "* .

"Greenwashing" dastlab ekologik ma’noga ega bo‘lgan "*green"* so‘zidan shakllangan bo‘lib, bugungi kunda kompaniyalar tomonidan yolg‘on yoki chalg‘ituvchi ekologik marketing strategiyalarini salbiy tarzda ifodalash uchun qo‘llaniladi. Bu atama kompaniyaning yolg‘on ekotashabbuslarini fosh qilish uchun salbiy baholovchi ma’no kasb etgan.

Ingliz tili: "*The global markets faced a techlash, with investors pulling back from overvalued tech startups."*

Tarjimasi: "*Global bozorlarda texnologik kompaniyalarning ortiqcha baholanishi sababli 'texlash' kuzatildi."*

Tarjimasi: "*Techlash"* – bu texnologik kompaniyalarga nisbatan ishonch yo‘qotilishi yoki salbiy munosabatni ifodalash uchun ishlatiladigan so‘z. Bu, ayniqsa, texnologiya bozorining haddan tashqari baholanishiga javoban yuzaga

keladi. Ushbu tushuncha texnologik kompaniyalarning haddan tashqari baholanganini va buning salbiy oqibatlarini ko‘rsatadi.

Ingliz tili: *"The term '**recessionista**' has emerged to describe those who maintain a luxurious lifestyle during economic downturns by leveraging discounts and promotions."*

Tarjimasi: “*Inqiroz davrida dabdabali turmush tarzini chegirmalar orqali saqlab qolgan shaxslarni '**inqiroz ahli**' deb atashadi. " .*

"Recessionista" odatda iqtisodiy inqiroz davrida xarajatlarini boshqarishga urinayotgan, lekin boy va dabdabali ko‘rinishni saqlab qolgan odamlarni tasvirlash uchun ishlatiladi. U salbiy tusga ega, chunki u iste’molchilikka e’tiborni qaratadi.

Bu misollar peyoratsiya jarayonida qanday qilib metaforik va kontekstual o‘zgarishlar so‘zlarning salbiy ma’no kasb etishiga olib kelishini ko‘rsatadi.

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USING ARTIFICIAL INTELLIGENCE TECHNOLOGIES IN STUDYING A FOREIGN LANGUAGE

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Abstract. *In the article is given the problem of using artificial intelligence (AI) technologies for teaching a foreign language at university. A review of scientific and methodological literature on the use of AI in education is given. AI services designed for teaching foreign languages, as well as AI tools that act as teacher assistants are considered. The linguodidactic capabilities of chatbots are analyzed. Options for AI-based tasks for organizing the educational process are presented.*

Key words. *Artificial intelligence; teaching foreign languages; educational technology; virtual educational; chatbot, chat GPT, virtual educational platform, electronic educational resource.*

Currently, there is a boom in the development of neural networks and chatbots in many areas of life, images, texts, questions, mind maps and other educational materials in a few seconds upon user request. Chatbots are able to maintain a conversation, answer a question, comment on the work done, and also give recommendations on how it can be improved. In this regard, many teachers have quite justified concerns: since students can write essays and complete other tasks designed to practice language skills with the help of AI, there is no point in assigning homework.

An analysis of scientific and methodological literature devoted to the study of the use of artificial intelligence in education was conducted from the point of view of prospects and possible risks. Artificial intelligence services were analyzed for functionality and potential for implementation in the process of teaching a foreign language. To create tasks based on AI, empirical experience of working with AI

services in practical foreign language classes for students of different areas of professional training was used.

Scientific and methodological literature states that many professions are being transformed as a result of such digitalization, including the profession of a foreign language teacher. The directions of such transformation are named as “the development of online educational platforms, the replacement of “live” specialists with virtual reality and artificial intelligence” [1, p. 22]. The teacher as a “talking head” or a transmitter of knowledge, not being the only possible means and channel of learning, is losing its demand and relevance. New roles and functions appear - tutor, moderator, developer of educational trajectories, organizer of project-based learning, coordinator of online educational platforms, game teacher [2, p. 43].

A foreign language teacher must be able to use digital tools, programs and online resources for teaching a foreign language, create their own digital teaching materials and digital environments, organize the learning process in a digital environment and manage it. A teacher who does not have a high level of digital competence will not be able to use AI technologies in the educational process to the fullest extent [3, p.120].

According to a policy brief from the UNESCO Institute for Information Technologies in Education, AI will play a key role in implementing the idea of personalized learning, namely adapting the content of learning and the pace of the learning process to the specific needs of each student [4].

There are several fairly effective online resources for editing texts in a foreign language that use AI technologies. One such resource is Grammarly, which corrects more than 150 types of errors, such as errors in grammar, spelling, punctuation, writing style, and sentence structure. If there are errors, Grammarly provides recommendations for their correction, offering various options. Working with this service allows students to analyze their texts, developing critical thinking

skills, which can be useful in the future when writing term papers, master's theses, research articles, abstracts, and other written works.

On the issue of replacing a foreign language teacher with artificial intelligence, the GPT chat itself commented on this problem as follows: “Artificial intelligence has the potential to complement and improve the educational process, but a direct replacement of teachers is unlikely. Unlike AI, teachers have the skills of empathy, motivation and social interaction. Teachers are better able to understand the context and explain the material taking into account different points of view and nuances, encouraging critical thinking and the formation of their own opinions.

Work in the direction of using AI for teaching foreign languages is very promising and should be continued not only in terms of developing new AI tools, but also in terms of creating algorithms and mechanisms for interaction between teachers and students with AI, as well as systems of corresponding tasks.

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LINGVISTIK EKSPERTIZALARNING TASNIFLARI, ULARNI AMALGA OSHIRISH BOSQICHLARI

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Abstract. *The article examines the increasing scholarly attention directed toward the concept of expertise and its intersection with challenges arising from modern linguistic methodologies. This growing body of research underscores the multifaceted nature of expertise, particularly in the context of linguistic analysis, where evolving methods strive to address complex communicative phenomena. By situating the discussion within contemporary theoretical frameworks, the article critically explores how linguistic methods contribute to defining, evaluating, and contextualizing expertise in diverse fields. It also highlights the methodological tensions and innovations that emerge as modern linguistics adapts to interdisciplinary demands, offering new insights into the ways expertise is constructed, represented, and operationalized in both theoretical and practical domains.*

Keywords. *Linguistic expertise, law-making, expert, norm.*

Huquqiy tilshunoslikka oid ilmiy tadqiqotlarda lingvistik ekspertizalarni tasniflashning turli asoslari yoritilgan. Ishtirokchilar soniga qarab im ekspertiza turlari (yakka, komissiya, kompleks) jinoyat-protsessual qonun hujjatlarida belgilanadi. Ammo kompleks ekspertiza tayinlashda savol berish muammosi to‘liq hal etilmagan. Savol berishning asosiy tamoyili har bir mutaxassisning maxsus bilimini hisobga olgan holda ularni farqlash bo‘lishi kerak, deb hisoblaymiz. Shuningdek, lingvistik ekspertiza uchun taqdim etiladigan obektlar (bosma nashrlar, videomateriallar, audioyozuvlar) soni va turlari to‘g‘risidagi masala to‘liq hal etilmagan. Bizning fikrimizcha, sud-lingvistik ekspertiza tayinlash to‘g‘risidagi bitta qaror doirasida bir xil turdagi bir yoki bir nechta asarni ko‘rsatishga yo‘l qo‘yiladi. Aks holda, bitta ekspert xulosasi turli tadqiqot usullaridan foydalanishni

talab qiluvchi heterojen obyektlarni birlashtiradi va aslida bitta ekspertiza bir nechta xususiy ekspertizalarni birlashtiradi.

Bunday savollar alohida tadqiqotni talab qiladi, agar lingvistik tadqiqot obyekti diniy adabiyot belgilariga ega bo‘lgan nashrlar bo‘lsa, faqat lingvistik ekspertiza tayinlashni cheklash imkoniyati kabi masalalarni talab qiladi. Bizning fikrimizcha, bu holatda keng qamrovli lingvistik va diniy ekspertiza tayinlanishi o‘rinli: bu dinshunoslik sohasidagi maxsus so‘zlarni (masalan, «jihod», «kufr», «shahid» va boshqalar) o‘z ichiga olgan bayonotlarni noto‘g‘ri talqin qilishning oldini oladi, Bu so‘zlar kanonik diniy adabiyotlarda, jumladan, tarixiy adabiyotlarda ham bo‘lishi mumkin va bu yerda imtihonning lingvistik qismiga savollar tuzishda ehtiyot va to‘g‘ri bo‘lish kerak.

Tarjima adabiyotini lingvistik tadqiq qilish muammosi ayniqsa qiyin. Boshqa tilga tarjima qilingan adabiyotlarni tahlil qilishda ekspertiza uchun yuborilgan kitobning muayyan tarjimasi ekspertizadan o‘tkaziladi [2]. Misol uchun, ba’zi bir ish «X» ekspert tadqiqotiga bog‘liq. Keyin uning natijalari huquqni muhofaza qilish organlariga topshiriladi, bosma nashr ekstremistik adabiyot deb tan olinadi va, masalan, ekstremistik materiallar ro‘yxatiga kiritiladi. Muammo shundaki, kitobning muayyan tarjimasi tahlil qilingan. Mohiyatan, bu “X2” kitobining yana bir tarjimasi lingvistik ekspertiza doirasida yangicha tahlildan o‘tkazilishi lozimligini bildiradi. Bosma nashrning batafsil atributi va tarjimonlar haqidagi ma’lumotlarning yo‘qligi nashrning ekstremistik material sifatida tan olinishini sezilarli darajada murakkablashtirishi mumkin.

Ekspertiza segmentlarini keyingi aniqlash til darajasi va tahlil hajmiga, shuningdek, rasmiy daraja va mutaxassislar soniga qarab amalga oshiriladi.

Til tahlilining darajalariga ko‘ra quyidagilar ajralib turadi: qo‘l yozuvi tadqiqotlari (qo‘l yozuvi tahlili); fonetik tekshiruvlar; morfologik (tovar belgilarini tahlil qilish uchun); matnli (sintaktik, semantik, lingvostilisistik tahlil, matn tahlili, lingvostatistik tahlil va boshqalar); Diskursiv (ma’ruzachining kommunikativ

niyatlarini aniqlash, matnni ekstralingvistik omillarni hisobga olgan holda o‘rganish) [1, B.16]

Tahlil ko‘lamiga ko‘ra imtihonlar quyidagilarga bo‘linadi: yaxlit (“butun matnli”) imtihonlar; xususiy imtihonlar (qonunlar va me’yoriy hujjatlar matnlaridagi so‘zlar, iboralar va bayonotlarning ma’nolari izohlanadi; so‘zlarning omonimiyasi, polisemiyasi va sinonimiyasi va sintaktik tuzilmalari aniqlanadi) [1].

Formal mezonga ko‘ra lingvistik ekspertizalar 2 guruhga bo‘linadi: mansabdor (sud yoki tergov organlarining buyrug‘i bilan amalga oshiriladi va dalil maqomiga ega); tashabbus/ekspert xulosasi (har qanday manfaatdor jismoniy va yuridik shaxslarning tashabbusi bilan amalga oshiriladi; faqat sud yoki tergov organlarining qarori bilan qonuniy dalil deb topilishi mumkin).

Ekspertlar soni turlicha: komissiya ekspertizalari (bir nechta ekspertlar tomonidan amalga oshiriladi); komissiya emas (bir kishi tomonidan amalga oshiriladi) [1].

Matnda yoki uning parchasida mavjud bo‘lgan ma’noni aniqlashda xulosaning tadqiqot qismiga havola qilish mumkin [3]. Agar ma’lumotlar yetarli bo‘lmasa yoki aniqlangan belgilarning ma’lumotlari yetarli bo‘lmasa, ekspert quyidagi shaklda xulosa beradi: ma’lumotlarning etarli emasligiga kura, so‘zining ma’nosini aniqlash mumkin emas..

Agar o‘rganish natijasida obyekt noaniq tushunilganligi aniqlansa, u holda ekspert bu haqda xulosa chiqarishi va xulosani shakllantirishda obyekt tomonidan amalga oshirilgan barcha mumkin bo‘lgan ma’nolarni taqdim etishi kerak. Bunday holda, ekspert ma’lum bir qiymatning eng ehtimoliy amalga oshirilishini aniqlaganida, ekspert taxminiy xulosani ham berishi mumkin.

Shunday qilib, ekspert muammosini hal qilish algoritmi quyidagi shaklda taqdim etilishi mumkin [4]:

1. Dastlabki tadqiqot (taqdim etilgan material bilan tanishish)

2. Diagnostik tadqiqot (xabarning lingvistik xususiyatlarini, asosiy semantik tarkibiy qismlarini belgilaydigan va asl ma’lumot bilan qiyosiy o‘rganish uchun asos bo‘lib xizmat qiladigan analitik tadqiqotlarga bo‘linadi)

3. Taqqoslash natijalari baholanadigan va ekspert qarori qabul qilinadigan tadqiqotning yakuniy bosqichi.

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TEACHING PROBLEMS OF COMPOUND NOUNS IN ENGLISH AND UZBEK

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Annotation. *This article examines the challenges associated with teaching compound nouns in English and Uzbek, focusing on linguistic, semantic, and structural differences between the two languages. It explores the complexities of compound noun formation, classification, and usage, highlighting the difficulties learners face due to differences in word composition, meaning variations, and grammatical structures. The study also reviews pedagogical approaches and suggests effective strategies for overcoming these challenges in language instruction. The findings contribute to the improvement of foreign language teaching methodologies by providing insights into comparative linguistic analysis and practical teaching techniques.*

Keywords. *Compound nouns, English, Uzbek, language teaching, linguistic comparison, morphological structure, semantic challenges, pedagogical approaches, language learning difficulties, teaching strategies.*

Introduction

The study of compound nouns is a crucial aspect of language learning, as these lexical units play a significant role in vocabulary expansion and effective communication. Compound nouns, which consist of two or more words combined to form a single unit of meaning, exhibit unique structural and semantic properties in different languages. English compound nouns often follow patterns such as noun-noun (e.g., "toothbrush"), adjective-noun (e.g., "blackboard"), or verb-noun (e.g., "breakfast"), while Uzbek compound nouns predominantly rely on agglutinative features and suffix-based constructions.

Despite their frequent usage in both languages, compound nouns pose considerable challenges for learners. Uzbek-speaking students learning English may struggle with recognizing appropriate word combinations, spelling variations,

and meaning shifts, while English speakers learning Uzbek often face difficulties with morphological changes and word-order differences. These challenges stem from fundamental linguistic contrasts, including differences in noun composition, word integration, and grammatical rules governing compound formation.

This article aims to analyze the primary difficulties encountered in teaching compound nouns in English and Uzbek. It investigates the nature of these challenges, explores effective instructional techniques, and suggests practical solutions for language educators. By conducting a comparative analysis, the study provides insights into overcoming common learning obstacles and enhancing foreign language instruction methodologies.

Main Part

1. Structural and Morphological Differences Between English and Uzbek Compound Nouns

One of the major difficulties in teaching compound nouns arises from the structural and morphological differences between English and Uzbek. In English, compound nouns typically consist of two or more independent words that function as a single unit, and their meaning is often idiomatic. The three main types of English compound nouns include:

- **Closed compounds**: Written as a single word (e.g., "notebook," "blackboard").
- **Hyphenated compounds**: Joined by a hyphen (e.g., "mother-in-law," "self-esteem").
- **Open compounds**: Written as separate words but function as a unit (e.g., "high school," "post office").

In contrast, Uzbek compound nouns tend to rely more on agglutination, meaning they frequently involve suffixation to form compound structures. Common types of Uzbek compound nouns include:

- **Lexical compounds**: Where two independent words are combined (e.g., "kitobdo‘kon" – "bookstore").

- **Morphological compounds**: Where a base word takes an affix to create a new meaning (e.g., "darsxona" – "classroom").

The challenge for learners is recognizing these structural patterns and understanding how compound nouns function within their respective syntactic frameworks. Uzbek learners of English may mistakenly separate closed compounds into two words, while English learners of Uzbek may struggle with the correct use of suffixes in compound noun formation.

2. Semantic Challenges in Learning Compound Nouns

Another critical issue in teaching compound nouns is their semantic complexity. Compound nouns in both languages often have meanings that extend beyond the sum of their individual parts. In English, idiomatic meanings frequently arise, which can be confusing for Uzbek learners. For instance, "butterfly" does not relate directly to "butter" or "fly," making it difficult for non-native speakers to infer the meaning logically.

Similarly, in Uzbek, compound nouns can convey nuanced meanings that may not be easily understood by English speakers. For example, "tog‘ay" (bone joint) and "tog‘aydo‘z" (surgeon specializing in bones) show how compound structures can reflect professional or specialized terms.

Teachers must emphasize contextual learning and provide ample examples to help students grasp the meaning of compound nouns correctly. Exercises involving contextual usage, real-life examples, and translation comparisons can be particularly helpful.

3. Pedagogical Challenges and Effective Teaching Strategies

Teaching compound nouns effectively requires a strategic approach that considers both linguistic differences and learner difficulties. Some of the common pedagogical challenges include:

- **Lack of direct translation equivalents**: Many compound nouns do not have exact translations, leading to confusion.

- **Pronunciation difficulties**: English compound nouns often exhibit stress patterns that affect meaning, while Uzbek compounds follow a more consistent phonetic structure.
- **Memorization issues**: Since compound nouns often do not follow predictable rules, students may struggle with retention.

To overcome these challenges, educators can implement the following strategies:

1. **Comparative Analysis**: Teachers should compare and contrast compound noun structures in both languages, highlighting similarities and differences.
2. **Contextual Learning**: Encouraging students to use compound nouns in real-life contexts through reading, speaking, and writing exercises.
3. **Visual Aids and Mnemonics**: Using diagrams, charts, and memory aids to reinforce learning.
4. **Interactive Activities**: Engaging students in matching exercises, word formation games, and storytelling with compound nouns.
5. **Corpus-Based Approach**: Utilizing authentic texts and digital language corpora to provide real-world examples of compound noun usage.

By integrating these strategies, teachers can enhance students' comprehension and retention of compound nouns, ultimately improving their overall language proficiency.

Conclusion. The teaching of compound nouns in English and Uzbek presents various linguistic and pedagogical challenges due to differences in structure, meaning, and usage. English compound nouns often exhibit idiomatic meanings and diverse formations, while Uzbek compound nouns rely on agglutinative patterns and suffix-based constructions. These differences create learning obstacles for students, making it essential for educators to adopt comparative and context-based teaching methods.

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СЛОВООБРАЗОВАТЕЛЬНЫЕ ОСОБЕННОСТИ ТЕРМИНОВ МАРКЕТИНГА

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Аннотация. *Сегодня в экономике требуется обогащение языковых терминов. Встаёт вопрос об оживлении экономики научными терминами, поэтому в современный период коренных социально-экономических и научно-технических преобразований появляются уникальные понятия. В ходе эволюции во всех сферах производства, науки и техники стали появляться новые предметы и понятия, и их наименования в том числе.*

Ключевые слова. *Анализ, термин, имя существительное, имя прилагательное, простые термины, составные термины.*

Анализ фактического материала показал, что простые термины маркетинга в узбекском языке состоят из следующих частей речи:

1) имена существительные (от): а) в единственном числе: *аванс, авантаж, авизо, авлод, агент, ажио, айбона, инновация, консалтинг, кредит, экспорт, баққол*. В данных примерах калькируются слова из французского (*avance – аванс, avantage – авантаж*), итальянского (*авизо – avviso, ажио – aggio*), латинского (*агент – agens (agentis), кредит – credit, экспорт – exportare*) и других языков. Термин *баққол* является арабского происхождения и означает «*продавец продовольствия*»; б) во множественном числе: *авуарлар, активлар, директивалар, товарлар, чартлар*. В данных примерах присоединяются аффиксы множественного числа *-лар*;

2) Имена прилагательные (сифат): *адекват, халқаро, муқобил, идеал, глобал, рақамли.*

Термин *адекват* произошёл от латинского слова *adaequatus* (приравненный) методом калькирования. *Халқаро* – от арабского слова *халқ* (сотворенные существа и люди) добавлением аффикса *-аро. Рақамли* – от арабского слова *рақам* (количество, номер) путём добавления аффикса *-ли*;

3) имя действия: *бандероллаш, акцептлаш, аккредитивлаш, акцептлаш, тармоқлаштириш, сегментлаштириш, зоналаштириш, эскириш, хусусийлаштириш, стандартлаштириш, режалаштириш*.

Термин *бандероллаш* произошёл от французского слова *banderole* путём добавления аффикса *-лаш*. Термин *эскириш* – от прилагательного *эски* прибавлением глагольных аффиксов *-р, -иш*. *Хусусийлаштириш* образован от прилагательного х*усусий*, глагольного суффикса *-лаш*, суффикса превосходной степени *-тир* и суффикса имени действия *-иш*.

Нужно отметить, что имя действия (ҳаракат номи) в английском языке имеет эквивалент герундий (The Gerund), имя существительное (The Noun) с суффиксами *-ation, -ion, -tion, -sion* в русском языке соответствует отглагольному существительному, которое не является частью речи. Например, термин *zoning* является герундием, в русском языке *зонирование* является существительным, а в узбекском *зоналаштириш* – имя действия. Термин *privatization* в английском языке является именем существительным, в русском *приватизация* – существительное, а в узбекском языке слово *хусусийлаштириш* является именем действия.

Составные термины – сложные слова в терминологии маркетинга в узбекском языке образуются:

а) сложением целых слов, пишущихся через дефис, реже слитно: *агент-делькредере, дебет-нота, димайз-чартер, директ-маркетинг, кўргазма-ярмарка, бизнес-портфел*; б) моделью существительное + существительное: *ишонч + нома = ишончнома, инфратузилма – инфра* (заимствованное слово) + *тузилма*; *агробизнес – агро* (заимствованное слово) + *бизнес*

(заимствованное слово); в) моделью глагол + глагол: *айирбошлаш – айирмоқ* (глагол) + *бошламоқ* (глагол) + *ш* (аффикс названия действия).

В терминологии маркетинга наблюдается явление синонимии: *аксилдемпинг тадбирлар – демпингга карши чора-тадбирлар, алмаштириш курси – валюта айирбошлаш курси, амалдаги фойдаланувчи – ҳақиқий истеъмолчи, атмосфера – муҳит, банк системаси – банк тизими, банкнота – банк билетлари – кредит билетлари, банкротлик – иқтисодий ночорлик.*

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YOSHLARNI MILLIY QADRIYATLAR RUHIDA TARBIYALASH ASOSIDA MILLIY O‘ZLIKNI YUKSALTIRISH TEXNOLOGIYALARI

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Annotatsiya. *Ushbu maqolada yoshlarni milliy qadriyatlar ruhida tarbiyalash orqali milliy o‘zlikni shakllantirish va yuksaltirish masalalari yoritilgan. Maqolada ta’lim tizimi, madaniy-ma’rifiy tadbirlar, zamonaviy texnologiyalar, oilaviy tarbiya va tarixiy joylarga tashrif orqali yoshlar ongiga milliy qadriyatlarni singdirish usullari keng tahlil qilingan.*

Kalit so‘zlar. *Yoshlar tarbiyasi, milliy qadriyatlar, milliy o‘zlik, globallashuv, ta’lim tizimi, madaniy meros, zamonaviy texnologiyalar, oilaviy tarbiya, milliy g‘urur, madaniy-ma’rifiy tadbirlar.*

Kirish. Bugungi kunda globallashuv jarayoni milliy qadriyatlarimizga tahdid solayotgan bir davrda, yoshlarimizning milliy o‘zlik va o‘ziga xosligini shakllantirish dolzarb masalaga aylanmoqda. Milliy qadriyatlar, millatning urf-odatlari, qadimiy an’analari, axloqiy me’yorlari — bularning barchasi milliy o‘zlikning asosi bo‘lib, har bir yoshning o‘zini shu jamiyatning bir bo‘lagi sifatida his qilishiga yordam beradi. Yoshlarni milliy qadriyatlar ruhida tarbiyalash ularga o‘z millati bilan faxrlanish, tarixiy merosni hurmat qilish va uni avaylash maqsadini qo‘yadi. Bu esa mustahkam milliy g‘oya va ongli jamiyatni shakllantirishga asos yaratadi.[1] Yoshlar tarbiyasida milliy qadriyatlarni o‘zlashtirishda bir necha muhim usullar va texnologiyalar mavjud. Eng avvalo, ta’lim tizimida milliy qadriyatlarni qamrab olgan o‘quv dasturlarini amalga oshirish lozim. Maktab va oliy ta’lim muassasalarida ona tili, adabiyot, tarix

darslarida milliy o‘zlikka oid mavzularni kengroq yoritish, ajdodlarimiz hayoti va faoliyatini o‘rganish yoshlar ongida milliy g‘urur va ehtiromni shakllantiradi. Bundan tashqari, bu yo‘nalishda faoliyat olib borayotgan pedagoglar yoshlarni milliy qadriyatlar ruhida tarbiyalash uchun alohida motivatsiyaga ega bo‘lishi kerak. O‘quvchilarga milliy qahramonlar, adiblar, san’at va madaniyat arboblarining hayoti va faoliyati haqida hikoyalar qilish orqali ular ongida milliy o‘zlik hisini uyg‘otish mumkin.

Yoshlarni milliy qadriyatlar asosida tarbiyalashda madaniy-ma’rifiy tadbirlarning o‘rni ham katta. Masalan, xalq an’analari va bayramlarini keng nishonlash, tarixiy shaxslarimizga bag‘ishlangan tadbirlar o‘tkazish orqali milliy qadriyatlarimizni ularga yanada yaqinlashtirish mumkin. Yurtimizda qadrlanib kelinayotgan Navro‘z, Mustaqillik kuni kabi bayramlar nafaqat xursandchilik, balki yoshlar uchun tarixiy xotiralarni yodga solish, xalqimizning boy an’analarini aks ettirish imkonini beradi. Bunday tadbirlar orqali yoshlar nafaqat o‘z madaniy merosini his qiladi, balki uni amalda ko‘rishga ham imkon topadi.[2] Milliy qadriyatlarni yoshlar orasida keng targ‘ib qilish uchun zamonaviy texnologiyalardan foydalanish ayniqsa muhim. Yoshlar ko‘pincha vaqtlari ko‘p qismini ijtimoiy tarmoqlarda o‘tkazishadi, shuning uchun milliy qadriyatlarni aks ettiruvchi bloglar, videokontentlar, onlayn kurslar orqali ularga milliy g‘urur va madaniy merosni yetkazish samarali hisoblanadi. Milliy qadriyatlarni yoshlar ongiga yetkazishning yana bir samarali usuli — milliy filmlar, teatr spektakllari va musiqa asarlarini yaratish va ularni yoshlar orasida keng tarqatishdir. Masalan, o‘zbek kinosi va teatrida yaratilgan tarixiy obrazlar va voqealar yoshlarning milliy o‘zligini his qilishiga xizmat qiladi.

Shuningdek, yoshlarni milliy qadriyatlar asosida tarbiyalashda ularni tarixiy joylar va madaniy meros ob’ektlariga olib borish katta ta’sir ko‘rsatadi. Muzeylarga, qadimiy obidalar va yodgorliklarga tashrif buyurish orqali yoshlar o‘z milliy merosimizni chuqurroq his qiladi. Masalan, Amir Temur, Mirzo Ulug‘bek, Alisher Navoiy kabi buyuk allomalarimiz hayoti va faoliyati bilan bog‘liq joylarga

uyushtirilgan sayohatlar yoshlarda o‘z ajdodlariga nisbatan hurmat va qiziqishni yanada oshiradi. Shu bilan birga, milliy qadriyatlarni singdirish jarayonida oilaning o‘rni katta. Oilada milliy urf-odat va an’analar, qadimiy axloqiy me’yorlarga asoslangan muhit mavjud bo‘lsa, yoshlar o‘z madaniyatini, tili va tarixini qadrlab, unga hurmat bilan yondashishni o‘rganadi. Oila tarbiyasi milliy qadriyatlar asosida shakllangan bo‘lsa, yoshlar bu qadriyatlarni hayot davomida asrab-avaylab, kelajak avlodga yetkazadi.[3]

Milliy qadriyatlarni targ‘ib qilishda muzeylar, teatrlar va tarixiy obidalar katta ahamiyatga ega. Yoshlarni tarixiy joylarga sayohatga olib borish ularning dunyoqarashini kengaytiradi va milliy g‘urur tuyg‘usini oshiradi. Masalan, Amir Temur maqbarasi, Ichan-Qal’a yoki Xiva singari tarixiy maskanlar milliy madaniyatimizning boyligini o‘zida aks ettiradi. Bunday tashriflar orqali yoshlar nafaqat tarixiy bilimlarini boyitadi, balki o‘zligini anglash tuyg‘usini mustahkamlaydi. Globallashuv jarayoni yoshlar ongiga xorijiy madaniyatlarning salbiy ta’sirini kuchaytirishi mumkin. Shu sababli, zamonaviy kommunikatsiya vositalari, jumladan ijtimoiy tarmoqlar orqali milliy qadriyatlarni himoya qilish va targ‘ib qilish muhimdir. Milliy qadriyatlarni aks ettiruvchi bloglar, veb-saytlar, videolar va boshqa kontentni yaratish orqali yoshlarni milliy madaniyatga qiziqtirish mumkin. Shuningdek, yoshlarni tanqidiy fikrlashga o‘rgatish orqali ular xorijiy madaniy ta’sirlarni tahlil qilib, milliy qadriyatlarni ajratib olish qobiliyatiga ega bo‘ladilar.

Xulosa. Yoshlarni milliy qadriyatlar ruhida tarbiyalash ularning o‘z millatiga bo‘lgan hurmat va faxr tuyg‘usini shakllantirishda muhim ahamiyatga ega. Bu jarayon ta’lim tizimi, madaniy tadbirlar va zamonaviy texnologiyalar yordamida amalga oshirilishi lozim. Milliy o‘zlikni yuksaltirish orqali yoshlar o‘z madaniyatini asrab-avaylab, uni kelajak avlodlarga yetkazishga qodir bo‘ladi. Shu tariqa, globallashuv tahdidlariga qarshi milliy qadriyatlarni saqlab qolish va rivojlantirish mumkin bo‘ladi.

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SOME EFFECTIVE METHODS TO TEACH INDONESIAN LANGUAGE IDIOMS

https://zenodo.org/records/14874281

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Abstract. *Idiom is a number of words which are joined together means something different from the meaning of the words when they stand alone. In order to reproduce the closest natural equivalent in terms of the source context, a translator normally attempts to make adjustments in idioms due to a literal translation of idioms into another language will not make sense. This paper is mainly aimed at finding out how a translator can translate and discover the natural equivalent of English idiomatic expression. The findings show that there are two types of adjustments that are used in translating the idioms. First, by non-figurative expression equivalent and second, by figurative expression equivalent.*

Key words. *Adjustments, equivalent, communication situation, constructing knowledge,immense, discover.*

Introduction

The Indonesian language, or Bahasa Indonesia, serves as the national language in Indonesia. It is reported to have been successfully adopted as the national language of Indonesia considering the numbers of people who describe themselves as mother tongue speakers of the language

There are 652 local languages spoken across the Indonesian archipelago, so Bahasa Indonesia is the only language that enables all these people to able to communicate with each other. Because Indonesian is so widely spoken by so many people, the need for good Indonesian to English and English to Indonesian translators is immense. Like many language translations, there are specific challenges that must be overcome for effective translation. Some of these common problems of translation of English to Bahasa and vice versa are outlined below.

Sentence structure

The existence of translation as one aspect of language is very useful and very helpful especially for the people who are from a non native speaker of the source language, in this case English, in order to grasp the meaning or content of that source text easier. Since English text books, one of them is novel have come to Indonesia, translation is needed. Many problems to face in translation, these remind us that many aspects are involved in it including communication situation, cultural context of source language text, lexicon and grammar.

From our experience we can offer some effective tips to teach Indonesian idioms easily.

Students are likely to be passive learners when they receive lecturers only in classrooms. On the contrary, small group discussion could stimulate students to be involved in the active process of constructing knowledge. Furthermore, during group discussions, students will learn from each other, whether consciously or unconsciously. According we applied group discussion in students' active learning of English idioms before explaining the meaning of idioms better than when they were introduced to Indonesian idioms within a story only. This demonstrated the significant effect of group talk on students' understanding of Indonesian idioms.

Idiomatic expressions

Idiomatic expressions are often difficult to translate between any language pair. The further apart the 2 languages are culturally, historically, and linguistically, the more challenging they are to understand or equate. This is particularly important for translators whose work consists of translating text that often has a lot of idiomatic expressions such as literary and marketing translation.

It is clearly described below that when the translator is translating, the first step that must be done is to discover and understand the meaning or the message of the source language text. After discovering the meaning of the source language text, the translator then analyzes and looks for natural form of the receptor/target language.

Eg: This no time to lie down on the job.

Sekarang bukan waktu mengabaikan tugas.

The first step that the translator must analyze is to discover the meaning of the source text. The meaning of the source text at the example above could be grasped that “someone did not pay attention to the job at that time”. After being able to discover the meaning, the next task of the translator is looking for the natural form of the target language which has the same meaning or message as the source language. It will be very different if the translator probably translate it without paying attention to the meaning or message of the source text and just translate it literally, so that the translation will sound unnatural in the target language, for instance: “sekarang bukan waktunya berbaring di atas pekerjaan” that is not commonly used in Indonesian as the target language. So once again, it is emphasized here that in the process of translating, meaning must have priority over the form.

In conclusion Bahasa Indonesia is a very significant language in one of the world’s largest nations by population. English to Indonesian and Indonesian to English translation is important to many businesses, individuals, and private and government agencies and organizations. It’s important to always use professional translators who have an in-depth knowledge of the subtleties of both the Indonesian and English languages.

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THE INTERRELATIONSHIP BETWEEN LANGUAGE AND CULTURE

https://zenodo.org/records/14874295

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Abstract. *This article explores the intricate relationship between language and culture, emphasizing how language reflects cultural values and social norms. It highlights the necessity of cultural understanding in language learning and teaching, as effective communication extends beyond mere vocabulary and grammar. Understanding the cultural context enhances language acquisition by providing learners with the skills to navigate social interactions and express themselves appropriately. The study concludes that language education must incorporate cultural knowledge to foster meaningful communication and a deeper connection with the target language.*

Key words. *Language, culture, language learning, cultural context, intercultural communication, language teaching, linguistic competence, cultural awareness, foreign language education, communication barriers.*

Culture and language are intimately linked. The relationship between them is controversial, and various difficulties arise when attempting to comprehend how language and culture are linked. Culture is described as the combination of a group's thought patterns and features. The word culture comes from the Latin term colere, which means to sprout anything from the earth, so when people interact, they grow together, forming their culture. Typically, the phrase culture refers to outward features such as language, traditions, religion, arts, and cuisine. However, culture extends beyond these factors. It describes how we think and interact with others around us. Language and culture are inextricably intertwined, and teaching one requires a thorough understanding of the other. According to the Encyclopedia Britannica, language is intertwined with all areas of existence in society, and

comprehending the surrounding culture is essential for language development. Furthermore, language facilitates the structuring and evolution of cultural values.

Culture is a multidimensional concept that has been defined in a variety of ways by specialists. It is defined as a collection of beliefs, values, and attitudes held by a group of individuals. However, scientists examine four major components of culture: aesthetics, sociology, semantics, and pragmatics, which correspond to arts, traditions, perceptions, and communication, respectively.

Language is at the center of culture; hence language teaching is given high priority in the educational system. Language and culture coexist, and culture is an essential component of the communication process. A learner cannot demonstrate his competency in a foreign language unless he is aware of cultural characteristics and understands how to agree or disagree with others, make a request, express an opinion or thanks, and so on. As a result, culture, considering the relationship with language, may be taught in English language classrooms.

Byram & Morgan contend that a learner may participate in activities that emphasize comprehension and conceptual contradictions between their own and a foreign culture in order to have an allusive conversation with members of those cultures. Kramsch emphasizes that language teaching programs should incorporate intercultural activities and cultural instruction, considering that culture is an interpersonal phenomenon.

Learning a language in a cultural context will help students understand how native speakers use it in specific situations [2, 100–110]. According to Pulverness, learning a foreign language seems pointless without cultural knowledge because such communication is just words without understanding the people and context in which they are spoken [10, 6-8]. Additionally, McDevitt says that without cultural knowledge, it would be difficult to understand what people are saying [7, 3–9]. A teacher's role is crucial in helping students comprehend the culture of the target language since human nature is defined by the language that he uses to communicate in a particular cultural context.

A teacher must be objective and nonjudgmental while teaching a language. Buttjes cites several reasons for the inextricable link between language and culture, including the fact that there is no universal phenomenon or sequence of the language learning process, which may differ across cultures [5, 53–57]. A competent foreign language learner must be able to interact effectively in a variety of social situations.

Language and culture are widely believed to be inextricably linked. Language reflects the values of a particular society. As a result, culture plays an important role in language teaching. Along with learning a foreign language, people learn about the target culture. Learning a language without its culture is said to result in a person who can speak a foreign language but does not understand its social, cultural, or philosophical aspects of the target culture. So, teaching a foreign language requires knowledge of the target culture as well. It also causes cultural issues in a foreign language learning classroom. According to McKay, culture influences the language learning process both linguistically (semantic, pragmatic, and discourse) and pedagogically (learning material with cultural content). Language and culture are widely believed to be inextricably linked. Language reflects the values of a particular society. There have been several definitions of culture [8, 12]. Lederach defines culture as "the shared knowledge and schemes created by a group of people to perceive, interpret, express, and respond to social realities around them." So, communication is culturally based because it enables people to encode and decode messages under specific conditions, considering the situations in which the message is sent, noticed, and interpreted. Understanding a culture enables a teacher to plan a lesson, design appropriate activities, and adapt to an intercultural learning environment when teaching the target language.

As can be seen, even those characteristics of art that many people consider to be definitional for all forms of art (such as the fact that art represents objective reality, is representational, and is some kind of physical object) can be explicitly negated and effectively canceled. This is how new art movements emerged from a

successful new definition. More importantly, there are always people who reject the definition that most people consider to be definitional. This small but significant minority can constantly challenge, undermine, or outright reject all of the characteristics that the majority consider to be definitional and essential. If they were necessary, they would not be so easily challenged.

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REFLECTION OF INTERCULTURAL RELATIONS IN THE TRANSLATION PROCESS

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Abstract. *Translation is a complex intercultural act involving the negotiation of meaning, context, and values between different cultural systems. This article explores the reflection of intercultural relations in the translation process, emphasizing the challenges translators face when navigating linguistic, cultural, and ideological differences. Theories from Nida, Venuti, and Baker are explored, illustrating how translators must consider cultural nuances to ensure effective communication. The translator's role extends beyond linguistic accuracy to encompass cultural sensitivity and negotiation, fostering understanding across cultures.*

Keywords. *Translation, intercultural communication, cultural mediation, dynamic equivalence, foreignization, domestication, cultural awareness, translation theory, Eugene Nida, Lawrence Venuti, Mona Baker, ideological translation, literary translation, advertising translation, legal translation.*

Introduction

Translation is more than converting words between languages; it is a cultural negotiation. In the globalized world, translation is crucial for fostering intercultural communication. This article examines the challenges translators face when navigating cultural, linguistic, and ideological differences. It highlights how translation goes beyond linguistic accuracy to involve cultural sensitivity, ensuring effective communication between cultures.

The Role of Culture in Translation

Translation is deeply linked to culture. Every language reflects the values and norms of the society it belongs to. Nida (1964) emphasized that translation requires an understanding of the cultural context that shapes the message being conveyed.

Idiomatic expressions and social conventions, which differ between languages, make translation challenging. For example, the English idiom *"to kill two birds with one stone"* may have no direct equivalent in another language. Translators must adapt the message to maintain the intent while respecting the cultural values of the target language.

Cultural elements such as humor, social hierarchies, and taboos also pose significant challenges. A translator must be culturally sensitive to ensure that the message is not only linguistically accurate but also culturally appropriate, avoiding miscommunication.

Challenges of Intercultural Translation

Intercultural translation often faces challenges when source culture concepts lack direct counterparts in the target culture. Venuti (1995) discussed domestication and foreignization in translation. Domestication adapts the text to the target culture's norms, making it more accessible, while foreignization retains elements of the source culture, which may challenge the target audience's assumptions.

For example, translating Japanese terms like *"wabi-sabi"* (the beauty of imperfection) or Chinese *"guanxi"* (social networks) requires careful decision-making on whether to preserve their cultural nuances or adapt them to fit the target culture. Additionally, when translating languages with complex honorifics, such as Japanese or Korean, the translator must find ways to convey the social hierarchy accurately in languages like English, which lack this system.

Political Sensitivity and Ideology in Translation

Translation is not a neutral act; it is shaped by political, ideological, and social factors. Baker (2018) explains that translation can reinforce or challenge dominant narratives. Translators must navigate issues of bias, representation, and power dynamics, especially in political or historical texts. Decisions made by the translator influence how the target audience perceives the text.

In some cases, ideological factors influence translation choices. For instance, altering the portrayal of sensitive topics, such as controversial historical events, might align the translation with the political stance of the target culture. The translator, thus, acts as a mediator who must balance cultural sensitivities with the integrity of the original text.

The Translator as a Cultural Mediator

The role of the translator extends beyond linguistic expertise to cultural mediation. Hatim and Mason (1997) argue that literary translators must consider cultural and literary contexts to maintain the essence of the original work while adapting it for the target culture. In advertising, the translator's role as a cultural mediator is equally important. Missteps, such as Pepsi's mistranslated slogan in China ("Pepsi brings your ancestors back from the grave"), highlight the significance of cultural understanding in translation.

As globalization increases, the role of the translator as a cultural mediator has become even more essential. Translators are responsible for maintaining the integrity of the original text while ensuring that it is accessible and meaningful to the target audience. This requires balancing domestication and foreignization, considering the ideological implications of translation, and adapting to the cultural norms and values of the target culture.

Conclusion. The complexity of intercultural translation highlights the need for translators to be culturally aware, particularly when dealing with sensitive topics or culturally specific terms. As Baker (2018) and Venuti (1995) suggest, translation is inherently a political act, and the translator's choices can shape the way the target audience interprets the text. In fields such as legal or political translation, these considerations are especially important, as the translator must navigate not only linguistic but also ideological and ethical challenges. Ultimately, translators play a crucial role in bridging cultural divides, enabling communication and fostering empathy between diverse communities. As the world becomes increasingly

interconnected, the translator's role in promoting mutual understanding and respect through effective, culturally sensitive translation has never been more vital.

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THE IMPORTANCE OF DEVELOPING PRAGMATIC COMPETENCE OF UNIVERSITY STUDENTS

https://zenodo.org/records/14874319

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Abstract. *When students learn a foreign language, it is crucial for them to develop pragmatic competence because it allows them to effectively communicate by understanding and adapting their language use to different social contexts, interpreting implicit meanings, and successfully navigating social interactions through appropriate expression and interpretation of meaning beyond just the literal words used; essentially, it's the ability to "read between the lines" and communicate effectively in a nuanced way depending on the situation and audience. Pragmatic competence is the key to effective communication in a second or foreign language.*

Key words. *Pragmatic competence, University students, Language proficiency, Communication skills, Cross-cultural communication, Speech acts.*

Introduction. Pragmatic competence is one of the linguistic competences necessary for the development of a multicultural linguistic personality in the process of learning a foreign language. Mastery of pragmatics seems to be a necessary condition for understanding the nuances of the mentality and way of thinking of native speakers, the very "spirit of the language", without which full-fledged communication in a foreign language is impossible. The pragmatic aspect can manifest itself at various linguistic levels. In view of the diversity of skills included in pragmatic competence, the means of transmitting pragmatic information can also be numerous and varied.

Main part. Pragmatic competence consists of several main subcompetencies, namely:

1) socio-cultural subcompetence, which ensures possession of socio-cultural knowledge about the specifics of the country of the studied language, as well as

intercultural communication skills necessary for successful communication with representatives of other cultures;

2) discourse/organizational subcompetence, due to which the rules of speech construction are observed, its cohesion and coherence are ensured;

3) functional/operational subcompetence as the ability to choose appropriate verbal and non-verbal means for performing certain communicative tasks (establishing contact, receiving or communicating information, influencing the interlocutor, etc.) in accordance with the context of communication.

Mastering the pragmatics of the studied language seems to be one of the main conditions for the formation of a multicultural linguistic personality ready for communication in a foreign language environment. The formation of a professional linguistic personality includes the following stages: 1) the stage of educational activity, aimed primarily at developing general and special bilingual sociocultural competence; 2) the stage of educational and professional activity, the main objective of which is the formation of professional lingua-socio-cultural competence; 3) the stage of professional activity aimed at the implementation of professional foreign-language intercultural communicative competence, which includes the previously mentioned competencies. Thus, at the first stage, the foundations for the formation of pragmatic competence are laid - students master the main lingua-pragmatic means within the framework of linguistic competence itself, acquire basic socio-cultural and lingua-cultural knowledge, undergo secondary acculturation and form a secondary picture of the world. Most of this stage is aimed at the development of socio-cultural subcompetence as a basis for other subcompetences.

The next stage is aimed at integrating linguopragmatic, sociocultural, linguistic and cultural and other knowledge, skills and abilities into a single system. Based on a comparative analysis of discursive practices inherent in the linguacultures of the native and studied languages, students establish connections between the mastered components of the native and studied languages. In particular, at this

stage, the main development of discursive and operational subcompetences occurs, as well as the addition of a sociocultural base through the acquisition of in-depth general and professional sociocultural knowledge. Students become able to implement a number of pragmatic functions, including:

- communicative/informational (communication of a supplemented, clarified, enriched thought through the correct use of pragmatic information, selection of speech, linguistic and non-linguistic means appropriate to the context of the situation);
- emotional-evaluative (evaluation, expression of pleasure/displeasure, approval/disapproval, transmission of the speaker's feelings and emotions);
- manipulative (influencing the opinion, attitude, and understanding of the interlocutor about the subject of communication);
- structural (correct correlation of the content of the statement with its form, ordering the construction of the speech utterance and its individual elements);
- identification/signal (ensuring the adequacy of the statement from the point of view of native speakers of a foreign language as a result of eliminating pragmatic interference and discursive accent, which contributes to the establishment of contact and linguacultural "rapprochement" of the interlocutors), etc.

The final stage is characterized by the consolidation of previously established structural connections. Students are ready to carry out full-fledged professional activities and solve professional problems in a foreign language, in the process practicing and improving the overall professional intercultural competence, and within its framework - the formed pragmatic competence and its individual components. Thus, possession of pragmatic competence is one of the main conditions for successful communication in a foreign language. In turn, the low level of development of the students' competence in question does not allow them to fully develop foreign language communicative competence.

Conclusion. Possession of pragmatic competence is necessary for full-fledged communication in a foreign language, since it contributes to the development of English and French teachers as competent and adaptive communicators in a foreign language environment. The development of the components of pragmatic competence is carried out at the stages of educational (mainly socio-cultural subcompetence) and educational and practical (mainly operational and discursive subcompetence) activities. The formation of a multicultural linguistic personality includes the following stages and competencies: the stage of educational activity, aimed primarily at developing general and special bilingual socio-cultural competence; the stage of educational and practical activity, the main task of which is the formation of linguo-socio-cultural competence; the stage of practical activity aimed at the implementation of foreign-language intercultural communicative competence, which includes the previously mentioned competencies. The formation of pragmatic competence involves mastering a number of functions, including informational, manipulative, structural and others.

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MODERN TRENDS IN TEACHING FOREIGN LANGUAGES

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Abstract. *This article examines the use of novel trend of teaching foreign languages, explaining several methods and approaches that includes CLT, technology integration, task based learning, blended learning, intercultural communication, and gamification. Moreover, it provides the complete explanation of the merits of these new trends.*

Key words. *Advancements, intercultural awareness, role-plays, a dynamic shift, communicative competence.*

Introduction

The field of foreign language teaching has undergone significant transformations, shaped by advancements in technology, globalization, and evolving pedagogical theories. Modern trends emphasize learner-centered approaches, integration of technology, and cross-cultural competence, aiming to equip learners with practical language skills and intercultural awareness. This article explores the key trends that are redefining foreign language education, highlighting their benefits and challenges.

Main part

1. **Communicative Language Teaching (CLT)** \

One of the most influential trends, CLT focuses on developing communicative competence through interaction and real-life scenarios. Unlike traditional grammar-translation methods, CLT prioritizes speaking and listening skills, encouraging learners to use the language actively.

- Example: Role-plays, discussions, and simulations are widely used in CLT classrooms.

- Benefit: Enhances fluency and confidence in using the language.

2. **Technology Integration**

Technology has become a cornerstone of modern language education. Tools like language learning apps (e.g., Duolingo, Rosetta Stone), virtual reality (VR), and artificial intelligence (AI)-driven platforms personalize learning experiences.

- Example: VR environments allow learners to "travel" to foreign countries, practicing their skills in immersive settings.
- Challenge: Requires access to digital infrastructure, which may not be universally available.

3. **Task-Based Learning (TBL)**

TBL emphasizes completing meaningful tasks using the target language. This approach encourages learners to focus on practical application rather than rote memorization.

- Example: Planning a trip, conducting interviews, or creating presentations in the target language.
    - Benefit: Develops problem-solving and critical thinking skills alongside language proficiency.

4. **Blended Learning**

Combining online and in-person teaching, blended learning offers flexibility and maximizes resources. It allows for asynchronous learning, where students can review materials at their own pace, complemented by synchronous classroom interactions.

- Example: Language courses offering online grammar tutorials alongside in-class conversational practice.
- Benefit: Accommodates diverse learning styles and schedules.

5. **Intercultural Competence**

In a globalized world, understanding cultural contexts is as important as language proficiency. Modern curricula incorporate cultural studies, fostering an appreciation of the target culture’s norms, values, and history.

- Example: Including cultural immersion activities such as analyzing films, music, or literature from the target language.
- Benefit: Prepares learners for effective communication in multicultural settings.

6. **Gamification**

Gamification incorporates game elements into language learning to enhance motivation and engagement.

- Example: Earning points or badges for completing lessons or achieving milestones.
- Challenge: Balancing entertainment with educational value.

Conclusion. Modern trends in teaching foreign languages reflect a dynamic shift towards practical, technology-driven, and culturally informed approaches. These innovations not only enhance language acquisition but also prepare learners for real-world communication in diverse settings. By integrating these trends, educators can create more engaging and effective learning environments, fostering lifelong language skills.

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PSIXOLINGVISTIKANING RIVOJLANISH TARIXI

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Anotatsiya. *Ushbu maqola psixolingvistikaning rivojlanish tarixi, asosiy tamoyillari va kelajakdagi istiqbollarini batafsil yoritadi. Shuning bilan birga psixolingvistikaning fan sifatida shakllanishi va dunyo miqiyosida keng tarqalishi uchun xizmat qilgan taniqli olimlar haqida so'z yuritadi.*

Kalit so'zlar. *Psixolingvistika, tilshunoslik, psixologiya, nutq, til, reaktivlik, atomizim, individualizm, kognitiv psixologiya, transformatsion model, nevropsixolingvistika, bilingvizm, multilingvizm, sun'iy intelekt.*

Zamonaviy tilshunoslik fani kundan kunga tobora jadal rivojlanib bormoqda. Buning asosiy sababi albatta, tilshunoslik fanining boshqa fanlar bilan o'zaro aloqasi va ta'sir hisoblanadi. Psixolingvistika ham, psixologiya va lingvistikaning fanlarining hamkorligi natijasida yuzaga kelgan fan bo'lib, insonlarning tilni qanday o'rganishi, tushunishi, ishlab chiqishi va foydalanishi jarayonlarini o'rganadi. Psixolingvistika tilga shunchaki muloqot vositasi sifatida emas, balki insonning kognitiv jarayonlarini, his-tuyg'ularini va ijtimoiy munosabatlarini ifodalovchi murakkab tizim sifatida qaraydi.

Psixolingvistika atamasi birinchi marta amerikalik psixolog N. Pronko tomonidan 1946-yil "Til va Psixolingvistika" deb nomlangan ilmiy maqolasida keltirilgan. Ushbu atama yunoncha psyche-ruh va lotincha lingua-til ya'ni psixologiya av lingvistikaning kesishuvidan hosil bo'lgan. AQSHning Blumington shahridagi Indiana universitetida 1953-yilda J.Karl va Ch.Osgud tomonidan tashkil etilgan xalqaro seminarda psixolingvistika fani mustaqil fan deb e'lon qilindi.

Psixolingvistikaning bugungi kunga qadar uch avlodi mavjud bo'lib, shundan birinchi avlodining o'ziga xos xususiyatlaridan biri bu reaktivlikdir ya'ni u faqatgina psixologiyaga tayangan edi. Bunda ma'lum bir bir nutqiy muomala

jarayonini ifodalashga asoslangan edi. Ikkinchi xususiyati bu atomizim ya'ni so'zlar, grammatik bog'lanishlar va grammatik shakllar bilan ishlash edi. Birinchi avlodning yana bir o'ziga xos xususiyati bu individualizm bo'lib, unda individning nuqtiy muamala nazariyasi jamiaytadan va muloqot jarayonidan yulib olingan texnik kommunikatsiya sxemasi bo'lgan.

Psixolingvistikaning ikkinchi avlodi bevosita psixolingvistikaning kuchli nomoyondalari N.Xomskiy va J.Millerllarning transformatsion modellari bilan bog'liq. N.Xomskiy o'zining modelini psixologiya bilan bog'lamay faqatgina lingvistika asosida yaratib, tabiiy til ifodalarini avtomatik sxemalarga solish imkoniyatini yaratadi. Lekin J.Miller nutqning kelib chiqishini oldindan rejalashtirilgan harakat va nutq yaratuvchining aktivligiga alohida e'tibor berdi. J.Milerning transformatsion modelida nutqni ishlab chiqish va qabul qilsih jarayonlarining birligi haqidagi tushuncha olg'a surilgan edi.

Psixolingvistikaning uchinchi yangi avlodi 1970-yillarning o'rtalarida paydo bo'ldi va avtonom psixolingvistika modeli ishlab chiqarildi. J.Nuaze bu modelni ham kognitiv ham kommunikatsion xususiyatga ega ekanligini ta'kidladi. Bunda psixolingvistik jarayonlarni tafakkur, muloqot, xotira kabi keng qamrovda o'rganadi. Psixolingvistikaning uchinchi avlodi o'zidan oldingi nazariyalarni yengib, kognitiv psixologiyani rivojlantirishga qaratilgan nazariyani olg'a surib ustunlikka erishishga muvaffaq bo'ladi (Sh.Usmonova, 2014).

Psixolingvistikaga doir ko'plab tadqiqotlar yaratgan rus tilshunosi va psixologi V.P.Belyanin "Psixolingvistika" nomli darsligida A.A.Leontovning shunday ta'rifini keltiradi: "Psixolingvistika- nutqni shakllantirish jarayonlarini, shuningdek, nutqni anglash va shakllantirishning til tizimi bilan o'zaro bog'liqligi haqidagi fandir". Ushbu ta'rifda psixolingvistika uchta fan sohasiga ega ekanligini ta'kidlaydi:

1) nutq ishlab chiqarish (individual nutq harakatida);

2) nutqni idrok etish (individual nutq harakatida);

3) nutqni shakllantirish (bolaning shaxsini shakllantirish jarayonida).

Va har bir holatda, psixolingvistika til tizimi bilan shartli bo'lgan nutqning faollik jihatlarni ko'rib chiqadi deb taxmin qilinadi (Леонтев, 1999).

Psixolingvistika sohasida tadqiqotlar davom etmoqda va kelajakda yangi imkoniyatlar ochilishi kutilmoqda. Yangi texnologiyalar va tadqiqot usullari yordamida psixolingvistika bilimlari yanada chuqurlashadi.

1. Nevropsixolingvistika- miyaning til bilan bog‘liq jarayonlarini yanada chuqurroq o‘rganish, psixolingvistikaning yangi yo‘nalishi — neuropsixolingvistika paydo bo‘lishiga olib keladi. Bu sohada miya tasvirlash usullari yordamida til va miyaning o‘zaro ta’siri o‘rganiladi.

2. Bilingvizm va multilingvizm- bilingvizm va ko‘p tillilik masalalari ham psixolingvistikaning dolzarbligini oshiradi. Insonlar ko‘p tilni bilganida, kognitiv funktsiyalarining qanday o‘zgarishi o‘rganiladi.

3. Sun’iy Intellektning rivoji- sun’iy intellekt sohasidagi taraqqiyotlar psixolingvistik tadqiqotlar uchun yangi imkoniyatlar yaratadi. Tabiiy tilni qayta ishlash tizimlari tilni tushunish jarayonlarini yaxshilashga ham yordam beradi (В.П.Глухов, 2008).

Psixolingvistika — bu til va psixikaning o‘zaro ta’sirini o‘rganish orqali inson xulq-atvorini, til o‘rganish jarayonlarini va miyaning ishlashini yanada chuqurroq tushunishga yordam beradigan dolzarb bir soha. Psixolingvistika nafaqat nazariy jihatdan, balki amaliyotda ham keng qo‘llanilishi mumkin. Bu ilmiy tadqiqotlar kelajakda til o‘rganish, ta’lim, nutq terapiyasi va sun’iy intellekt kabi sohalarda yangi imkoniyatlarni ochib berishi kutilmoqda.

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NUTQNING PSIXOLINGVISTIK TAHLILI VA IMIDJI

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Anotatsiya. *Ushbu maqolada sotsial tarmoqlarning ommaviy auditoriya ongiga ta'siri, nutqning qisqarishi va soddalashishi, psixolingvistik tahlil hamda imidj yaratish jarayoni tahlil qilinadi.*

Kalit so'zlar. *Sotsial tarmoq, nutqiy faoliyat, sub'ektiv fikr, ommaviy ong, lingvistik stil va imidj, vizual elementlar, shaxsiy brend, psixologig qaramlik, filtr pufagi.*

XXI asr — axborot va texnologiyalar asri bo‘lib, ayniqsa, sotsial tarmoqlar dunyo bo‘ylab odamlar o‘rtasidagi kommunikatsiya usullarini o‘zgartirib yubordi. Internetning keng rivojlanishi bilan birga sotsial tarmoqlar jamiyat hayotida muhim o‘rin tutib, odamlarning dunyoqarashini, kommunikatsiyasini va ommaviy ongini shakllantirishda katta ta'sir ko‘rsatmoqda.

Sotsial tarmoqlarda ma'lumot almashish jarayoni qisqalik va tezkorlikka asoslangan. Masalan, Twitter kabi platformalarda qisqa xabar shaklidagi postlar ko‘proq e'tiborni tortadi va tez tarqaladi. O‘zbekistonlik tilshunos olimlar X.B. Sharipov va B.T. Abdullayeva (2018) o‘z ilmiy ishlarida, ayniqsa, sotsial tarmoqlardagi nutq shakllari qisqarishi va o‘zgarishini o‘rganganlar. Ular nutqning soddalashishi va lingvistik vositalarning qisqartirilgan holda qo‘llanilishi sotsial tarmoqlar ommaviy auditoriya orasida keng tarqalganligini ta'kidlaydi (Sharipov & Abdullayeva, 2018).

Nutqning soddalashishi ko‘plab lingvistik o‘zgarishlarni keltirib chiqaradi. Misol uchun, ingliz tilida "lol" (laughing out loud) yoki o‘zbek tilida "gap yo‘q" kabi so‘zlar sotsial tarmoqlarda qisqa va lo‘nda ifoda qilish uchun qo‘llaniladi. Yana bir misol, stiker, GIF va emojilar orqali hissiyotlarni ifodalash odatiy holga

aylandi. Bu vositalar orqali nafaqat so‘zlarni, balki hissiyotlarni ham tez ifoda etish mumkin (Derks et al., 2008).

Psixolingvistika sotsial tarmoqlardagi muloqotning psixologik va lingvistik jarayonlarini o‘rganadi. Ushbu soha odamlarning nutq va psixologik holatlari orasidagi bog‘liqlikni tushunishga yordam beradi. O‘zbekistonlik olimlar G.A. Jo‘rayev va S.B. Karimova (2019) o‘z tadqiqotlarida sotsial tarmoqlarda odamlarning psixologik holati va ularning nutqiy faoliyatlari o‘rtasidagi bog‘liqlikni o‘rganishgan. Ular sotsial tarmoqlardagi foydalanuvchilar odatda qisqa, hissiy jihatdan boy xabarlar orqali o‘z fikrlarini ifoda etishini qayd etishgan (Jo‘rayev & Karimova, 2019).

Sotsial tarmoqlarda imidj yaratish jarayoni ham katta ahamiyatga ega. O‘zbekistonlik tadqiqotchi D.M. Mirzaev (2021) o‘z tadqiqotida sotsial tarmoqlar orqali shaxsiy va jamoaviy imidjni shakllantirishda lingvistik vositalarning roli haqida so‘z yuritgan. Mirzaevning ta’kidlashicha, foydalanuvchilar o‘z imidjlarini yaratishda rasm, video va qisqa matnlar orqali o‘zlarini ko‘rsatishga intilishadi (Mirzaev, 2021).

Imidj yaratishda quyidagi omillar muhim ahamiyat kasb etadi:

- Vizual elementlar va nutqning uyg‘unligi. Profil rasmi, postlar va ularning izohlari birgalikda imidjni shakllantiradi. Masalan, Instagram kabi platformalarda foydalanuvchilar o‘zlari yaratmoqchi bo‘lgan imidjni surat va qisqa izohlar orqali ifodalaydi.

-Lingvistik stil va imidj. Shaxsiy brend yoki kompaniya imidjini shakllantirishda tilning roli juda muhim. Masalan, brendlar ko‘pincha reklama va PR jarayonida o‘z stiliga mos keladigan til uslubini tanlaydilar (Vitak, 2012).

Sotsial tarmoqlarning psixologik ta’siri

Sotsial tarmoqlar orqali tarqatiladigan ma’lumotlar ommaviy ongga ta’sir qilishining psixologik jihatlari ham bor. Ko‘plab tadqiqotlar shuni ko‘rsatadiki, sotsial tarmoqlarda doimiy axborot oqimi foydalanuvchilarning psixologik holatiga ta’sir qiladi. O‘zbekistonlik psixolog A.S. Qayumov (2020) tomonidan olib

borilgan tadqiqotlar natijasida, sotsial tarmoqlarda uzoq muddat davomida o‘tirish va axborot oqimida qolish odamlar psixologik yuklamalarni oshirishi aniqlangan (Qayumov, 2020).

Sotsial tarmoqlar doimiy ravishda yangi axborotni taqdim qilishi tufayli, foydalanuvchilar ularning ta’sirida qolib, psixologik qaramlik paydo bo‘lishi mumkin. Ushbu jarayon foydalanuvchining hissiy holatiga salbiy ta’sir ko‘rsatishi mumkin. Shu bilan birga, sotsial tarmoqlar orqali tarqatiladigan yangiliklar va xabarlar foydalanuvchilar o‘rtasida xavotir yoki stressni keltirib chiqarishi ham mumkin

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CHALLENGES OF ESP PRACTICE AT NON-ENGLISH UNIVERSITIES

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Abstract. *The rapid advancements in science and technology within the digital era have highlighted the limitations of traditional, teacher-centered language teaching models in addressing the evolving linguistic demands of learners. These models often fall short in equipping students with the necessary skills for effective communication in various professional fields such as business, engineering, medicine, hospitality, and education. The growing recognition of these gaps has drawn significant attention to English for Specific Purposes (ESP), a specialized approach to language teaching designed to meet the specific needs of learners in particular domains. ESP focuses on teaching English as a second or foreign language by tailoring course content and methodologies to the learners' professional or academic goals (Ahmed, 2014; Otilia, 2015). Hutchinson and Waters (1987) described ESP as an approach where all decisions regarding content and methods are driven by the learners' motivations and requirements for learning.*

Key words. *ESP, ESP elements, course materials, ESP in the EFL context*

Introduction

Understanding educators' perspectives on the principles and practices of ESP offers valuable insights into its role in various pedagogical contexts. These perspectives are essential for informing researchers, curriculum developers, and educators about the challenges faced by ESP practitioners and for shaping effective instructional strategies.

Main part

Teaching materials and course design have been identified as primary challenges in ESP practice. As indicated by the findings, these areas are of

paramount concern, with 74.6% of educators reporting difficulties in both domains (Hyland, 2006). The issues often stem from the lack of available textbooks and resources that align with learners' specific professional needs. Educators frequently find that commercial materials are either overly general or misaligned with the specific objectives of ESP courses. As a result, teachers are compelled to create or adapt materials, a process that significantly increases their workload.

For instance, it has been observed that while some sections of commercial textbooks may meet the learners' needs, other sections may be irrelevant, causing disengagement among students. This lack of alignment was highlighted in cases where educators tailored materials for specific fields, such as engineering or social sciences, but faced challenges in ensuring authenticity, incorporating all language skills, or addressing students' varying levels of proficiency. Research has emphasized the critical role of course design in ESP as it underpins syllabus development, material creation, and instructional methodologies (Hutchinson & Waters, 1987; Tsao, 2011).

ESP teachers often confront the unique challenge of teaching content outside their expertise. Unlike general English teachers, ESP instructors must navigate a dual responsibility: teaching language skills while addressing subject-specific content (Parkinson & Musgrave, 2014). This dynamic often places them in situations where learners possess greater expertise in the subject matter, particularly in technical or professional fields. Teachers, therefore, must adopt a flexible approach, leveraging students' knowledge to foster communication within the classroom.

Flexibility is a cornerstone of effective ESP instruction. Educators are frequently required to familiarize themselves with the learners' professional activities, adapting their teaching strategies to bridge the gap between linguistic and subject-specific competencies. This adaptability not only facilitates a more interactive learning environment but also positions the teacher as a co-learner in the educational process (Theeartsana, 2018).

Another challenge identified is the disparity in teachers' language proficiency and pedagogical training. Educators who primarily specialize in subject content often lack formal training in English language instruction, resulting in limited confidence and competence in teaching ESP. These challenges manifest in an overemphasis on vocabulary and grammar instruction at the expense of communicative practices. Educators without a background in language teaching frequently express uncertainty about effective methodologies for integrating language instruction with content-specific tasks (Frederickson, 2002).

To address these gaps, collaborative teaching has been proposed as a viable solution. By pairing language specialists with content experts, ESP courses can offer a more balanced approach that integrates domain-specific knowledge with linguistic instruction. Such collaboration reflects the principles of ESP methodology, where tasks and activities are designed to mirror the learners' professional domains (Dudley-Evans & St. John, 1998).

The assessment of learners' performance in ESP courses poses significant challenges for educators. Effective evaluation requires careful consideration of principles such as test reliability, validity, and washback effects. Teachers must design assessments that align with the learners' specific language needs and professional contexts while also ensuring that the tests accurately measure the intended skills.

For instance, evaluating the communicative competence of students from diverse fields such as engineering, business, or medicine necessitates tailored assessment tools. The variation in language use across different professions complicates the development of standardized evaluation methods. Teachers often report difficulties in designing speaking tasks and assessing oral proficiency, particularly when their own training has not included specialized assessment strategies.

Conducting a needs analysis is a foundational yet time-intensive component of ESP course design. This process involves identifying the learners' specific

language requirements, determining the target contexts in which the language will be used, and assessing the gaps between the learners' current skills and their desired competencies. Needs analysis encompasses tasks such as evaluating language proficiency levels, understanding learners' motivations, and designing courses that align with their professional goals.

The complexity of needs analysis is compounded by the diversity of learners' backgrounds and proficiency levels within the same class. Teachers often find it challenging to address these variations, particularly when students' language skills range from beginner to advanced levels. Despite these challenges, needs analysis remains an indispensable tool for creating learner-centered courses that effectively meet the demands of specific professional contexts (Duddley-Evans & St. John, 2011).

Conclusion. The findings underscore the multifaceted challenges faced by ESP educators, ranging from material development and course design to assessment and needs analysis. Addressing these issues requires targeted professional development programs that equip teachers with the skills and resources needed for effective ESP instruction. Collaborative teaching models, enhanced training in assessment methodologies, and greater institutional support for material development are critical for overcoming these challenges and ensuring the success of ESP courses.

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ESP INSTRUCTION: OVERCOMING CHALLENGES IN MATERIAL DEVELOPMENT AND SUBJECT KNOWLEDGE ACQUISITION

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Abstract. *This article examines the key challenges faced by teachers of English for Specific Purposes (ESP), including insufficient subject knowledge, inadequate needs analysis, and difficulties in developing or adapting suitable materials. It emphasizes the importance of tailoring ESP courses to learners' specific professional and linguistic needs, achieved through comprehensive needs analysis and collaboration with subject-matter experts. The article also explores strategies for addressing the challenges of heterogeneous classes, where diverse learner backgrounds necessitate flexible and innovative teaching approaches.*

Key words. *ESP, challenges, course design, carrier content, real content, needs analysis, special field knowledge, heterogeneous classes.*

Introduction

English for Specific Purposes (ESP) is a learner-centered approach to language teaching that prioritizes the specific needs of the learners [Hutchinson & Waters, 1996]. ESP courses are designed to cater to these particular requirements by equipping students with the language skills necessary for communication within their respective professional domains.

Research on the difficulties faced by ESP instructors when designing or delivering courses remains limited. Teaching ESP often involves specialized language that may even challenge native English speakers [Widdowson.1998]. For instance, teaching English for Legal Purposes (ELP) or Business requires domain-specific expertise. Additionally, ESP instructors may grapple with whether their role involves teaching English for a specific field, such as Law or Business English, or teaching the field's content using English as a medium.

Main part. According to Robinson [1991], a foundational element of an ESP course is a Needs Analysis (NA), which identifies the specific tasks learners must perform using English. NA involves gathering information about learners' goals, expectations, deficiencies, and requirements to tailor the course accordingly. This approach is regarded as central to ESP, as the curriculum is developed based on a comprehensive understanding of learners' needs.

One common challenge for ESP teachers is insufficient knowledge about the purposes for which learners require English, often linked to inadequate needs analyses. Hutchinson and Waters emphasize that ESP differs from General English by focusing on learner awareness of these specific needs. This awareness influences what is deemed relevant and appropriate in a language course. As noted by Dudley-Evans and St. John [1998], needs analysis serves as the foundation of ESP course design, enabling instructors to adapt their teaching strategies. Information for NA can be sourced from learners, educators, industry professionals, literature, or subject-matter experts. In conducting an NA, practitioners may not only inquire about learners' objectives but also observe the contexts in which they will use English.

Many educators cite the scarcity of suitable materials as a major obstacle in ESP course design [Williams, 2014]. While materials are a critical component of all English courses, determining their relevance and application poses a unique challenge in ESP. In contexts where English functions as a foreign language, course materials may be the primary source of exposure to the language. Consequently, additional resources should be provided to enhance learners' engagement with English.

ESP materials must authentically reflect the language used in real-life contexts. When ready-made materials fail to align with learners' needs, instructors often develop their own resources. Although ESP teachers are not typically material developers, Dudley-Evans and St. John [1998] describe them as material providers who adapt and modify existing resources to suit learners' specific

requirements. For example, if no available textbook aligns with the needs of a particular group, the instructor may revise existing materials to create a more relevant and customized learning experience.

Since ESP instructors are typically not experts in the learners' professional fields, they may find the subject matter unfamiliar, leading to challenges when teaching complex texts. This makes it imperative for ESP teachers to acquire some knowledge of both the content and its context. For instance, an instructor teaching English to law students should possess at least a basic understanding of legal concepts. Such knowledge enables the teacher to facilitate authentic communication and classroom activities, as learners are already familiar with the carrier content. This understanding can be developed by reading relevant literature, subscribing to professional journals, keeping up with current studies, observing subject-specific classes, or consulting with subject-matter experts.

In courses where students begin studying ESP from their first year, the teacher must address not only the learners' language proficiency but also their professional competence. Variability in learners' strengths—some excelling in English, others in content knowledge – can complicate the course design process. To address this, instructors might consider assigning tailored tasks to individual students. For example, students lacking content knowledge could be encouraged to engage with field-specific literature to improve their understanding.

Teaching ESP to heterogeneous classes, where learners come from different disciplines, professions, or management levels, adds another layer of complexity. It can be challenging to find materials, textbooks, and activities that are universally relevant to a diverse group. Even adapting existing resources may prove difficult in such contexts [Panferova, 2019]. For instance, learners from the same organization might represent varying management levels, such as secretaries and managers, requiring different approaches. Conversely, homogeneous classes allow for more focused material development, as learners typically share a common professional background.

Conclusion. The demanding nature of ESP courses presents numerous challenges for instructors. These include limited field-specific knowledge, inadequate needs analysis, difficulties in sourcing appropriate materials, and lack of administrative support. To mitigate these issues, ESP practitioners should begin with a comprehensive needs analysis and design course materials that align closely with learners' needs and expectations.

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NEVROLINGVISTIKANING ASOSIY TAMOYILLARI

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Annotatsiya. *Ushbu tadqiqotda nevrolingvistika konsepsiyasining ilmiy asoslari va ularning til va miya o‘rtasidagi bog‘liqligini aniqlashga qaratilgan nazariy tadqiqotlar tahlil qilingan. Tadqiqot davomida til jarayonlari bilan bog‘liq miya hududlari, jumladan, Broka va Vernike hududlarining roli keng ko‘lamda ko‘rib chiqilgan. Shuningdek, ikki tillilikning miya faoliyatiga ijobiy ta’siri va bu jarayonda neyroimaging texnologiyalaridan foydalanilgan tadqiqotlar tahlil qilindi. Afaziya va boshqa til buzilishlariga oid tadqiqotlar til buzilishlarining miya faoliyati bilan qanday bog‘liqligini aniqlashga yordam berdi.*

Kalit so‘zlar. *Nevrolingvistika, Broka hududi, Vernike hududi, ikki tillilik, neyroimaging, afaziya, til jarayonlari, miya neyron tarmoqlari.*

Kirish

Nevrolingvistika til va miya o‘rtasidagi murakkab bog‘liqlikni o‘rganadigan fan bo‘lib, neyrobiologiya, psixologiya va lingvistika sohalarining kesishmasida joylashgan. Ushbu fan tildan foydalanish, tilni tushunish va uni ishlab chiqarish jarayonlarining miya bilan qanday bog‘liq ekanligini tadqiq qiladi. Nevrolingvistika nafaqat sog‘lom insonlarda til faoliyati qanday amalga oshirilishini, balki miya shikastlanishi natijasida yuzaga keladigan til buzilishlarini ham o‘rganadi. Ushbu fan tibbiyot, psixologiya va lingvistika sohalarida ham muhim rol o‘ynaydi, chunki u tilning miyada qanday ishlashi haqida qimmatli ma'lumotlarni taqdim etadi.

Nevrolingvistik tadqiqotlar tarixi XIX asrga borib taqaladi. 1861 yilda Paul Broka tomonidan o‘tkazilgan izlanishlar natijasida, inson miyasining chap yarim sharida joylashgan soha (keyinchalik "Broka hududi" deb nomlangan) til ishlab

chiqarish uchun mas'ul ekanligi aniqlangan (Broca, 1861). Ushbu hudud shikastlangan bemorlar tilni to‘g‘ri ishlab chiqarish yoki gapirishda qiyinchiliklarga duch keladi. Oradan ko‘p o‘tmay, Carl Wernicke tomonidan o‘tkazilgan tadqiqotlar natijasida, yana bir hudud – "Vernike hududi" – tilni tushunish jarayonida muhim rol o‘ynashi aniqlandi (Wernicke, 1874). Brokaning tadqiqotlari til ishlab chiqarishning miyadagi o‘ziga xos lokalizatsiyasini aniqlashda muhim qadam bo‘ldi.

Zamonaviy nevrolingvistika FMRI (funksional magnit-rezonans tomografiya), PET (pozitron-emissiya tomografiyasi) va EEG (elektroensefalografiya) kabi texnologiyalardan foydalanib, miya faoliyatini aniq kuzatish va o‘rganish imkonini berdi. Ushbu zamonaviy usullar yordamida olimlar til jarayonlarining miya hududlarida qanday amalga oshirilishini chuqurroq o‘rganish imkoniga ega bo‘ldilar. Natijada, til jarayonlari nafaqat Broka va Vernike hududlari bilan cheklanib qolmay, balki boshqa miya hududlari bilan ham bog‘liq ekanligi isbotlandi (Friederici, 2011).

Keyinroq, 1874 yilda Carl Wernicke tomonidan tilni tushunishga mas’ul bo‘lgan boshqa bir miya hududi kashf etildi. Bu hudud bemorlar tilni to‘g‘ri tushunishda qiyinchiliklarga duch keladigan afaziya turlaridan birini o‘rganish orqali aniqlandi. Vernike bu jarayonning chap yarim sharning orqa qismidagi miya hududi bilan bog‘liqligini ko‘rsatdi va bu hudud keyinchalik "Vernike hududi" deb atala boshlandi (Wernicke, 1874). Ushbu ikkala tadqiqot miya va til o‘rtasidagi bog‘liqlikni o‘rganishning birinchi qadamlari edi.

Zamonaviy nevrolingvistika yutuqlari, ayniqsa, zamonaviy texnologiyalar yordamida sezilarli darajada rivojlandi. Angela Friederici (2011) o‘z tadqiqotlarida zamonaviy fMRI va EEG kabi miya faoliyatini kuzatish usullaridan foydalanib, til jarayonlarining qanday amalga oshirilishini chuqurroq o‘rgandi. Uning izlanishlari natijasida Broka va Vernike hududlari til uchun muhim bo‘lgan miya tarmoqlari bilan kengroq bog‘langanligi aniqlandi. Bu tarmoq nafaqat til ishlab chiqarish va

tushunish jarayonlariga bog‘liq bo‘lib, balki o‘quv, yozuv va grammatikani tushunish kabi murakkab til jarayonlariga ham mas’uldir (Friederici, 2011).

Bundan tashqari, ikki tillilikning miya faoliyatiga ta’siri haqidagi tadqiqotlar (Bialystok, 2012) bilingvizmning kognitiv jarayonlarga va miyaning moslashuvchanligiga ijobiy ta’sir ko‘rsatishini ko‘rsatdi. Bu shuni anglatadiki, ikki tilli odamlar nafaqat bir nechta tillarni erkin o‘zlashtirishadi, balki miyaning boshqa funksiyalarini ham rivojlantiradi. Ikki tillilik natijasida hosil bo‘lgan neyron plastiklik til o‘rganishda afzalliklarni yaratadi va bu jarayon miyaning miya po‘stlog‘ining boshqa qismlari bilan o‘zaro bog‘liqligini mustahkamlaydi va bolalarda ikki tillilikning kognitiv rivojlanishga ta’sirini o'rganishda muhim hisoblanadi.

Xulosa. Nevrolingvistika, miya va til jarayonlari o‘rtasidagi bog‘liqlikni o‘rganish orqali inson tilini qanday anglash va ishlab chiqarish jarayonlarini tushunishga yordam beradi. Ushbu tadqiqot natijasida Broka va Vernike hududlarining til ishlab chiqarish va tushunishdagi muhim roli yana bir bor tasdiqlandi. Neyroimaging texnologiyalarining rivojlanishi, xususan, fMRI va EEG usullari nevrolingvistik tadqiqotlar uchun muhim asboblar hisoblanadi, chunki ular til jarayonlari davomida miyaning qaysi qismlari faollashishini aniq ko’rsatadi. Ikki tillilik nafaqat til o‘rganishda afzalliklar beradi, balki miyada neyron tarmoqlari shakllanishi va neyron plastiklikni oshiradi. Bu tilni o‘rganish va uni ishlatishda katta ahamiyatga ega. Tadqiqot, shuningdek, afaziya va boshqa til buzilishlarini o‘rganishning ahamiyatini ham ko‘rsatdi, bu esa miya jarayonlarining til faoliyatiga qanday ta’sir qilishini chuqurroq tushunishga yordam beradi.

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ZAMONAVIY INGLIZ SHE'RIYATINING ROGER MCGOUGH IJODI MISOLIDA G'OYAVIY-ESTETIK JIHATDAN YANGILANISHI

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Annotatsiya. *Mazkur maqolada ingliz shoiri Roger McGough ijodi tahlil qilingan. Shoirning sodda va ommaga yaqin tili, so'z o'yinlari va hazil-mutoyibaga boy uslubi orqali zamonaviy she'riyatning keng auditoriyaga moslashishi, badiiy innovatsiyalar va eksperimentlar orqali adabiyotga yangicha ko'rinish berganligi haqida so'z yuritilgan. Ushbu maqola McGough ijodini ingliz adabiyoti kontekstida tahlil qilishga hamda uning ijodiy izlanishlarining madaniy va badiiy ahamiyatini yoritishga qaratilgan.*

Kalit so'zlar. *Liverpul shoirlari, she'r, shoir, eksperimental she'r, badiiy innovatsiya, cliché, ijtimoiy kontekst.*

San’at faqat kiborlar va aslzodalargina emas, oddiy xalq vakillari uchun ham tushunarli bo‘lishi va xizmat qilishi kerak degan gumanistik g‘oya zamirida vujudga kelgan pop san’ati XX asr g‘arb nazmida pop she’riyatining paydo bo‘lishiga zamin yaratdi. Bu adabiy to‘lqin, o‘z navbatida, ingliz, shu jumladan, jahon adabiyoti sahnasida Liverpul shoirlarining “dunyoga kelishi” va kamol topishiga asos bo‘ldi. Adrian Henri va Brian Pattenlar bilan birgalikda Liverpul shoirlari sifatida tanilgan Roger McGough ham ijodiy karerasini musiqiy guruh a’zosi sifatida boshladi. San’atning har ikki jabhasida ham faol ijod qilgan McGoughning shoir sifatida yozgan eksperimental she’rlari va ijodining badiiy innovatsiyalarga boy ekanligi, oddiy tarzda ifodalangan, zamonaviy-ijtimoiy masalalarni yorituvchi asarlari bilan xalq tilini she’riyatga olib kirib, badiiy ifodaning yangi shakllarini yaratganligida ko’rinadi. Uning ijodi ijtimoiy kontekstdagi katta o‘zgarishlar, siyosiy va madaniy tahlillar bilan chambarchas bog‘liq bo‘lib, badiiy eksperimentlar orqali bu mavzularni ochib berishga xizmat qiladi. Shoir jamiyatdagi og‘riqlarni to‘g‘ridan-to‘g‘ri aytmaydi, hazilomuz tarzda bayon qiladi. Yumor Roger McGoughning “tashrif qog‘ozi” [4]. Shoir, ayniqsa, ijodining dastlabki yillarida jamiyatdagi illatlarni keskin tanqid ostiga olar ekan, she’rlarining o‘tkir va achchiq tili kibr va nokamtarlik belgisi sifatida taassurot qoldirmasligi uchun ham yumorga murojaat qilishni afzal ko‘radi: “Agar bir jiddiyroq she’r yozadigan bo‘lsam, uni doim kulgu bilan yakunlayman va bu orqali ushbu she’rni o‘quvchi yoki tinglovchi liverpullik zamondoshimga, o‘zim ham sizdan yaxshiroq emasman, demoqchi bo‘laman” [6], deydi shoir.

Roger McGough she’rlarida ramzlarni, ularning doimiy ma’nolarini chetlab o‘tib, intuitiv ravishda qo‘llaydi. Shu bilan birga u an’anaviy simvollarni rad etmaydi, *clichélarni* yoqtirmasligiga qaramay, o‘zi ham ulardan foydalanadi va ayni vaqtda “eski” belgilarni yangi kontekstga kiritib, o‘quvchini ularni boshqa nuqtayi nazardan – o‘zgacha ranglarda ko‘rishga undaydi. Chunonchi, oy shoir eng ko‘p murojaat qilgan – yuzga yaqin she’rlarida qo‘llagan tasvir vositalaridan biri. E’tiborga molik jihati shundaki, u hamma joyda ham bir xil ma’noda

kelavermaydi. Otasining yelkalariga minib ketayotgan baxtiyor bolakay uchun oy osmonda bo‘lsa ham, qo‘l uzatsa yetgulik imkon (*“My Little Eye”*), sevishganlarga qarab jilmayib turgan sirdosh (*“An Apology”*), qo‘llarni muzlatadigan sovuq (*“A lot of Water has Flown under your Bridge”*), nilufar gullar chayqalib turgan suvda aksini ko‘rib, o‘ziga o‘zi maftun bo‘lib qolgan go‘zal (*“The Fish”*), dardkash shishadosh (*“Star Juice”*). Shoir hamisha go‘zallarning go‘zalligiga mezon bo‘lib kelgan oyni chiroyli ko‘rinishga urinayotgan yoshi o‘tgan ayolga mengzaydi (*“Aren’t We All”*). Qanchalar romantik qiyofa kasb etishga urinmasin, oy keksayib qolganligidan tashvishda. Lirik qahramonning sevgilisi esa shunchalar go‘zalki, zulmat tunga chiroy bag‘ishlash uchun oy bo‘lib, ko‘kka ko‘tariladi: *A woman in a negligee / Walking out through the window / Over the sleeping city up into the sky / To give the moon a rest.*

“Summer With Monika” she’rida oy lirik qahramonning rashkiga sabab g‘anim – oshiq erkak qiyofasida gavdalanadi. U har kech mashuqaning xonasiga bemalol kirib boradi, qiz ham bunga qarshilik qilmaydi va uning nurli bag‘rida uxlaydi. Axir u darpardalarni yopib, oynalarni to‘sib qo‘yishi ham mumkin edi, ammo xonasiga oyning kirib kelishiga o‘zi ruxsat beradi. Yigit esa shundan g‘azabda: *said i trusted you / spoke too soon / heard of your affair / with the maninthemoon / say it’s all over / then if you’re right / why does he call / at the house every night?*

Oy oshiq yigit qarshisidagi raqib bo‘lsa, quyosh tutqich bermas mahbuba. *“The sun no longer loves me”* she’rida shoir o‘zini maftun etgan go‘zalni quyoshga mengzaydi. U ketganida dunyosi zulmatga cho‘madi, qiz yana keladi, lekin oshig‘ini sevganligi uchun emas, kelishi kerak bo‘lganligi uchun *(but out of a sense of duty)* keladi. Ba’zan u uzoq vaqt yigitning yonida qoladi *(she leans silky / against the wall lolling and stretchy)*, lekin oshiq ko‘pincha uni ahyon-ahyonda *(scratches at clouds)* ko‘radi. Qiz quyoshga o‘xshaydi, chunki kech tushishi bilan ketib qoladi: *Whenever I ask her to stay the night / she takes umbrage / and is gone*. Sevgilisi u bilan vaqt o‘tkazishni istamasligini ko‘rgan yigit qizni osmondagi

quyosh qadar yuksaklikda, o‘zini esa yerda deb biladi. Quyosh odamzodga yorug‘lik va issiqlik hadya etadi, biroq bularning evaziga insoniyat unga hech nima bermaydi. Yigit ham qizni ko‘rganida qalbi nur va haroratga to‘ladi, lekin unda ham quyoshga taklif qiladigan narsaning o‘zi yo‘q. Shundan u *“The sun no longer loves me”* deydi.

Quyosh otashin muhabbat timsoli. Sevib qolgan inson uchun hamisha va hamma joyda quyosh porlaydi, sevgisiga yeta olmasa, dunyoni zulmat qoplagandek tuyuladi. *“Sundeath / greentears”* she’rida dildor sevaman degan on, quyosh porlab ketadi va shaharda hayot jonlanadi, ammo ketar chog‘i u xayrlasharkan bunga hatto quyosh ham bardosh bera olmaydi, uni avtobus urib ketadi – oshiq uchun hayot to‘xtaydi. *Maninthemoon* yoki *Sundeath* kabi so‘zlar lug‘atlarda uchramaydi, ularni shoir o‘zi o‘ylab topadi, bu so’zlarni izohlar bilan tushuntirib bo’lmaydi, zotan “har qanday ulug‘ san’atkorning she’rida so‘z uning o‘zi aks ettirishni istagan fikr va tuyg‘udan bir necha hissa ortiq ma’nolarni ifodalaydi. Eng zukko she’rshunosning ham tahlil imkoniyatlari cheklangan.” [7, 147]

Roger McGoughning “she’riy tildan original tarzda foydalana olish qobiliyatini ... va yangicha topilmalarini” [5] deyarli har bir she’rida ko‘rishimiz mumkin. Ma’lumki, she’riyatda muayyan ma’noni o‘zgacha ifodalash va unga alohida urg‘u berish uchun so‘zlarni o‘ziga xos shaklda joylashtirish san’ati mavjud. Bunday she’rlar ingliz tilida *poem picture – she’r rasmi, visual poetry – visual she’riyat* ёки *concrete poetry – aniq she’riyat* [3, 118-120] deb ataladi. Vizual she’riyatning xususiyatlari shundaki, undagi tartibsiz bo‘g‘inlar va harflar, tinish belgilari va sintaksis, formati va yozilishi – so‘zlar orqali chizilgan tasvirlar o‘quvchi ongida o‘sha so‘zlardan anglashiladigan ma’nolarni mustahkamlaydi, badiiy tasavvurini boyitadi. Shoir so‘zlar yordamida chizgan manzaralar o‘quvchi tasavvurida jonlanadi va ko‘z o‘ngida xayoliy tasvirlar paydo bo‘ladi. Roger McGough ijodida tasviriy she’rlar talaygina. Shoir yuqoriga o‘rmalab chiqayotgan harflar *(“Uphill Climb”),* pastlikka qarab betartib sochilib ketayotgan so‘zlar

(“Downhill Raser”), qaddini tik tutib tura olmay, salqib borayotgan satrlar *(“A Weak Poem”),* zinapoya shaklida terib chiqilgan qatorlar *(“Beware the Allivator”)* orqali so‘zlar bilan bab-barobar shaklga ham ma’no mas’uliyatini yuklaydi.

Roger McGough o‘z davrining ijtimoiy muammolari, siyosat va zamonaviy hayotdagi qiyinchilik kontekstida jamiyatdagi o‘zgarishlar, shaxsiy va ijtimoiy erkinlik masalalariga o‘zgacha yondashadi. Uning ijodidagi eksperimentallik va badiiy innovatsiyalar odatiy she’r strukturasidan chekinib, nazmda tasvirlar yaratishga urinishi – visual she’rlarining shakllari va asarlari mazmunidagi noan’anaviylik – yumor orqali kundalik hayotiy vaziyatlarning falsafiy va ijtimoiy mohiyatini tahlil qilishida ko‘rinadi. Shoirning bunday yondashuvi o‘quvchilarni jiddiy o‘ylashga, oddiy narsalarda yangi ma’no topishga chorlaydi. U ham safdoshlari kabi tilining ravonligi va tushunarliligi bilan xalq ko‘ngliga kirib bordi. U doimo she’riyat akademiyasining baland minorasi va keng o‘quvchilar ommasi uchun tushunarsiz bo‘lgan *“high brow” – “qosh kerib turgan”* uslubidan chetda turishni istadi va ayni vaqtda o‘ziga xos she’rlari bilan “Roger McGough ijodi jiddiy adabiy e’tiborga loyiq emas” degan qarashlar noto‘g‘ri ekanligini isbotladi. Roger McGough deyarli har bir shoirning har bir she’rida uchraydigan *clichéla*rni chetlab o‘tib, turli so‘z o‘yinlari *(“The Care Less Cat”)*, yangi o‘ylab topilgan so‘zlar *(“The First Day at School”)* bir vaqtning o‘zida bir necha ma’nolarni ifodalovchi iboralardan foydalangan holda *(“On and on …”)* o‘z ijodiy tendensiyasini yaratdi. Uning she’rlari shu tariqa voqelikning o‘zgaruvchan va sub’yektiv mohiyatini ochib beradi hamda hech qachon o‘zgarmas dogmatik ma’no yoki qat’iy haqiqat bo‘lmasligini, faqat munosabatlar va talqinlar borligini ta’kidlaydi *(“Unlucky for Some”).* Shoirni keng ommaga tanitgan jihat ana shunday betakror so‘z o‘yinlari, hazil-mutoyiba ruhi, kuchli mantiq, keng tasavvur imkoniyatlari va bolalar dunyosining hayratlanarli tasvirlari edi. Uning she’rlarida ingliz tili lug‘atlarida uchramaydigan so‘zlarni ko‘rish mumkin. Shoir bolalar leksikonidagi so‘zlarni qayta-qayta kashf etadi va kattalar nutqidagi ko‘p ma’noli so‘zlardan ustalik bilan foydalanadi. Yengil tabassum bilan aytilgan fikrlari ostida

teran mantiqiy haqiqatlar yotadi. Roger McGough yumor orqali turli siyosiy-ijtimoiy muammolarni keskin fosh qiladi. Kattalar shoiri sifatida muhabbat va tanqid mavzularida qalam tebratgan bo‘lsa, bolalar uchun yozgan she’rlari rang-barang bo‘lib, ijodining katta qismini tashkil etadi.

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CHET TILLARNI O‘QITISHDA ZAMONAVIY TENDENSIYALARNING AHAMIYATI

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Annotatsiya. *Ushbu maqolada ta’lim jarayoniga zamonaviy innovatsion texnologiyalarni olib kirish orqali ta’lim sifati va samaradorligini oshirish haqida fikr yuritiladi. Tillar o‘rganish va o‘qitishda zamonaviy texnologiylarning ahamiyati beqiyos. Nutq malakasi yani qapirish, o‘qish, tinglab-tushunish va yozish orqali chet tillar o‘qitish samarali bo‘ladi. Til o‘rganuvchidan grammatikani yahshi bilishi va lug‘at boyligiga ega bo‘lishi talab etilganligi haqida mushohada yuritadi.*

Kalit so‘zlar. *Qapirish, o‘qish, tinglab-tushunish, yozish, til, tendensiya, ilg‘or pedagogik texnologiyalarni, interfaol, innovatsion usullar va kommunikativ-axborot vositalari.*

Ma’lumki, hozirgi kunda ilm-fan, texnika shiddat bilan rivojlanib bormoqda. Har bir soha taraqqiyotda, ayniqsa, ilm-fanda katta o‘zgarishlar, sezilarli yutuqlarga erishilmoqda. Har bir fanni yangi innovatsion pedagogik texnologiyalardan foydalanib, o‘quvchilar va talabalarga yetkazib berish bugungi kundagi ta’limning asosiy talablaridan biri hisoblanadi. Shu bilan birga chet tillarini o‘qitishni va o‘rgatishni zamonaviy yangi metodlarini izlab topish, ularni amalda sinab ko‘rish bo‘yicha ko‘p ishlar qilinmoqda. Mamlakatimizda chet tillarni o‘rganishga va o‘qitishga bo‘lgan e’tibor yanada oshdi. “Tendensiya”nemischa “tendenz”, lotincha “tendere” so‘zlaridan olingan bo‘lib, “yo‘nalmoq”,“intilmoq”ma’nolarini yani taraqqiyot yo‘nalishi, moyillik, intilish ma’nolarini anglatadi.

O‘quvchilar va talabalarga chet tillarni o‘qitishda ilg‘or umumevropa texnologiyalaridan foydalanish, ta’lim jarayonini zamonaviy darslik va o‘quv adabiyotlari bilan ta’minlash, o‘qitishning noan‘anaviy uslublarini amaliyotda joriy etish juda muhim masalalardan hisoblanadi. Jonajon diyorimizda chet tillarni o‘qitilishida yangi bosqich va davr boshlangan. Chet tili darslarining o‘qitish jarayonida ilg‘or pedagogik texnologiyalarni, interfaol, innovatsion usullardan va kommunikativ-axborot vositalaridan foydalanish davr talabiga aylangan. Jannatmakon mamlatikamizda chet tilini o‘qitish, chet tili o‘qituvchilarining bilim va ko‘nikmalarini baholashning umumyevropa ramkalari tavsiyanomalari (CEFR) ga mos ravishda yangi usul va talablari ishlab chiqildi. Ushbu talablarga mos ravishda o‘quv xonalari stendlar va yangi axborot-kommunikatsiya vositalari bilan jihozlandi. Ta’lim texnologiyalari - ta’lim jarayonida zamonaviy axborot texnologiyalaridan samarali foydalanishdir. Shuningdek, ta’lim jarayoniga zamonaviy innovatsion texnologiyalarni olib kirish orqali ta’lim sifati va samaradorligini yanada oshirishni nazarda tutadi. Tillar

o‘rganish va o‘qitishda zamonaviy texnologiylardan unumli foydalanish katta ahamiyatga ega .

Til o‘rganish kishilik jamiyatida juda muhim sohalardan hisoblanadi. Muloqot vositasi bo‘lmish tilni tabiiy muhitda (oilada, jamoatchilik orasida) yoki uyushgan holda (darsda) amaliy egallagash mumkin. Til hodisalariga oid bilimlar esa nazariy jihatdan o‘rganiladi. Xalqaro munosabatlar avj olgan zamonamizda tillarni bilish juda muhim. Zamon talablariga mos, yuqori malakali, yangi ijtimoiy-iqtisodiy jamiyatga moslasha oladigan, ilg‘or axborot kommunikatsion texnologiyalar bilan ishlay oladigan, har tomonlama mukammal kadrlarni tayorlash har bir davlatning oldiga qo‘ygan asosiy vazifalaridan biri hisoblanadi. Buning uchun yoshlarimiz bir necha xalqaro tillarni o‘z ona tilidek yaxshi bilishlari lozim. O‘z navbatida yurtimizda zamon talablariga xos bo‘lgan ta’lim sharoitini tashkil qilish uchun tinimsiz mehnat qilinmoqda. Ayniqsa, ingliz tilini samarali o‘rgatishning yangicha usul va vositalari ishlab chiqishga doir harakatlar davom etmoqda.

Nutq faoliyati turlari va til materiali o‘quv jarayonida yahlit tarzda o‘rgatiladi. Deyarli har bir darsda o‘quvchi tinglab tushunadi, gapiradi, o‘qiydi va yozadi. Bunda oldin o‘zlashtirilgan yoki hozir shu darsda o‘rganilayotgan til birliklari ishtirok etadi. Til o‘rganuvchidan grammatika ilmini puhta bilishi va lug‘at boyligiga ega bo‘lishi, ulardan amalda samarali foydalanishi talab qilinadi. Ta’lim maqsadlaridan kelib chiqqan holda, nutq faoliyati turlariga mo‘ljallab til materiali tanlanadi, taqsimlanadi, tasnif qilinadi, taqdim etiladi, yani o‘zlashtirishga tayorlanadi. Taniqli olim J. Jalolovning [1] fikrlariga ko‘ra “Nutqning grammatik mexanizmida grammatik harakatlar yetakchi o‘rin egallaydi. Nutqning grammatik jihatdan avtomatlashgan ko‘nikmalarini hosil qilish grammatik harakatni egallsh deyiladi. Grammatik tayyor materialni o‘rganish deganda, grammatik shakllarni eslab qolish tushuniladi. Ta’rif, qoida tushunchani eslab qolish va qo‘llash umumlashmasi o’zlashtirish demakdir”.

Tilshunos M. Choriyev [2] “tilni amaliy egallashda grammatikani bilish muhim ahamiyat kasb etishi shuningdek til grammatikasi-grammatik vositalar

yig’indisidan iborat bo’lib, bu vositalar yordamida ushbu tilda so‘zlar, so‘z birikmalari va gaplar hosil qilinadi”,-deb ta’kidlaydi. Yetakchi olim M. G’apporov [3] ilmiy asarida grammatika haqida umumiy ma’lumotlar, qonun-qoidalari va undan amaliy foydalanish uchun misollar bilan o’zbek tilidagi tarjimasi bilan ko‘rsatilgan. Undagi ma’lumotlar aniqlik va tushunarli tilda yozilgani bilan farqlanishini ifodalab berdi.

Xulosa qilib aytadigan bo‘lsak, chet tili o‘qitish jarayonida ilg‘or pedagogik texnologiyalarni, interfaol, innovatsion usullardan va kommunikativ-axborot vositalaridan foydalanish davr talabiga aylangan. Nutq malakasi yani qapirish, o‘qish, tinglab-tushunish hamda yozish orqali chet tillar o‘qitish amalga oshiriladi. Shuningdek til o‘rganuvchilardan o‘rganilayotgan til grammatikasini puhta bilishlari va lug‘at boyligiga ega bo‘lishlari talab etiladi.

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QIYOSIY TILSHUNOSLIKNING CHET TILLARNI O‘QITISHDAGI AHAMIYATI

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Annotatsiya.*Ushbu maqolada qiyosiy tilshunoslik, tilshunoslikning qarindosh tillarni, ya’ni genetik jihatdan o‘zaro bog‘liq tillarni o‘rganuvchi, ular o‘rtasidagi munosabatlar; til oilalarining, shu tizimlardagi ayrim tillar va elementlarning kelib chiqishini aniqlash haqida fikr yuritadi. Nutq malakasi yani qapirish, o‘qish, tinglab-tushunish hamda yozish orqali chet tillarni o‘qitish amalga oshiriladi. Til o‘rganuvchidan grammatikani puxta bilishi va lug‘at boyligiga ega bo‘lishi talab etilganligi haqida yozilgan.*

Kalit so‘zlar. *qiyosiy tilshunoslik, o‘rganish, o'zaro aloqadorlik, chet tillarni o‘qitish.*

XI-XII asrlar Sharq tilshunosligida mashhur tilshunoslar M.Koshg‘ariy va M.Zamaxshariy lug‘atlarida qarindosh va noqarindosh tillar lug‘aviy birliklarning chog‘ishtirilishi mavjud bo‘lgan. Ular til haqidagi fanning shakllanilishida o'zlarining salmoqli ilmiy izlanishlari bilan ishtirok etganlar. Chog‘ishtirma tilshunoslik XVII-XVIII asrlarda Yevropadagi va dunyoning boshqa mintaqalaridagi turli-tuman qarindosh tillar bo‘yicha tadqiqot materiallarining paydo bo‘lishiga zamin hozirlaydi.

XIX asrning birinchi yarmida tilshunoslik sohasida juda katta ishlar amalga oshirildi. Tilshunoslikda qiyosiy-tarixiy metod shakllandi va unga hamohang tarzda til haqidagi fan ham qiyosiy-tarixiy tilshunoslik fani deb nomlandi. Bu davrda Evropa tillarining sanskrit (qadimgi hind) tili bilan uzviy bog‘lanishi borligini sezgan holda bu tillarning o‘zaro aloqadorlik, bog'liqlik taraflari o'rganila boshlandi. Ayniqsa, tillarni qiyosiy-tarixiy o‘rganish bo‘yicha nemis olimlari

F.Bopp, Y.Grimm, daniyalik olim R.Rask, rus olimi A.Vostokov, chex olimi Dobrovskiy kabilarning xizmatlari katta boʻldi. 1818-yilda F.Boppning “Sanskrit tilining yunon, lotin, fors, va german tillariga qiyosan tuslanish sistemasi haqida” nomli asari chop etildi. Unda olim hind-yevropa tillarining koʻp jihatdan mushtaraklikka ega boʻlganligi, grammatik qurilish bir xilda ekanligini, bu tillarning bir oʻzak tildan kelib chiqqanligini asoslab bergan. R.Raskning “Qadimgi shimoliy til yoki island tilining kelib chiqishiga oid tadqiqotlar” nomli asarida tillarning yaqinligini va oʻxshashligini aniqlashda ularning grammatik qurilishi, tovushlarning bir-biriga mos kelishi kabi holatlar asos boʻlishini ta’kidlaydi.

Qiyosiy tilshunoslik, komparativistika-tilshunoslikning qarindosh tillarni, ya’ni genetik jihatdan oʻzaro bogʻliq tillarni oʻrganuvchi, ular oʻrtasidagi munosabatlarni aniqlovchi hamda ularning zamon va makon boʻyicha tadrijiy taraqqiyotini tavsiflovchi sohasi; til oilalarining, shu tizimlardagi ayrim tillar va elementlarning kelib chiqishini aniqlash, jumladan, tillar oʻrtasidagi genetik qarindoshlikni-ularning yagona bir manba (bobo til) dan kelib chiqqanligini aniqlash ham qiyosiy-tarixiy tilshunoslikning maqsadlari doirasiga kiradi.

“Tilshunoslik fanida tillarni tasniflashda bir-biriga oʻxshagan ikki xil usul mavjud:

a) morfologik usul; b) geneologik usul”,-deb ta’kidlayditilshunos olimlar Oʻ.Sharipova va I.Yoʻldoshev.[1] Morfologik usulga asoslangan I.qo'shimchali tillar yana ikki guruhga bo'linadi.1.Agglyutinativ tillar (“agglutinare” lotincha soʻz bo'lib, “ulash”, “yopishtirish” demakdir).2.Felektiv tillar(“flexio” lotincha so'z bo'lib, “egilmoq”, “bukilmoq” demakdir). Bu ikki xil guruhdagi tillaring hammasi qo'shimchali tillar deb hisoblansa ham, lekin ulardagi qo'shimchalarning xarakter va so'zlarga ulanish, bog'lanish xususiyatlari bir-biriga o'xshamaydi.II. Qo'shimchasiz tillar. Bunday tillarda gap tarkibidagi so'zlarning bir-biri bilan munosabati, asosan, soʻz tarkibi orqali ifodalanadi. So'zlarning shakli esaoʻzgarmaydi (turlanmaydi, tuslanmaydi), hech qanday qo'shimcha so'z negiziga qo'shilmaydi. Inson fikrini til vositasida ifodalashning oʻziga hos

qonunlari mavjud. Bu qonunlar hamma yoki ayrim tillarga hos bo‘lishi mumkin. Lingvistik izomorfizm va lingvistik allomorfizm hususiyatlarini genetik munosabatlardan ajratib o‘rganish, ifoda planidagi til tizimi o‘lchov birliklarining tillararo adekvatligi va adekvat emasligi, bir til tizimida esa ularning yaruslararo sinonimligi, ularning o‘xshashligi masalalari qiyosiy tipologiyaning asosiy tadqiqot obyektlaridir. “Qiyoslashning nazariy ahamiyati har bir qiyoslanayotgan til sistemasining tipologik tahlili, structural hususiyati, asosiy sistema birliklarini ifoda va mazmun planida taksonomik hususiyatlarini aniqlash, har bir yarusni inventerizatsiya qilish hamda morfemalarga ajralishi bilan tanishtirishdan iborat”,-deb ta’kidlagan tilshunos olim J.Bo‘ronov.[2] Qiyoslashning amaliy ahamiyati qiyoslashdan olingan natijalarni o‘qitish jarayonida ishlatishdadir. Qiyosiy tilshunoslikning chet tillarni o‘qitishdagi ahamiyatga ega, yani:1.chet tili o‘rganish, 2.ona tilini puhta o‘rganish, 3.o‘rganilayotgan tilning so‘z boyligini oshiradi, 4.tarjima qilish mahorati oshadi. 5.tillarni nazariy o‘rganish, 6.tillarni amaliy o‘rganish, 7.tarjima fanining rivojlanishi, 8.ikki (uch) tilda lug‘at tuzish, 9.tillarni o‘qitish va 10.tillarga bo‘lgan qiziqishni oshiradi.

Xulosa qilib aytadigan bo‘lsak, tillarni qiyoslashning nazariy ahamiyati har bir qiyoslanayotgan til sistemasining tipologik tahlili, struktural hususiyati, asosiy sistema birliklarini ifoda va mazmun planida taksonomik hususiyatlarini aniqlash va morfemalarga ajralishi bilan tanishtirish. Qiyosiy tilshunoslikning chet tillarni o‘qitishdagi ahamiyati beqiyos, yani: chet tili o‘rganish, ona tilini puhta o‘rganish, o‘rganilayotgan tilning so‘z boyligini oshiradi, tarjima qilish mahoratini oshiradi, tillarni nazariy o‘rganish, tillarni amaliy o‘rganish, lug‘at tuzish, dunyoqarashni oshiradi, tillarni o‘qitish va tillarga bo‘lgan qiziqishni oshiradi.

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REFLECTIONS OF INTERCULTURAL RELATIONS IN THE TRANSLATION PROCESS

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Abstract. *This articles examines the role of cultural peculiarities in translations process and touches several aspects of culture that should betaken into consideration in translations process. It also shows the place of culture in translation process.*

Key words. *Cultural norms, cultural sensitivity, cultural gaps, cultural references, dynamic equivalence.*

Introduction

Translation is not merely a linguistic exercise; it is a cultural act that involves bridging diverse intercultural differences. Intercultural relations, characterized by the exchange and interaction of cultural norms, values, and practices, significantly influence translation outcomes. As globalization intensifies, translators increasingly act as mediators between cultures, tasked with ensuring that the translated text resonates with the target audience while retaining the source text's essence. This article explores how intercultural relations shape translation practices, focusing on the challenges and strategies employed by translators.

Main part

1. The Role of Cultural Context in Translation

Translation is deeply embedded in cultural contexts. Cultural references, idioms, humor, and values often do not have direct equivalents in the target language.

Cultural context in translation refers to the influence of the source and target cultures on the interpretation and adaptation of text. Translation is not merely a linguistic process; it involves understanding the cultural norms, values, and traditions of both the source and target audiences. Effective translation requires

more than just substituting words; it demands cultural sensitivity and awareness to convey meaning accurately.

For instance, translating proverbs or traditional expressions requires understanding the source culture's nuances and reinterpreting them for the target audience.

- Example: Translating a Japanese haiku involves conveying not only the text but also its aesthetic and cultural significance.
- Solution: Adapting a "dynamic equivalence" approach, where the translator prioritizes the impact on the reader over literal accuracy.

2. Intercultural Challenges in the Translation Process

Cultural gaps can result in misinterpretations or loss of meaning. Translators must navigate these challenges while maintaining fidelity to the original text.

- **Religious and historical contexts:** Words or phrases tied to religion or history may evoke different connotations in another culture.
- **Religious and historical contexts** play a crucial role in shaping communication, understanding, and interpretation across cultures. These contexts influence societal values, norms, and perspectives, and they are vital considerations in fields like translation, intercultural communication, and education.
- **Non-verbal cultural cues:** Body language, gestures, or visual symbolism in the text might require additional contextualization in translation. For instance, translating marketing materials often involves rephrasing slogans to ensure their effectiveness and appropriateness in the target culture.

3. Strategies for Addressing Intercultural Differences

To manage these complexities, translators adopt various strategies:

- **Localization:** Adapting the content to align with the cultural expectations of the target audience.

- **Borrowing:** Retaining certain terms or concepts from the source language to preserve authenticity.
- **Paraphrasing:** Reinterpreting concepts to align with the cultural understanding of the target audience.

4. The Translator as an Intercultural Mediator

Translators are not just language experts but also cultural mediators. Their role involves fostering mutual understanding between cultures, which is particularly crucial in diplomatic, literary, and academic translations. Translators play a vital role as intercultural mediators, bridging linguistic and cultural divides to ensure effective communication and understanding between different cultures. Their work goes beyond language conversion, requiring deep cultural knowledge and sensitivity to accurately convey meaning, tone, and intent.

Conclusion. In summary, translators serve as crucial intermediaries in a globalized world, enabling not just linguistic but also cultural exchange and collaboration. Intercultural relations profoundly shape the translation process, highlighting the intricate interplay between language and culture. Successful translation demands more than linguistic skills; it requires cultural sensitivity and creativity. As globalization continues to bring cultures closer, the translator's role as a bridge-builder will remain pivotal, underscoring the importance of cultural awareness in achieving effective communication across linguistic divides.

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EFFECTIVE METHODS OF USING COMMUNICATIVE LANGUAGE TEACHING

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Abstract. *Communication is the main purpose of language learning. It serves as a tool to interact and engage with people. Bearing this in mind, teachers' should put more emphasis on the development of communication skills. Through meaningful and relevant activities, such as role plays teachers can prepare students to be able to communicate in real-life scenarios. Having gained practical experience, students will be more motivated to study independently, leading to faster language acquisition.*

Key words. *Communication, interaction, role plays, real-life context, relevant.*

Introduction. The primary reason why people learn a foreign language is to communicate with people. According to DeVito (2019), communication is an integral part of interaction, which functions as a tool to share and exchange information, convey feelings, and foster social relationships that are necessary for personal and professional growth.

Hence, the main priority for language teachers should be to develop communicative abilities in target language. This means the class should be student-centered as much as possible and teachers' role should be restricted to only giving guidance where necessary, acting as a facilitator. In support of this view, Brookfield (2013) argues that a shift from knowledge giver to guidance provider empower students' autonomy, encouraging them to be active and think critically. This is when CLT (Communicative language teaching) comes in to play a central role in the classroom. CLT is a teaching approach that mainly focuses on fostering students' ability to use the language to be able to function in various social settings including but not limited to dining in restaurants, staying at hotels and shopping.

To achieve fluency within such settings and beyond, teachers can incorporate activities modeling real-life contexts, which can be achieved through role-plays, problem-solving tasks as well as meaningful discussions. This will allow students to practice in authentic way (Richards, 2006). The importance of authenticity cannot be stressed enough. It reflects how languages are used in real-life contexts. When students learn the language only by textbooks, they may project the language that is similar to what is written in books as opposed to what is truly used in life. In other words, authenticity allows learners to eliminate the gap between the classroom and real-world context; enabling learners acquire the practical side of the language (Gilmore, 2007).

Main part. Communicative language teaching can take many forms and shapes. It can also be included within the framework of other approaches, such as direct learning or task-based learning. Some effective approaches to develop students' ability to communicate and interact with other people are through using role plays, dialogues, group and pair work. The most important aspect of CLT to be stressed is the meaning behind the activities that students are engaged. It should reflect authentic and genuine conversations that take place in our day-to-day lives. One way to achieve such a setting is role plays followed by a practical application in real life. Larsen-Freeman (2000) maintains that role plays bring an authentic touch of communication to the classroom, creating a safer and supportive atmosphere. They also allow students to practice specific language for specific events, such as shopping, travel or job interviews, leading to an effective learning process (Ellis, 2003). Once they gained enough experience and are ready to apply their skills in real life, teachers can organize trips to small cafes, museums or shops depending on the topic they are studying. This will enable students to put their knowledge in use and may create unpredictable language scenarios they have not experienced before, prompting them to produce the language on the spot. With this regard, Brown (2007) states that an opportunity to immerse in real-world scenarios makes the learning experience more relevant and thus relevant. The relevance will

further serve as a driving factor behind their increased motivation. This, in turn, will positively affect the language acquisition and lead students to becoming more independent, taking ownership of their studies. This argument is also advocated by Deci and Ryan (2000) who claim that when students consider learning materials directly applicable and relevant in real-life contexts, they will be intrinsically motivated to study. Considering many more ways of communicative language teaching, teachers should not be limited with one method only. Incorporating different activities that are relevant and meaningful prompts students to be more engaged and motivated during and outside lessons.

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СТАНОВЛЕНИЕ НОРМ УПОТРЕБЛЕНИЯ СЛОВООБРАЗОВАТЕЛЬНЫХ ЭЛЕМЕНТОВ АНГЛИЙСКОГО ЯЗЫКА

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Аннотация. *В данной статье мы рассматриваем вопросы о когнитивных аспектах словообразовательных систем и правилах инференции, где мы имеем в виду сложную область понимания текста и дискурса. Мы считаем, что понимание производного слова является важной частью когнитивной обработки, а правила инференции являются важным компонентом стратегий говорящего при интерпретациии восприятиитекста. Чтобы рассмотреть интересующую тему, необходимо, хотя бы кратко, представить теоретические предпосылки развиваемого подхода. Также необходимо описать научную парадигму знания, в рамках которой проводится настоящее исследование, а также выдвинутые в нем идеи.*

Ключевые слова. *Когнитивизм, тенденции, парадигма, языковые единицы, инференции, словообразование, коммуникация.*

Введение. Обращаясь к когнитивным аспектам словообразовательных систем и связанным с ними правилам инференции, мы имеем в виду сложную область понимания текста и дискурса и полагаем, что понимание производного слова составляет важную часть их когнитивной обработки, а правила инференции — неотъемлемую часть **стратегий** говорящего при интерпретации текста и его восприятии. Чтобы осветить интересующую тематику, представляется необходимым остановиться—хотя бы очень кратко—на изложении теоретических предпосылок развиваемого подхода и охарактеризовать ту научную парадигму знания, в рамках которой проводится настоящее исследование и выдвигаются те или иные связанные с нею концепты.

Основная часть. Научная парадигма, представляющаяся ныне наиболее перспективной и адекватно отражающей суть языка, еще не может рассматриваться как окончательно сложившаяся, но как уже отмечалось в ряде специальных работ (см. [Степанов 1991; Кубрякова 1994]), общие контуры ее уже вырисовываются. Думается, что такая парадигма должна объединить в себе, с одной стороны, лучшие черты когнитивизма, а, с другой - успехи, достигнутые коммуникативным или же функциональным направлением современной лингвистики. В отличие от узкого когнитивизма в новой парадигме знания не считают, что задачи лингвистки должны сводиться исключительно к анализу интериоризованно- то знания языка и тем более—к созданию таких научно-исследовательских программ его анализа, которые могли бы быть реализованными на компьютере. В отличие от узкого функционализма не считают целесообразным подчинить все изучение языка исследованию его использования в актах речи. В начале 80-х гг. Хомский неоднократно повторял, что лингвисты слишком долго занимались экстериоризацией языка и экстериоризованными языковыми явлениями и что поэтому теперь следует обратиться к тому, как они представлены внутри человека, в его мозгу. Но для того, чтобы судить о внутренних механизмах языковой способности, мы неизменно должны изучать ее внешние проявления, и лингвистическая деятельность как определенный вид научной деятельности без этого невозможна. Такому постоянному сопоставлению и соотнесению экстериоризированных и интериоризированных языковых данных и должна служить новая парадигма знания. [Hopper P, Thompson S.,1993]

В основе ее может прежде всего лежать определение языка как когнитивного процесса, осуществляемого в коммуникативной деятельности и обеспечиваемого особыми когнитивными структурами и механизмами в человеческом мозгу. Это определение означает не только необходимость изучать язык при исполнении им его двух главных функций—когнитивной и

коммуникативной, но и понять, как эти две функции постоянно переплетаются и взаимодействуют, а главное, **согласуются** друг с другом и в возникновении, и в развитии, и в современном состоянии языков.

Развиваемый лингвистами подход можно было бы именовать **когнитивно-дискурсивным,** поскольку он ориентируется на одновременный учет и синтез тех и других данных. Когнитивным он может быть назван, так как язык служит осуществлению такой деятельности, которая постоянно требует операций со структурами знания как особыми ментальными репрезентациями. Дискурсивным, или коммуникативным, такой подход может быть назван, поскольку язык изучается главным образом в процессах порождения и восприятия речи, в рамках дискурсивной деятельности и анализе ее результатов. [Sperber D., Wilson D.,1995] Подобная деятельность представляет собой объективацию (вербализацию) человеческого опыта и человеческих знаний в языковых формах или же, напротив, их извлечение из указанных форм. Сами акты коммуникации представляют собой когнитивные образования как потому, что они связаны с использованием структур знания, так и потому, что в этих актах рождается и передается другому/другим новое знание. Центральной проблемой всего когнитивно-дискурсивного направления становится вопрос о том, какова роль всех языковых единиц, категорий, моделей и механизмов языка для нормального протекания речемыслительных процессов, но также и для протекания ментальных, внутренних процессов человеческого сознания. Проще говоря, это вопрос о том, как служит языковая система со всеми ее составляющими и когниции, и коммуникации. Этот принцип исключительно важен и при установлении специфики всех словообразовательных явлений: прежде всего — **функций** словообразования как такового и служащих их осуществлению единиц, в первую очередь - производного слова. [Fodor.J., 1974]

Если для обеспечения речевой (дискурсивной, коммуникативной) деятельности нужны, по крайней мере, знания трех типов — знания о мире, знания о языке и, наконец, знания об условиях речи, то и функции словообразования вообще и ПС, в частности, должны быть определены по отношению к каждому из перечисленных типов знания. А также передаче каждого из них словообразовательными средствами и конструкциями (производными словами как особыми словообразовательными конструкциями, т. е. специфическими и по формальным и по содержательным признакам языковыми выражениями, замкнутыми пределами слова).

С указанной точки зрения первая, номинативная функция словообразования — функция ословливания и означивания мира (Worten der Welt) является собственно когнитивной. Она связана с выделением и фиксацией средствами словообразования новых структур знания, закреплением и объективацией неких концептуальных объединений, рождаемых в актах познания и оценки мира. С другой стороны, способ представления этих структур знания в мотивированных и своеобразно расчлененных знаках языка связывает словообразование не только с миром вне нас и вне нашего сознания (т. е. объективно существующим миром), но и с миром языка. В формировании ПС используются уже существующие в системе языка «атомы» (слова, основы, аффиксы, другие более сложные форманты и т. п.). Свойство двойной референции производного знака — отсылать и к действительности, и к языку — должно быть осмыслено с когнитивной точки зрения. Оно проявляется как способность человека характеризовать новое знание через уже имеющееся, комбинировать готовые и отработанные структуры знания в целях выражения нового. Человек использует знание словообразовательных моделей как готовых форм представления знания о мире. Сам акт номинации осуществляется в дискурсе и ментальной деятельности человека не только для того, чтобы

обозначить новую реалию и тем самым служить наречению мира, но и для того, чтобы обеспечить протекание дискурса, связать разные его отрезки и выполнять разные текстообразующие функции (ср., например, разного рода номинализации).

Заключение. Наконец, словообразование имеет прямое отношение и к знаниям условий речи, и к выражению этого типа знания, в связи с чем нередко говорят об экспрессивной функции словообразовательных средств, но с чем следует соотнести—более широко — прагматические аспекты словообразования.

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THEORETICAL REVIEW OF EVALUATING FOREIGN LANGUAGE KNOWLEDGE, SKILLS, AND COMPETENCE BASED ON CEFR AND OTHER INTERNATIONAL ASSESSMENT PROGRAMS IN UZBEKISTAN

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Annotation. *This article provides a theoretical review of methods and approaches for evaluating foreign language knowledge, skills, and competence in Uzbekistan based on the Common European Framework of Reference for Languages (CEFR) and other international assessment programs. It examines how global standards like TOEFL, IELTS, and other frameworks influence foreign language teaching and assessment practices in the country. The study highlights the alignment of Uzbekistan's language education policies with CEFR benchmarks and discusses the challenges and opportunities in implementing these international standards.*

Keywords. *CEFR, foreign language assessment, language competence, international assessment programs, TOEFL, IELTS, language evaluation systems.*

Introduction. Regular assessment of acquired knowledge is a crucial component of the educational process [4: p36]. Pedagogical monitoring encompasses a system for teaching, instructing, and evaluating the results of instruction. This process allows for the identification of achievements and shortcomings. From an educational perspective, the assessment of students' knowledge, skills, and abilities involves identifying and measuring their lexical, grammatical, and pronunciation proficiency [6: p14].

Main part. Foreign languages are taught for practical, educational, developmental, and upbringing purposes, requiring mastery of both the technical and linguistic aspects for effective speech activity. According to one of the most

prominent scholars in foreign language assessment and assessment literacy, Kamola Muradkasimova, these methodological aspects are the subject of assessment. Methodological literature emphasizes testing knowledge, skills, and abilities; however, knowledge in foreign languages isn't specifically assessed, as it is integrated within the acquisition of skills. Therefore, skills are assessed, focusing on the level of lexical, grammatical, and pronunciation mastery, and their application in various speech activities. The assessment of abilities measures proficiency in using different types of speech activity as a means of communication. Assessment clarifies its purpose, objectives, and role. Once the nature of the assessment and the object of the assessment are defined, the organization of the assessment process itself becomes paramount. Clarifying concepts such as method, type, form, test, and rating is crucial in assessment methodology. However, contemporary approaches focus on developing communicative competencies, particularly lexical competence, a goal unattainable through tests alone. Therefore, Muradkasimova deemed it necessary to use the term "assessment" in her research [7: p40].

J. Jalolov notes that skill assessment involves knowledge and application of vocabulary, grammar, pronunciation, and speech patterns in oral communication. Ability assessment, conversely, focuses on the mastery of various types of speech activity. For example, methods for assessing active vocabulary include constructing as many sentences as possible using given speech samples, and other similar tasks [5].

The study conducted by Rashidova F. establishes a foundation for defining and assessing language proficiency aligned with international standards, both during and upon completion of studies. The conceptual and methodological development of foreign language proficiency assessment within a continuous education system should aim to ensure and further optimize the compatibility between education systems and the demands of the market economy, a crucial aspect of this research. The need for and timeliness of effective research into a unified system for

assessing foreign language proficiency, using English as an example, is underscored by the current existence of numerous international assessment systems. This explains the interconnectedness of systems evaluating learners' language skills, such as the International English Language Testing System (IELTS), English tests for foreigners, and Cambridge University examinations for learners and teachers (Cambridge Exams).

The lack of a unified system for learning, teaching, and assessing foreign language proficiency at each stage of education is highly problematic [8: pp36-40]. Uzbekistan adopted a national system for certifying foreign language proficiency from 2014-2017, aligned with CEFR or Uz SES standards [1], which gained recognition across all educational levels in the country and subsequently internationally [2]. With the implementation of the CEFR, countries began aligning their assessment systems with the acquisition of four communicative language skills – listening, speaking, reading, and writing – allowing for the identification of the user's language proficiency level. The acquisition of these skills is part of a broader communicative competence. In 2022, the resolution of the Cabinet of Ministers of the Republic of Uzbekistan №73, “On the approval of the administrative regulations for the provision of state services for determining the level of foreign language proficiency” [3] was approved, and many positive changes have occurred. It is necessary to endorse the proposal to implement a generalized multi-level testing system for the B1, B2, and C1 levels, in addition to the existing procedure for conducting separate examinations at each level (A2, B1, B2, C1). This system aims to enhance the efficiency and convenience of the examination process. Let's consider the Cambridge English Language Assessment (CEA), established by "Cambridge English Language Assessment," a commercial organization regulating CEFR requirements and other internationally recognized examination systems. One of the founders of CEFR, John Trim, notes that this assessment system should serve individuals regardless of location, occupation, or age; it should provide a sense of global recognition. Numerous examples

demonstrate how Cambridge English examinations embody and reflect CEFR in various forms, earning recognition from diverse communities and organizations, including educational institutions [9].

In conclusion, the implementation of internationally recognized assessment programs like CEFR, IELTS, and CEA in Uzbekistan's education system has played a significant role in achieving global standards in foreign language education.

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EUPHEMISMS: LINGUISTIC PHENOMENON AND CULTURAL ASPECT

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Annotation. *Euphemisms are closely tied to the cultural and social norms of a language community, and what is considered mild or appropriate in one culture may not be so in another. Translators need to deeply understand both the source and target cultures to effectively manage cultural differences and sensitivities. Euphemisms also carry connotations and nuances that go beyond their literal meanings. Additionally, the grammatical structure of euphemisms in the source language may lack direct equivalents in the target language.*

Key words. *Euphemisms, Linguistics, Language, Semantics, Cultural aspects, Sociolinguistics, Contextual analysis, Language strategy, Social norms*

Introduction

Euphemisms are a significant linguistic feature that impacts communication and cultural practices across different societies. This involves substituting direct, harsh, or taboo words with gentler, more acceptable alternatives. The main goal of employing euphemisms is to reduce the negative impact of a message and to navigate cultural sensitivities and norms. Main Aspects and Functions of Euphemisms: Pronounced YOO-fuh-miz-uhm, euphemism is a term that comes from the Greek word euphēmismos, meaning "sounding good." Euphemisms are words used by writers to avoid talking about taboo, uncomfortable, or sensitive themes like death, money, or politics. Euphemisms rely on a shared sense of meaning because they cannot be taken literally. They can help authors come across as more comfortable with the language they are using and give their work a more conversational tone.

Literature review:

Baker, M. (2011). *In Other Words: A Coursebook on Translation*. Routledge. **Baker's 2011 book** offers a thorough exploration of translation studies, addressing both theoretical and practical dimensions. **Larson's 1998 work** emphasizes achieving both semantic and pragmatic equivalence in translation.

Research methodology: Modify euphemisms to fit the target culture and language norms while retaining their original meaning and effect. Study grammatical structures and idiomatic expressions in both source and target languages to identify potential translation challenges. Develop and test various structural adaptations and idiomatic substitutions to find the most suitable translation strategies. Analyze the context in which euphemisms are used in the source text and compare it with relevant contexts in the target language.

Analyzes and Results: Euphemisms play a role in maintaining social harmony and politeness in communication, especially when discussing delicate or unpleasant topics. They contribute to preserving ethical norms and preventing conflicts by substituting direct and sharp expressions with milder equivalents. Examples include replacing "died" with "passed away" or "person with disabilities" instead of "disabled." Euphemisms can arise through various linguistic mechanisms such as metaphor, metonymy, and litotes. For instance, the metaphorical expression "taken prisoner" can replace the more direct "captured."

Cultural Aspects and Variability of Euphemisms: Euphemisms exhibit significant cultural specificity and can vary depending on social and historical conditions. What is considered a euphemism in one culture may be perceived differently in another. This reflects differences in cultural norms and social expectations. Translators must consider the situational context, including social relationships and the setting, to determine the most suitable euphemism in the target language.

Adaptation Strategies: Translators might need to modify euphemisms to align with the cultural and linguistic norms of the target audience. This process includes not just identifying equivalent expressions, but also adapting them to fit the specific cultural context of the target language.

Conclusion. Euphemisms are an integral part of language culture, playing a crucial role in communication and message perception. Their use reflects the variability of language in sociocultural contexts and helps ensure politeness and ethical communication, to a deeper understanding of euphemism phenomena and their impact on social relationships.

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INGLIZ VA O‘ZBEK TILLARIDA ANTROPONIMIK KOMPONENTLI FRAZEOLOGIK BIRLIKLARNING KONSEPTUAL METAFORIK TAHLILI

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Annotatsiya. *Frazeologik birlik bu – asosiy leksik komponenti qisman yoki to‘liq ko‘chma ma’noga ega bo‘lgan ikki yoki undan ortiq so‘zlardan iborat til birligidir, jumladan Promethean fire, get even with, Xizr nazar qilgan, to‘nini teskari kiyib olmoq kabilar. Frazeologik birliklar tizimida antroponimlar, ya’ni kishining atoqli otlari muayyan darajada ko‘chma ma’noga ega bo‘lib, u yoki bu kishilarni yoxud ma’lum obyektlarni tasvirlaydi. Ushbu maqolada esa ingliz va o‘zbek tillarida antroponimik komponentli frazeologik birliklarning konseptual metaforik xususiyatlari muhokama qilinib, ularga munosabat bildirilgan.*

Kalit so’zlar. *frazeologik birlik, antroponim, antroponim komponentli frazeologik birlik, konseptual metafora, ko‘chma ma’no, assotsiativ ma’no*.

Ingliz va o‘zbek tillarida antroponimik komponentli frazeologik birliklar kishi ongida muayyan bir ensiklopedik axborotni aktivlashtiruvchi ahamiyatga ega bo‘lib, bunda antroponimlar bilan bog‘liq konseptual tizim tabiatan metaforik xususiyatga ham ega, antroponimik komponentli frazeologik birliklarning shakllanishida metaforaning o‘rni salmoqli sanaladi, chunki antroponimik komponentli frazeologik birliklarning ma’nosi boshqa til birliklarida kuzatilgani kabi vaziyat taqozosi bilan inson tomonidan egallangan bilimlar vositasida ko‘chimga uchraydi va buning natijasida frazeologik birliklar tizimida antroponimlarning, ya’ni mazkur kishi ismlariga ega shaxslarning ma’lum bir xususiyati o‘xshashlik, umumiylik asosida boshqa bir shaxslarga ko‘chib o‘tadi.

An’anaviy metaforadan farqli ravishda, kognitiv tilshunoslikda konseptual metafora kognitiv mexanizm sifatida qaralib, inson tafakkur usuli, inson bilish faoliyatining fundamental jarayonlaridan biri, analogiya bilan bog‘liq mental

jarayon asosida ma’lumot konseptuallashtirilishining o‘ziga xos usuli, bilimning bir konseptual maydondan boshqasiga ko‘chib o‘tishi kabi ta’riflanadi [Ashurova, Galiyeva, 2018; 80]. Konseptual metafora atamasini tilshunoslikka olib kirgan Lakoff va Jonsonlar bizning konseptual tizimimiz ko‘pincha metaforik ko‘rinishga egaligini, tafakkur faoliyatimiz va bajaradigan ish-harakatimiz bevosita amalga oshadigan bizning oddiy konseptual tizimimiz tabiatan metaforik xususiyatga egaligini ta’kidlab o‘tadi [Lakoff, Johnson, 1980].

Ingliz va o‘zbek tillari frazeologik birliklari tarkibida ishtirok etgan antroponimlar ko‘pincha o‘z ma’nosida emas, balki ko‘chma ma’noda qo‘llanilib, u yoki bu shaxslarning yurish-turishi, xulq-atvori, mehnat faoliyati, ijtimoiy maqomi, aqliy salohiyati, tashqi ko‘rinishi, jismoniy holati hamda ma’lum bir shaxsning faoliyati ta’siri natijasida boshqa bir narsa-predmet, zamon va makon, ish-harakat yoki mavhum tushunchalarni anglatib keladi. Bunda antroponimlar frazeologik birliklar tarkibida bir konseptual maydondan boshqa bir konseptual maydonga ko‘chib o‘tadi.

Yuqoridagi fikrlarni ingliz va o‘zbek tillari frazeologik birliklar tarkibida ishtirok etgan antroponimlarga tatbiq qilib aytadigan bo‘lsak, birinchi konseptual maydonda ma’lum bir tarixiy voqealar, diniy rivoyatlar, mifologik va badiiy voqeliklar hamda xalq og‘zaki ijodi va afsonalarida tasvirlangan qahramonlarning o‘ziga xos sifatlari haqidagi ensiklopedik axborot beradigan antroponimlar ikkinchi konseptual maydonda, ya’ni frazeologik birliklar tarkibida kelib shaxsning ma’lum bir xususiyati yoki shaxs faoliyati ta’sirida shakllangan narsa-predmetlar va mavhum tushunchalarni anglatib keladi hamda o‘sha ensiklopedik ma’lumot bilan assotsiatsiayaga kirishadi.

Ingliz va o‘zbek tillarida antroponimik komponentli frazeologik birliklarning kognitiv metaforik tahlilini amalga oshirish maqsadida ularni ma’lum bir kognitiv modellar yordamida gaplarda qo‘llanilishini ko‘rib chiqamiz. Bunda kognitiv model elementlari sifatida maqsad va manba maydonlari ishtirok etib, maqsad

maydonida biz tasvirlamoqchi bo‘lgan obyekt nazarda tutilsa, manba maydonida bevosita ensiklopedik ma’lumot tashuvchi antroponimlar qatnashadi.

Masalan, INSON – TARIXIY ANTROPONIM kognitiv modeli asosida shakllangan va ma’no ko‘chishiga uchragan antroponimik komponentli frazeologik birliklar. Ingliz tilida mazkur kognitiv model asosida hosil bo‘lgan “inson ruhiy holati” leksik kategoriyasiga kiruvchi “*As happy as Larry*” antroponimik komponentli frazeologik birligi haddan tashqari sevingan, og‘zi qulog‘ida, o‘zida yo‘q xursand bo‘lgan kishilarni tasvirlaydi:

- *I gave her a police badge to wear on her sleeve and she is* ***as happy as Larry*** [https://www.collinsdictionary.com/sentences/english/happy-as-larry]. Ushbu frazeologik birlik tarkibida ishtirok etgan antroponim 19-asrda yashagan avstraliyalik bokschi Leri Folidan kelib chiqqan bo‘lib, u hech qachon boks musobaqasida yutqazmagan va o‘zining so‘nggi musobaqadagi ishtirokida qozongan g‘alaba evaziga ming funt sterling miqdorida taqdirlangan va o‘zida yo‘q xursand bo‘lgan. Uning ushbu emotsional jarayoni, ya’ni xursandchiligi inobatga olinib yuqoridagi gapda politsiyalik nishonini olgan kishi Leri Folidek o‘zida yo‘q xursand bo‘lganligini ko‘rsatadi va ushbu frazeologik birlik “Baxt” konseptini hosil qiladi;

O‘zbek tilida “*Padarkush Abdullatif*” antroponimik komponentli frazeologik birligi ham mavjud bo‘lib, u o‘z otasiga yomon munosabatda bo‘lgan kishi, o‘z otasining obro‘siga putur yetkazgan kishini tasvirlaydi:

- *Fojia Mirzo Ulug‘bekning o‘limi bilan tugaydi, biroq o‘quvchi yoki tomoshabin bu manzaradan tushkunlikka tushmaydi, aksincha, buyuk olim ishlarining davom etishiga ishonadi,* ***Abdullatif kabi padarkush*** *g‘alamislarning umri qisqa ekanligiga iymon keltiradi* (Elman Quliyev). Ushbu frazeologik birlik tarkibida qo‘llanilgan Abdullatif shayxzoda kishi bo‘lib, ukasi Alouddavlaga otasining mehri o‘zgacha ekanligini sezib, hasad o‘tida unga qarshi isyon qilgan va saroy amaldorlarining gapiga kirib otasini o‘ldirganligi tarixiy ma’lumotlardan bizga ma’lum. Uning bunday xatti-harakati inobatga olinib, yuqoridagi gapda

Abdullatif kabi otasiga shafqatsiz munosabatda bo‘lgan kishilarni nazarda tutadi va ushbu frazeologik birlik “Padarkush”, “Hasadgo‘y” konseptlarini hosil qiladi.

Mazkur frazeologik birliklar tarkibida insonni, ya’ni uning xulq-atvori, yurish-turishi, aqliy salohiyati, o‘ziga xos qobiliyati, tashqi ko‘rinishi, jismoniy holati, mehnat faoliyati va ijtimoiy mavqeyini bevosita tasvirlash uchun ensiklopedik ma’lumot beruvchi manba sifatida antroponimlar ishtirok etadi. Shu bilan birgalikda tahliliy kuzatishlarimiz natijasida ingliz va o‘zbek tillarida antroponimik komponentli frazeologik birliklarning ma’lum guruhi insonni bevosita tasvirlashdan tashqari artefaktlar, narsa-predmetlar, oziq-ovqat, mavhum tushunchalar, ish-harakatlar, makon va zamon kabi tushunchalarni tasvirlash imkoniga ham egaligi ayon bo‘ldi. Mazkur tushunchalar muayyan ma’noda frazeologik birliklar tarkibida ishtirok etgan antroponimlarning bevosita yoki bilvosita ta’siri natijasida yuzaga kelganligi aniqlandi.

PREDMET – FOLKLORIK ANTROPONIM kognitiv modeli asosida shakllangan va ma’no ko‘chishiga uchragan antroponimik komponentli frazeologik birliklar. Ingliz tilida mazkur kognitiv model asosida shakllangan “*Fortunatus’ purse*” antroponimik komponentli frazeologik birligi bitmas-tuganmas boylik, hech qachon puli tugamaydigan hamyonni anglatadi:

- *You have heard of **Fortunatus’ purse**, Miladi? Ah, so! Would you be surprised to hear that, with three of these leetle handkerchiefs, you shall make the purse of Fortunatus, quite soon, quite easily?* (Lewis Carroll). Ushbu frazeologik birlik nemis ertaklarida tasvirlangan Fortunatus ismli obraz bilan bog‘liq bo‘lib, ertakda aytilishicha, Fortunatus o‘rmonda omad va baxt xudosiga yo‘liqadi va undan hech qachon tangasi tugamaydigan hamyonni oladi va hamyon umrbod unga tegishli bo‘ladi. Yuqoridagi gapda qo‘l ro‘molchalarning Fortunatusning sehrli hamyoni kabi bitmas-tuganmas hamyonga aylantirilishi ko‘zda tutilgan. Mazkur kognitiv model asosida shakllangan o‘zbek tilidagi “*Bazmi Jamshid*” antroponimik komponentli frazeologik birligi hashamatli bazm, ko‘rkam dasturxon yoki maishatbozlikni anglatadi:

- ***Bazmi Jamshid*** *davom etibdi. Umarxon toliqib, mudroqqa ketibdi… Bir mahal ko‘zini ochsa, qo‘sh otli foytonda ketayotganmish. Biydek dala… Hammayoq zulmat… Osmonda yulduzlar… Navkarlar otining tuyog‘i gursillaydi…* (O‘tkir Hoshimov). Ushbu frazeologik birlik tarkibida ishtirok etgan Jamshid Eronning qadimgi afsonaviy juda boy podshosining ismi bo‘lib, u ko‘pincha bitmas-tuganmas boylik, farovon hayot ramzi sifatida qaraladi. Yuqoridagi gapda qo‘llanilgan “*Bazmi Jamshid*” frazeologik birligi orqali esa kishi Amir Umarxonning uyushtirgan bazmi shohona va tantanavor tus olganini anglaydi.

Shunday qilib, ingliz va o‘zbek tillarida antroponimik komponentli frazeologik birliklar kognitiv nuqtayi nazardan inson mental faoliyati mahsuli sifatida qaralib, konseptual metafora mazkur mental jarayonlar jumlasiga kiradi, chunki mazkur frazeologik birliklar tarkibida ensiklopedik ma’lumot tashuvchi komponent sifatida ishtirok etgan hamda u yoki bu kishilarning yurish-turishi, xulq-atvori, mehnat faoliyati, ijtimoiy maqomi, aqliy salohiyati, tashqi ko‘rinishi, jismoniy holati hamda ma’lum bir shaxsning faoliyati ta’siri natijasida yuzaga kelgan narsa-predmet, zamon va makon, ish-harakat yoki abstraktsiya kabi assotsiativ ma’nolarga ega bo‘lgan antroponimlar boshqa bir kishilarni yoki obyektlarni tasvirlash uchun ko‘chimga uchraydi.

FOYDALANILGAN ADABIYOTLAR RO‘YXATI

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SPECIFIC FEATURES OF INTERFERENCE IN TRANSLATION

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Abstract. *This article explores the role of interference in the process of translation. Theoretical concept of the interlingual interference shows the importance and difficulties of translation*

Key words. *Interference, grammatic interference, process of translation*

In today's rapidly changing society, the desire to learn foreign languages, as well as the state's requirement to be proficient in foreign languages in every field, arises from the need to teach foreign languages to a growing number of people. Naturally, the process of learning a foreign language involves competing, comparing, and contrasting the mother tongue with the second foreign language. The biggest issue for the student in this process is lexical, semantic, and grammatical differences between languages. Scholars from the Prague School of Linguistics introduced the term "interference" to linguistics, and Weinrich's "Languages in Context" provides a concise definition of this term. Numerous researchers have examined the issue of interference, according to an analysis of the most recent studies on the subject. The majority of their writings focused on the subject of interfering influence. We can readily name a few of the most well-known scientists, including V. Alimov, E. Buzharovska, E. Haugen, L. Kovylina, W. Weinreich, and others. Their studies focus on examining various facets of translation, including modifications brought about by the effect of one language on another. Our uzbek scholars I.G'afurov,O.Mo'minov, N.Qambarov told that “In linguistics, the problem of interference is important because it depends on connections, and interference is defined as "the protection (ie, the difference) of the rules and norms of interaction between two languages”

Linguists distinguish the following types of interlingual interference:

- By origin, they are divided into external interference and internal;
- According to the quantity and quality of the influence of one language on another, direct and, accordingly, indirect are distinguished;
- By identifying it in the learning process, they distinguish explicit and hidden;
- According to the level at which the imposition and integration of languages takes place, phonetic, lexical, grammatical, usual and cultural interference are distinguished

Interference errors in translation are quite obvious. In the fields of knowledge, communication, and education, translation is considered a vital tool. It is regarded as a means of communication among people worldwide and is employed to transmit and share information among many cultures with diverse backgrounds. It allows them to express their ideas, thoughts, feelings, cultures, and perspectives. Errors may appear as a result of the prevalent idea of translation. Mistakes are common in written translation, especially in syntax, syntactic, and semantics. The majority of translation errors are caused by the first language's intenseness. The translator wouldn't be able to catch the mistake because the initial language has an impact by nature. According to Newmark, translation is the process of translating from the original language into a target language. Similar to this, Gabeer adds that the goal of translation is to convey to readers the ideas contained in the source text in the target language. As a result, the reader will interpret the text as though it were written in the target language and assume that it accurately reflects the source language's intentions. Grammatical interference influences FL in terms of tense categories, mood, sentence structure, word order, use of pronouns and determiners, etc. Due to the fact that Russian word order is not fixed, many Russian speakers learn English by following the sequence of subject, predicate, and object, which inevitably results in interruption.

According to Weinrich (1953), there are three types of graphic interruption:

1) The transfer of morphemes from the source language to the recipient language (s- ending in the English third person singular forms);

2) Grammatical relations in a particular word order;

3) Functions or meaning of grammatical forms (singular-plural agreement)

In English there is a clear word order in a sentence (as in German). There is no particularly strict word order in Uzbek and Russian, and therefore, when constructing a sentence in English and German, a Russian-speaking person puts the words in an arbitrary order. There is no double negation in English, while in Russian we can easily say “Он не знает ничего”. In English, the same phrase will sound like “He doesn’t know anything” or “He knows nothing”.

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THE IMPLEMENTATION OF CORPUS TECHNOLOGIES IN IMPROVING PRAGMATIC COMPETENCE OF ENGLISH LANGUAGE LEARNERS

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Annotation. *Improving pragmatic competence of language learners is complicated process. Although there are several ways of teaching English implementing materials with pragmatic knowledge not all of them can be effective. Recently new method called "corpus technology" became extremely popular among linguistics. Applying it into English classrooms can ease the process of learning. Besides it plays particular role in improving pragmatic competence. This research provides reliable data and proves that corpus technologies significantly influence to teaching process.*

Key words. *Pragmatic competence, corpus, corpora, linguistics, communication, context, acquisition.*

Main part. Abjalova represented the meaning of the term "corpus" as an electron base which contains sorted texts, words, phrases of different contexts [1: p 6]. Since the late twentieth and early twenty-first century, corpus technologies have received special attention from both researchers and scientists (Sysoev P.V., 2010; Biber D., Conrad S., Reppen R., 1998; Biber D., Reppen R., 2015; McEnery T., Wilson A., 1999; McEnery T., Hardie A., 2012; O'Keeffe A., McCarthy M., Carter R., 2007;). Corpus technology has emerged in corpus linguistics, a branch of linguistics that develops, creates and uses various linguistic text corpora. Corpus linguistics suggests that more accurate analyses of language are more feasible with

corpora collected in a natural contexts and with minimal experimental intervention (9: p 43).

P.V. Sysoev proposed a definition of a linguistic corpus. The author interprets this concept as ‘an array of texts collected in a single system according to certain characteristics (language, genre, time of text creation, author, etc.) and equipped with a search system (7: p 99). In our opinion, corpus linguistics is a kind of tool for other branches of linguistics, allowing the necessary research to be carried out in a more convenient setting, providing more accurate results obtained. In addition to linguistic research, the collected corpora are used to compile dictionaries and grammar books. Corpus linguistics emphasises a set of research methods, which endeavour to determine how corpus linguistics has progressed from experimentation to a theoretical foundation, to trace the path from data to theory.

Sinkler the founder of the term corpus linguistics defines “corpus” as a collection of electronic text fragments picked based on external criteria to adequately represent a language or language variation [6: p 6]. Corpus technology is a cutting-edge technique that can enhance foreign language acquisition and build communicative ability. Through this definitions it is clear that it can be so helpful to learn English because even possessing advanced level of English language speakers struggle in using appropriate vocabulary in particular situations.

One of the most important corporas, which is often used by researchers, is the British National Corpus (the commonly used abbreviation in English is BNC). The corpus consists of 100 million words. Like the British Monitoring Corpus, the corpus contains both written and speech material, but unlike the BoE, the British National Corpus is finite, that is, no more texts are added after its completion. The texts in the British National Corpus were selected according to carefully defined criteria to make the corpus balanced. The texts were coded with markup providing information about the texts, authors, and speakers.

Other national corpuses were later created, including American National Corpus (American National Corpus), and the National Corpus of the Russian

language, which contain millions of word usage. Modern linguistic corpora must fulfill a number of criteria, or parameters. The first of these criteria is representativeness. This means that the corpus must be reliably representative. This is achieved through the right volume and genre diversity of texts.

Corpus linguistics is a novel methodology or approach to the study of language rather than a distinct field within language studies [3 :p 224]. In recent decades, the integration of corpus linguistics, which involves the methodical analysis of large collections of actual language data, has brought about a fundamental shift in language education. . Corpora enhance the effectiveness of grammar instruction by illustrating grammatical structures in authentic contexts [2: p 112].

Pragmatic competence is essential for effective professional communication. Text corpus linguistics is the compilation and analysis of extensive collections of texts written in natural language to identify linguistic patterns, frequencies, and conventions [4 :p 27]. Moreover, the corpus comprises entire or partial texts, words, and collocations extracted from different newspapers [5 :p 3]. One of the primary virtues of corpus technology is its application in language acquisition. Dictionary lists and definitions are the fundamental components of conventional vocabulary teaching methods, which may not effectively communicate subtle usage variations or contextual suitability [8 :p 55].

Conclusion. In conclusion, corpora enable students to examine word usage in different settings. The use of corpora enables students to examine word usage in different contexts, therefore acquiring understanding of idiomatic expressions, collocations, and lexical variants. Actively interacting with practical illustrations enables students to gain a more profound understanding of word definitions and usage, therefore enhancing their lexical proficiency.

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THEORETICAL REVIEW OF THE BENEFITS OF STORYTELLING ON THE IMPROVEMENT OF YOUNG LEARNERS' READING SKILLS

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Annotation. *This article explores the theoretical foundations and practical benefits of storytelling in enhancing young learners' reading skills. It highlights the role of storytelling in fostering cognitive engagement, vocabulary enrichment, and comprehension skills. The study draws on Vygotsky's sociocultural theory, Piaget's cognitive development stages, and Krashen's affective filter hypothesis to illustrate how storytelling supports language acquisition and literacy. The findings suggest that integrating storytelling into primary education significantly improves students' reading abilities and fosters a lifelong love for reading.*

Keywords. *Storytelling, reading skills, young learners, cognitive engagement, vocabulary enrichment, comprehension, language acquisition, motivation*

Introduction. As a link between oral tradition and literacy, storytelling has long been a fundamental component of education. In today's elementary school, storytelling is becoming more and more acknowledged as a powerful method for developing young students' reading abilities. It involves youngsters emotionally, stimulates their imagination, and advances their cognitive development. The theoretical foundations and real-world advantages of storytelling in enhancing young readers' abilities are examined in this essay, which draws on a variety of scholarly research and educational approaches.

Main Part. Storytelling and Cognitive Engagement. Using storytelling in the classroom capitalizes on the innate narrative preference of the human brain. Stories help organize human experience and knowledge, making material more memorable and relatable [1]. Storytelling offers young students a scaffolded method of comprehending difficult subjects since it introduces new terminology and concepts

while simplifying language. Vygotsky's sociocultural theory emphasizes the importance of social interaction-mediated learning, which storytelling inherently promotes. Children actively analyze information when they hear stories, making predictions and relating stories to their own experiences [8].

Vocabulary Enrichment and Language Acquisition. Storytelling serves as an effective method for expanding young learners' vocabulary. Cameron (2001) argues that children acquire new words more effectively when they are presented within meaningful contexts, such as stories [2]. Storytelling exposes students to diverse linguistic structures, idiomatic expressions, and grammatical patterns, enriching their language proficiency. Studies, such as that by Isbell et al., have shown that storytelling sessions significantly improve the vocabulary and comprehension abilities of early learners, as they encourage repeated exposure to new words in familiar contexts [4].

Enhancing Comprehension Skills. The act of listening to stories promotes critical thinking and comprehension. Piaget's stages of cognitive development suggest that young learners transition from concrete to abstract thinking through interactive activities. Storytelling encourages this shift by prompting children to infer meanings, understand character motivations, and recognize narrative structures [7]. Furthermore, storytelling enhances the ability to summarize and retell information, key skills in reading comprehension. Research by McGee and Schickedanz found that children who regularly engage with storytelling exhibit superior comprehension abilities compared to peers with limited exposure.

Emotional and Motivational Benefits. Storytelling is not only educational but also deeply motivational [6]. It creates an emotional connection that inspires a love for reading. According to Krashen's affective filter hypothesis, positive emotional states facilitate language acquisition. Stories that resonate emotionally lower the affective filter, making children more receptive to learning. Moreover, storytelling fosters intrinsic motivation, as children are naturally drawn to narratives that reflect their interests and experiences [5].

Promoting Social and Cultural Awareness. Through storytelling, young learners are exposed to diverse cultural perspectives and social values. This broadens their worldview and promotes empathy. Heath emphasized the role of storytelling in teaching children's cultural norms and social interaction patterns. Stories provide an opportunity to discuss moral dilemmas and encourage dialogue, critical for developing communication skills that support reading comprehension [3].

Conclusion. Storytelling is a multifaceted pedagogical tool that significantly enhances young learners' reading skills. By fostering cognitive engagement, enriching vocabulary, improving comprehension, and boosting emotional motivation, storytelling prepares children for a lifelong journey of literacy. The theoretical foundations from cognitive, sociocultural, and affective frameworks strongly support the integration of storytelling into primary education. Educators should prioritize storytelling in their teaching strategies, recognizing its capacity to transform the learning experience and nurture holistic development.

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ВАЖНОСТЬ ИССЛЕДОВАНИЯ ЛИНГВОКУЛЬТУРОЛОГИЧЕСКИХ АСПЕКТОВ В КАРАКАЛПАКСКОМ ЛИТЕРАТУРОВЕДЕНИИ

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Аннотация. *Статья посвящена важности исследования лингвокультурологических аспектов которые играют ключевую роль в изучении взаимосвязи языка и культуры. Внимание уделяется анализу языка как средства выражения национальной идентичности, культурных ценностей и мировоззренческих установок.*

Ключевые слова. *Лингвокультурология, этнолингвистика, исследование, анализ, культура, мировоззрение*

Лингвокультурология - это междисциплинарная наука, изучающая взаимосвязь языка и культуры, а также роль языка как средства сохранения и передачи культурных ценностей, знаний и мировоззрения. Она находится на пересечении лингвистики, культурологии, этнографии, философии и социологии. Основная цель лингвокультурологии – исследование того, как в языке отражаются культурные особенности и как язык влияет на формирование мировоззрения носителей этой культуры.

Каракалпакская лингвокультурология представляет собой относительно новое, но важное направление в изучении языка и культуры Каракалпакстана. Это научное направление исследует взаимосвязь языка с национальной культурой, менталитетом и традициями каракалпакского народа. В условиях глобализации и сохранения этнокультурной идентичности такие исследования имеют огромное значение. В возникновении каракалпакской культурологии имеет важное методологическое значение труд Ш. Абдиназимова «Лингвокультурология»,

изданная в 2022 году. По существу эта работа является первым на каракалпакском языке и достаточно основательным научным изложением основных обще-методологических и конкретно методических аспектов этого научного направления, описанием его объекта, предмета, изучения ключевых понятий, которыми оно оперирует. В работе особое внимание уделяется особенностям анализа каракалпакских лингвокультурологических контентов, единиц, как метафора, эпитет, фразеологизмы, пословицы и поговорки, топонимы и другие, которые являются носителями элементов культуры, менталитета, мировоззрения каракалпакского народа. Безусловно, данный труд Ш. Абдиназимова сыграл заметную роль в рождении и развитии научного направления в каракалпакском языкознании. Можно сказать что работа Ш. Абдиназимова явилась толчком для появления диссертационных исследованийв этой области за последние 3- 4 года.

В изучении лингвокультурологии мы можем указать следующие направления как основные:

1. Изучение языковых реалий. Каракалпакский язык отражает особенности традиционной культуры народа, его обычаи, образ жизни, мировоззрение. Исследователи уделяют внимание уникальной лексике, связанной с традициями кочевой жизни, семейными обрядами, национальной одеждой, музыкальными инструментами, эпосами и фольклором. Богатый лингвокультурологический пласт лексики представлен в трудах каракалпакских ученых этнографов, историков, фольклористов, философов, в художественных произведениях писателей, поэтов.

2. Этнолингвистика и фольклор. Фольклорные тексты, такие как эпосы «Алпамыс», «Сорок девушек», «Едиге», сказки, пословицы и поговорки, являются богатым источником для изучения национальной картины мира каракалпаков. Они содержат культурно специфические концепты, символы, которые важно сохранить при переводе на другие языки. В связи с этим хотелось бы особо выделить дастан «Сорок девушек», поскольку он является

ярким показателем межкультурных взаимосвязей. Значимость этого культурного явления приобретает особую важность, если учесть, что дастан переведен на русский язык выдающимся поэтом Арсением Тарковским.

3. Культурные концепты и ценности. Такие понятия, как «бет», «ар» (честь), «беглик», «жигитлик» (мужское достоинство), являются ключевыми для каракалпакской культуры. Они часто трудно передаются на другие языки из за отсутствия прямых эквивалентов. Например, они выражаются в таких понятиях, как «жигит болсаң арыслaндай туўылган» (Бердах) (Если ты джигит, родившийся как лев), «Беглигинди бузба сен» (И.Юсупов) («Не потеряй достоинства ты»).

4. Лингвокультурологический анализ текстов. Литературные произведения современных и классических авторов, таких как Ажинияз, Бердах, Ибрайым Юсупов, анализируется с точки зрения того, как язык передает национальные черты культуры, менталитет, образ жизни и мировосприятия. В этом отношении особо выделяется стихотворение Ажинияза «Еллерим барды» («Есть у меня родной край»), поэма «Бозатаў», стихотворения Бердаха «Излер едим» («Искал бы»), поэма «Ахмақ патша» («Царь–самодур»), стихотворение И.Юсупова «Күншығыс жолаўшысына» (Путешественнику Востока»).

5. Лингвокультурологический анализ переводов с других языков. Это исследование того, как особенности культуры, мировоззрения, традиций и ценностей исходного целевого языков влияют на процесс перевода. Он охватывает такие аспекты, как национально-культурная специфика, идиоматические выражения, символика, этнографические реалии и способы передачи смысла в контексте другой культуры. Указанные аспекты богато представлены в каракалпакской переводной художественной литературе. Произведения Шекспира, Гете, Пушкина, Токая, Навои и многих других, переведенные на каракалпакский язык сохранили не только свою

национально - культурную специфику, но и умножили способы передачи специфику культуры каракалпакского народа в контексте другой культуры.

Наряду с развивающимся направлением в каракалпакском языкознании, на наш взгляд, имеются и некоторые кризисные явления. Так, например, в условиях глобализации филологических знаний актуальным становится вопрос фиксации и исследования культурно-значимых элементов языка. В связи с этим при переводе на другие языки возникают сложности с передачей традиционных понятий, связанных с образом жизни и менталитетом каракалпаков и, наоборот, с передачей национально культурной специфики других народов на каракалпакский язык. Поэтому, лингвокультурологические исследования в каракалпакском языкознании требуют интеграции данных из лингвистики, этнографии, истории, культурологии. А это в свою очередь требует широких знаний и сотрудничества специалистов из разных областей.

Каракалпакская лингвокультурология играет важную роль в сохранении и популяризации богатого культурного наследия народа и это не только способ сохранения культурного наследия, но и инструмент для его адаптации к современным условиям и новому поколению читателей. Более того, эти исследования помогают укреплять национальную идентичность и способствуют развитию межкультурного диалога.

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COGNITION AND SPEECH DEVELOPMENT IN CHILDREN

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Abstract. *This article is concerned with the development of speech and cognition in children as well as the correlation between speech and cognition . It also deals with we can be done to help children with a delay in cognitive development.*

Key words. *Speech, communication, cognition, cognitive development, speech delay, correlation.*

Introduction. In linguistics, speech is defined as a communication tool utilizing spoken words or in some cases sound symbols. Interaction between language and cognition remains an unsolved scientific problem. What are the differences in neural mechanisms of language and cognition? Why do children acquire language by the age of six, while taking a lifetime to acquire cognition? There is not a lot of discussion on connection between speech and cognition. Some argue that it impacts it, while others disagree.

Main part. The importance of cognition cannot be overestimated. Some reasons as to why cognition is important are as follows: we are affected by cognition in different areas of life such as relationships, work , studies ; people's need for cognition to acquire a new concept ; Cognition not only affects things inside kids' heads but outside as well. Their attention, memory, problem-solving, and judgments contribute to how they behave and interact with the environment.

People tend to think that cognition develops later in life or as children grow up. Cognition starts developing as soon as the baby is born. The very first signs of

cognitive development are, understanding what objects are and how they work. That is an object exists even if it is out of sight. In children and toddlers, cognition develops through senses such as touch, feel, and everyday sensory-motor experiences. They understand cause and effect. Imitation is also seen as a cognitive skill. A simple skill such as following an object or turning pages is a cognitive skill. As they grow older, understanding how things fit in space, figuring out how a toy works are some other cognitive skills that develop. Even developing language is a cognitive skill such as understanding and expressing words [2].

Correlation between speech and cognition is the most debated topic. What is the relationship between cognition and speech and language development? Both are interrelated. One cannot function or develop without the other. Children require cognitive skills such as attention to grasp the sounds made by the mother. They need to process and store these in their long and short-term memory for further use. They need to differentiate between sounds. Build vocabulary and form patterns. This pattern-building skill will help kids to learn the grammar of the language. Understanding the sentence structure, pattern of sentences, etc. In later stages, cognitive skills such as problem-solving, feelings, understanding body language, decision making will help them build relationships with peers. It will also help them during play. Reasoning and logic will help kids to understand academic as well as everyday aspects. Cognition is also dependent on language. For instance: if language isn't developing typically, but cognition is solid. Children cannot express reasoning. The means of expressing cognition is through language. Until the age of 3 years, it is complicated to tell cognition and language apart [3].

Impact of cognition on speech. What results in the delay of understanding is the delay of cognitive skills, meaning that prepositions, directions and adjectives do not make sense to children, which in turn leads to a delay in talking. With such problems, academic difficulties occur. Overall development is influenced by cognition. How can we be of assistance to children with related problems? It is often argued that playing and interacting with children can help foster language

skills and cognition. They are as follows: Let your baby explore toys and move; Singing and reading; Answering why questions; Talking to them; Provide them with choices and help them make thoughtful decisions.

Conclusion. Overall development is influenced by cognition. How can we be of assistance to children with related problems? It is often argued that playing and interacting with children can help foster language skills and cognition. They are as follows: Let your baby explore toys and move; Singing and reading; Answering why questions; Talking to them; Provide them with choices and help them make thoughtful decisions. [4]

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BADIIY MATNLARDA LINGVOKULTUROLOGIK TAMOYILLAR

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Annotatsiya. *Ushbu maqolada badiiy matnlarda lingvokulturologik tamoyillar o'rganiladi. Xususan, raqamlar milliy madaniyatni aks ettiruvchi lingvistik birlik sifatida tahlil qilinadi. Raqamlarning badiiy matndagi ramziy va madaniy ma'nolari ko'rib chiqilib, ularning til va madaniyat o'rtasidagi uzviy bog'liqligini yoritishga e'tibor qaratiladi. Misollar o'zbek va boshqa xalqlarning madaniy an'analari bilan bog'liq holda keltiriladi.*

Kalit so'zlar. *lingvokulturologiya, badiiy matn, raqamlar, madaniy ramz, til va madaniyat.*

Kirish

Til va madaniyat insoniyat tarixining ajralmas qismidir. Til birliklari orqali xalqning ma'naviy va madaniy boyligi aks etadi. Lingvokulturologiya esa til va madaniyat o'rtasidagi bog'liqlikni o'rganadigan fan sifatida shakllangan [5]. Badiiy matnlar esa ushbu o'zaro bog'liqlikning yorqin namunasi bo'lib, ular orqali xalqning dunyoqarashi, qadriyatlari va tarixiy xotirasi namoyon bo'ladi.

Mazkur maqolada badiiy matnlarda lingvokulturologik tamoyillar, xususan, raqamlarning ramziy ma'nosi va ularning madaniy axborotni yetkazishdagi roli tahlil qilinadi. Raqamlar har bir xalqning madaniyatida alohida o'rin egallagan bo'lib, ular badiiy asarlarda keng qo'llaniladi.

Asosiy matn

Lingvokulturologiyaning asosiy tamoyillari

Lingvokulturologiya til birliklari orqali xalq madaniyatini o'rganadi. Unda so'z, iboralar, metaforalar, raqamlar kabi lingvistik birliklar madaniyatni aks ettiruvchi

vositalar sifatida o‘rganiladi. Raqamlar, ayniqsa, xalqning diniy, mifologik va ijtimoiy hayotini aks ettirishda muhim ahamiyatga ega.

Raqamlarning badiiy matnlardagi roli

Raqamlar badiiy matnlarda nafaqat hisoblash vositasi, balki ramziy ma’no tashuvchi birlik sifatida qo‘llaniladi. Ular orqali yozuvchi o‘z g‘oyasini chuqurroq ifodalaydi va madaniy xotirani aks ettiradi [3].

1. “Yetti” raqami: O‘zbek xalqining madaniy tasavvurlarida yetti raqami muqaddas hisoblanadi. Masalan, “Yetti iqlim”, “Yetti kun” kabi ifodalarda yetti raqami dunyo mukammalligini ifodalaydi [1]. Badiiy asarlarda bu raqam insonning intilish va mukammallikka erishish g‘oyasini aks ettiradi.

Misol: Badiiy matnda: “Yetti kun ichida qahramon butun hayotini o‘zgartiradi” — bu ifoda orqali yozuvchi vaqtning ramziy ma’nosini ifodalagan.

2. “Qirq” raqami: Qirq raqami ko‘pincha diniy va marosimlarda muhim ahamiyatga ega. Masalan, “Qirq kun” marosimi xalqimizda o‘lim va yangi hayot o‘rtasidagi o‘tish davrini ifodalaydi. Misol: “Qirq kun qishloqni jimlik bosdi, lekin bahor ularni yangi umid bilan uyg‘otdi.” Ushbu tasvir orqali yozuvchi o‘tish davri va yangilanish g‘oyasini ramziy ko‘rsatadi.

3. “Uch” raqami: Uchlik ko‘pincha birlik va yaxlitlik ramzi sifatida ishlatiladi. Bu raqam xalq ertaklari va diniy tasavvurlarda ham muhim ahamiyatga ega.

Misol: “Uch ukasi bilan safarga otlandi” ifodasi qahramonning birdamlik va oilaviy qadriyatlarni namoyon etish jarayonini tasvirlaydi.

Xalqaro lingvokulturologiyada raqamlarning ahamiyati

Raqamlarning ramziy ma’nosi nafaqat o‘zbek madaniyatida, balki boshqa xalq madaniyatlarida ham dolzarb ahamiyatga ega. Masalan, Xitoy madaniyatida sakkiz raqami omad va boylik ramzi sifatida qabul qilinadi, Yevropa madaniyatida esa o‘n ikki raqami mukammallik belgisi hisoblanadi.

Xulosa

Til va madaniyat o‘rtasidagi o‘zaro bog‘liqlik lingvokulturologiya fanining diqqat markazida turadi. Badiiy matnlarda raqamlar orqali xalqning tarixiy, diniy va

madaniy qadriyatlari namoyon bo‘ladi [4]. Raqamlar madaniyat va adabiyotning muhim elementi bo‘lib, ular yozuvchi tomonidan ma’no chuqurligini oshirish uchun qo‘llaniladi. Ushbu tadqiqotlar lingvokulturologik tamoyillarni yanada chuqurroq anglashga xizmat qiladi va xalqning ma’naviy merosini o‘rganishda yangi imkoniyatlar yaratadi.

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STYLISTIC FEATURES IN THE TRANSLATION OF OFFICIAL DOCUMENTS IN ENGLISH AND UZBEK

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Abstract. *This article explores the stylistic features that are critical in the translation of official documents between English and Uzbek. It addresses key aspects such as language structure, tone, register, syntactic differences, the use of formal and technical vocabulary, and how cultural nuances influence translation decisions.*

Key words. *Translation, official documents, stylistic challenges, word order, tone, cultural contexts, objectivity.*

Introduction. Translation is both an art and a science, involving the transformation of one language into another while retaining the meaning, tone, and intent of the original text. Official documents, such as legal contracts, governmental communications, business reports, and international treaties, require careful attention to stylistic features during translation. These features ensure clarity, precision, and accuracy, as the consequences of mistranslation can be severe, especially in legal, political, and commercial settings. The challenge is compounded when translating between languages with different linguistic roots, structures, and cultural contexts, such as English and Uzbek.

Main part. One of the most notable challenges in translating official documents between English and Uzbek is the significant difference in language structure and syntax. English is a Germanic language that follows a Subject-Verb-Object (SVO) word order, while Uzbek, a Turkic language, typically follows a Subject-Object-Verb (SOV) structure. This difference can pose difficulties in

maintaining the original meaning while adhering to grammatical norms in the target language.

For example, in English, a sentence like "The government approved the new policy" follows the SVO structure. In Uzbek, however, the sentence would be translated as "Hukumat yangi siyosatni tasdiqladi" (literally "Government new policy approved"). The verb "tasdiqladi" (approved) comes at the end, reflecting the typical SOV order in Uzbek.

This difference in syntax demands a careful reorganization of sentence elements when translating from English to Uzbek. It requires not only adjusting word order but also ensuring that modifiers, adjectives, and adverbs are correctly positioned to retain the original meaning. Moreover, the passive voice, commonly used in English official documents to express objectivity, may need to be translated differently in Uzbek, where the active voice is more commonly used in similar contexts.

The tone and register in official documents are crucial elements to preserve in translation, as they determine the document’s level of formality and its appropriateness for the target audience. English legal or governmental documents often use formal, impersonal, and objective language, which can include complex sentence structures and the use of modal verbs to express possibility, necessity, or obligation. In English, phrases like "It is hereby agreed" or "The parties shall" convey a formal and authoritative tone that reflects the importance of the document. In Uzbek, the equivalent must also retain this formality, but the construction may vary. For instance, the phrase "It is hereby agreed" could be translated as "Shu bilan kelishildi," which is formal but structurally different from English. Meanwhile, "The parties shall" could be translated as "Tomonlar majburdir," maintaining the formal imperative tone, but with subtle adjustments to suit Uzbek legal discourse.

The use of passive constructions, as in "The contract shall be executed by the parties," is common in English to maintain an objective, neutral tone. In Uzbek, the

equivalent passive construction might sound awkward or overly formal. Translators often have to adjust the sentence to use more natural phrasing while still reflecting the impersonal, official tone of the document.

One of the stylistic challenges is balancing the formality of the source text with the accessibility and fluency of the target text. For example, in highly formal documents like international treaties or legal contracts, preserving the exact formality in Uzbek may require utilizing specific legal terms and structures that might not have direct English equivalents. Official documents often contain specialized terminology, including legal, political, and technical terms, which require precise translation. Both English and Uzbek have their own sets of legal and administrative vocabulary, and one of the challenges in translating between them is finding equivalent terms that convey the exact meaning within the context of the document. In English, terms such as "jurisdiction," "indemnity," or "non-disclosure agreement" carry specific legal meanings that must be carefully rendered in Uzbek.

Conclusion. The translation of official documents between English and Uzbek requires a deep understanding of both languages, their structures, and their cultural contexts. The stylistic features of these translations play a significant role in ensuring that the translation is accurate, clear, and appropriate for the target audience. While challenges are inevitable, employing effective strategies, such as consultation with experts and contextual adaptation, can help overcome these barriers and produce high-quality translations that maintain the integrity of the original document.

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ANALYSIS OF DIFFERENT TYPES OF COMPOUND NOUNS IN ENGLISH

https://zenodo.org/records/14874985

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Abstract. *Within morphology, compound nouns represent an important class that expresses added meaning both to the current lexicon and in communication itself. This article therefore undertakes a detailed typological analysis with regard to classification based on three major structural semantic and functional categorizations of the different types of compound nouns used in English, such as notebook, mother-in-law, and ice cream, among others. It also discusses syntactic relations between the members of these compounds: endocentric, exocentric, copulative, and appositional structures. The present study thus adopts both a descriptive and a corpus-based approach to shed light on the linguistic creativity and flexibility of compound nouns in different contexts. The results have implications for language learners and educators with regard to the process of compound noun formation and a deeper understanding of the dynamic nature of English word-formation patterns.*

Key words. *Compound nouns, compounding, structural composition, semantic relationships, orthographic representation.*

Introduction. The English language is famed for its adaptability and ability to innovate, especially regarding the pattern of word formation. Among the different ways in which new words are coined, compounding ranks as one of the most prolific and widely used processes. Compound nouns, made up of two or more lexical components, represent an important sector of the vocabulary in English. While serving practical communicative functions, they also reflect cultural, social, and technological developments. Despite their pervasiveness, the complexity and variability of compounds continue to both daunt the language learner and raise intriguing questions for the linguist. The following article, accordingly, attempts to

investigate different types of compound nouns in English in a systematic way with regard to their structural configurations, semantic relationships, and contextual usages. Although some previous studies have focused on specific aspects of compounding, there is still a need for an integrated framework that puts together accumulated knowledge and identifies gaps in the literature.

Main body. The compound noun is the interesting part of the English language because it represents the dynamically developing character of word building. It is a combination of two or more words that function as one single lexical unit, possessing its own meaning. The classification of compound nouns can be approached from different perspectives: their structural composition, semantic relationships, and orthographic representation. This section explores these dimensions while drawing on scholarly insights into the linguistic properties of compound nouns.

The other way to categorize compound nouns is based on their structural composition. Linguists usually classify them based on the parts of speech involved in the construction of a compound noun. These are combinations such as, for instance, noun + noun, as in "toothpaste"; adjective + noun, as in "blackboard"; verb + preposition, as in "checkout" 1983). In each of these structures, different grammatical elements interact in various ways to achieve new meanings. Being one of the most common types, noun-noun compounds have received a great deal of attention because of their productivity and versatility. As Adams (2001) points out, many noun-noun compounds develop by metaphorical extension, in which one noun modifies another to create a quite new concept. Verb-based compounds, though not as frequent, also enrich the lexicon to a great degree. Examples are "crybaby" (verb + noun) and "swimsuit" (verb + noun). These formations show how flexible English syntax is in permitting verbs to make direct contributions to nominal expressions. According to Plag (2003), such a process indicates the role of morphological creativity in language development.

Beyond structure, semantic relation between the compound members plays a vital role in the analysis of its function. Semantic transparency varies widely across compounds; some are transparently compositional, while others heavily rely on idiomatic interpretation. For instance, "football" clearly refers to a ball used in the sport of football, while "butterfly" does not refer to a fly made of butter but rather denotes a specific order of insects (Lieber, 2004).

Semantic opacity in compound nouns rather often arises through historical changes in usage or cultural associations. As mentioned by Marchand (1969), the majority of the original opaque compounds come from metaphors or analogies that are conventionalized. For instance, the word "bookworm" is used metaphorically to refer to a person who reads too much, not an actual worm. This is basically how semantic reinterpretation showed us the development of compound nouns.

In a nutshell, compound nouns represent one of the many riches and expressive devices of English. Their embedded structural complexity, semantic nuances, and orthographic variability provide a fertile playfield for linguistic research. Cross-linguistic comparisons and diachronic developments in future research will further enlighten us about this everyday, yet multifaceted phenomenon.

Conclusion. In short, the treatment of various classes of English compound nouns provides exciting insight into the complexity and dynamism of lexical creation within the language. Compound nouns, accordingly, whether closed, hyphenated, or open forms, represent a significant means for the expression of intricate concepts in a concise and effective manner. The structural variation they display, such as endocentric and exocentric to copulative and appositional compounds, expresses flexibility and creativity in processes related to the formation of words in English. Besides, the semantic relations holding between the constituents of compound nouns point to how meaning can be created by juxtaposition, modification, or synthesis in development influenced by cultural, historic, and contextual elements. The present research has pointed out that compound nouns are not only linguistic entities but also devices that empower

communicative expression through vocabulary enrichment and allowing speakers to adapt to the dynamic emergence of social needs. The classification and analysis of such compounds provide important insights into the pattern of language use and change, thus providing a basis for further research into morphology, lexicology, and applied linguistics. Since English is developing as an international lingua franca, the function of compound nouns in shaping its lexicon will become increasingly more important, hence constituting an area of further exploration into its formation, usage, and implications within diverse contexts.

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TALABALAR BILIM DARAJASINI BAHOLASH: METOD VA KO‘RSATMALAR

THE IMPORTANCE OF GAME-BASED FORMATIVE ASSESSMENT IN LANGUAGE TEACHING FOR MIDDLE SCHOOL LEARNERS: STRATEGIES FOR INFORMING INSTRUCTION

https://zenodo.org/records/14874996

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Abstract. *This article discusses the importance of game-based formative assessment in language teaching for secondary school students. Game-based assessment practices aim to improve students' language skills while making learning fun. At the same time, various strategies will be presented on how teachers can use this information to develop their teaching strategies more effectively. The effects of game-based assessments on increasing learning motivation, strengthening feedback mechanisms, and collaborative learning will be emphasized.*

Keywords. Game-based assessment, formative assessment, language teaching, middle school students, teaching strategies.

Today's education systems are enriched with innovative approaches in addition to traditional teaching methods. Students in secondary schools need interactive and fun learning experiences to develop both their cognitive and social skills. Game-based formative assessment is an important tool to meet this need. This article will focus on the role of game-based assessment in language teaching, its advantages and teaching strategies.

The importance of game-based formative assessment:

Increasing learning motivation: Games keep students' natural curiosity alive and increase their motivation. Game-based assessments increase student engagement because they make language learning fun. Studies show that games make learning processes more enjoyable and increase students' interest and

commitment to the course. For example, word games and puzzles used in lamguage learning help students have fun while developing their vocabulary.

Instant feedback: Game-based assessments provide students with instant feedback on their learning process. This feedback helps students quickly identify their strengths and weaknesses. Teachers can use this feedback to determine where students need support and shape their teaching accordingly.

Social and collaborative learning: Games encourage students to socially interact and cooperate. Group games allow students to think together and develop problem-solving skills. These types of games also provide opportunities for language practice, strengthening communication skills.

Instructional information for strategies:

Selection of game-based assessment tools: Teachers should carefully select the game-based assessment tools to be used. Games that target language skills should be appropriate to students' needs and align with learning objectives. For example, games that focus on vocabulary, grammar, or listening skills may be preferred.

Integration of games: Games should be a tool that enriches the lesson. Teachers should regularly include game-based assessments in their lesson plans. This allows students to see games not only as fun but also as part of learning. Teachers can also support games with discussions and analysis in class to develop students' critical thinking skills.

Use of student feedback: Game-based assessment results should be used to inform instructional strategies. Students' successes and challenges from games can lead teachers to update their teaching methods. However, students should be given the opportunity to provide feedback on their own learning. This increases their self-awareness, helping them to manage their own learning more effectively.

In conclusion, game-based formative assessment is an important tool in language teaching at the secondary school level. It provides students with an effective learning experience thanks to its features such as increasing learning

motivation, providing immediate feedback and encouraging social learning. Educators need to carefully select game-based assessments, integrate them into their lessons and use the feedback obtained to develop teaching strategies. As a result, game-based assessment provides students with a more effective and fun learning experience in language teaching, allowing them to develop their language skills.

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TECHNOLOGY-DRIVEN EVALUATION TECHNIQUES FOR ANALYZING STUDENT DISCOURSE COMPETENCE

https://zenodo.org/records/14875034

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Abstract. *Traditional assessment techniques have been transformed by the quick adoption of technology in education, which has produced new instruments for assessing sophisticated abilities like discourse competency. Through the use of technologies like online discussion boards, video recording software, teachers can obtain comprehensive information about their students' communication skills, such as discourse coherence, fluency, and adaptability. The article addresses potential drawbacks including accessibility and teacher training requirements while also discussing the benefits of these approaches, such as real-time feedback, scalability, and the capacity to meet a variety of learner needs. This study demonstrates how technology may revolutionize the development of dynamic, customized assessment frameworks that enable students to reach greater discourse competency levels.*

Key words. *Technology-driven assessment, formative assessment, classroom response systems, real-time feedback, science and engineering practices, student engagement, educational technology.*

The use of technology in the classroom has changed the way that students' abilities are evaluated, especially in areas like discourse competency that call for more sophisticated analysis. The ability of a student to plan, express, and modify speech in certain settings is referred to as discourse competency. This ability is essential for promoting critical thinking, academic achievement, and interpersonal relationships. When assessing such complex competencies, traditional evaluation methods frequently fall short, opening the door for technology-driven approaches that offer more potential for growth and deeper insights. By evaluating these recordings for coherence, fluency, and adaptability, educators can pinpoint areas in need of development and monitor advancement over time. Another important

development is the emergence of online discussion platforms like forums and collaboration tools.

Numerous recently released, reasonably priced technologies and software programs help teachers implement formative assessment throughout the teaching process, which improves assessment and learning. Classroom response systems, or CRSs for short, are one of these technologies. Among these technologies are RecaP, Kahoot, Clickers, Socrative, and Plickers, among others. These technologies have one thing in common: they can gather data from formative assessments in real time, which enables teachers to give teachers just-in-time feedback. According to Beatty and Gerace (2009), "new technological advancements can help solve this problem, but teachers have limited time to assess students' performances and provide feedback." These resources simplify the assessment process while also promoting active student participation. This immediateness guarantees a more responsive and flexible teaching style by enabling teachers to spot and fill up knowledge gaps during courses. Consequently, classroom response systems improve student results and instructional quality by acting as a link between pedagogy and technology.

The results of putting these strategies into practice are already promising, with notable gains in student engagement and performance being noted. Students are encouraged to participate in critical discussions, questioning one another's viewpoints while promoting a civil interchange of ideas through platforms like online debate forums The revolutionary potential of these technologies cannot be emphasized, even though there are still obstacles to overcome, especially in relation to the accessibility of technology and the requirement for teacher training. It presents the potential for more inclusive, important, crucial, dynamic learning experiences. These tools will become essential parts of teaching and learning strategies as the educational landscape continues to adjust to technology improvements, profoundly influencing the direction of education going forward.

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THE ROLE OF PRAGMATIC COMPETENCE IN ASSESSING SOCIOLINGUISTIC

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Abstract. *This article analyzes the role of pragmatic competence in assessing sociolinguistic competence. It emphasizes the importance of not only using grammatically correct language but also adapting it to social and cultural contexts. The concepts of pragmatic and sociolinguistic competence, their interrelation, and assessment methods, including role-plays and discourse analysis, are discussed. The conclusion highlights that pragmatic competence is a crucial component in the evaluation of sociolinguistic competence.*

Keywords. *Pragmatic competence, cultural context, Language style, communication context.*

Introduction. In the context of globalization, understanding language's grammatical accuracy and its alignment with social and cultural contexts is crucial. Sociolinguistic competence refers to using language appropriately in social situations, while pragmatic competence focuses on conveying meaning based on context. This article explores the relationship between these two competencies, their interconnection, and methods of assessment, emphasizing the importance of pragmatic competence in evaluating sociolinguistic competence for effective communication.

Main text. Pragmatic competence is the ability to use language correctly and effectively in social contexts, encompassing not only grammatical accuracy but also the alignment of speech with social goals and cultural norms. Sociolinguistics, on the other hand, studies how social factors such as class, age, gender, and culture influence language. The relationship between pragmatic competence and sociolinguistics provides insights into how language should be adapted and used in different social environments.

Pragmatic competence allows the use of language not only grammatically but also in a way that fits the social context. It helps determine how well a language learner understands and adapts to social norms, shaping their ability to construct speech appropriately. Therefore, pragmatic competence plays a significant role in language learning and assessment, enabling linguists to better understand the connection between language and society.

In conclusion, pragmatic and sociolinguistic competence are interrelated and play a vital role in effective communication. Pragmatic competence enables individuals to understand and convey meaning appropriately in different contexts, while sociolinguistic competence ensures the correct use of language according to social norms and cultural expectations. The assessment of sociolinguistic competence requires a thorough evaluation of pragmatic abilities, as they are essential for selecting appropriate language styles and registers in social

interactions. Methods such as role-plays, discourse analysis, and conversation monitoring are effective tools for this evaluation. Developing these competencies is crucial for successful language learning and cross-cultural communication.

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DEVELOPING RUBRICS FOR ASSESSING DISCOURSE COMPETENCE IN HIGH SCHOOL LEARNERS

https://zenodo.org/records/14875055

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Abstract. *This research focuses on developing rubrics for evaluating discourse ability among high school pupils. Discourse competence is an important component of communicative competence since it requires the capacity to organize thoughts, ideas, and phrases cohesively and logically in spoken or written communication. The proposed rubrics are intended to give a formal framework for measuring students' abilities in areas such as fluency, coherence, logical arrangement, and effective use of language features. Using these rubrics, educators can identify students' strengths and shortcomings, track progress, and provide focused assistance to help them improve their overall communication skills. This evaluation instrument also encourages critical thinking and promotes the development of practical language skills required for academic and social achievement.*

Key words. *Discourse competence, communicative tasks, group discussions, communication skills*

Introduction. Assessing discourse competency in high school students is an important step toward developing their communication abilities, which are required for success in both academic and social contexts. As students are needed to perform a variety of communicative tasks, including as writing essays, presenting presentations, and engaging in group discussions, assessing their ability to convey and organize ideas logically becomes critical.

Main part. Definition of Discourse Competence:Discourse competence is the ability to produce and understand cohesive and coherent speech or writing. It involves organizing sentences and ideas logically within a context, making communication effective and meaningful. Discourse competence is an important

part of communicative competence since it focuses on the capacity to create and comprehend clear and cohesive spoken or written messages. In high school education, it is critical for pupils to successfully convey their views in academic and social settings. This skill entails not just writing grammatically accurate sentences, but also structuring them rationally to promote meaningful communication. In the twenty-first century, communication skills have become critical to personal and professional success. Mastering discourse competency is extremely crucial for high school students since it has a direct impact on their success in tasks like essay writing, presentations, debates, and group discussions. Furthermore, discourse competency measures a student's capacity to use language effectively in a variety of circumstances, taking into account aspects such as purpose, audience, and cultural norms.

Discourse competence is essential for academic success, as students need it to participate in discussions, write essays, and comprehend complex texts. It also supports social communication and problem-solving skills. High school students typically work on projects that need sophisticated communication skills, such as writing essays, delivering presentations, and engaging in discussions. Strong discourse competency allows students to arrange their ideas clearly and effectively communicate their thoughts, enhancing their performance across topics. Many academic activities in college, such as writing research papers or participating in debates, need a high level of discourse competency.

Implementation:Teachers can integrate rubrics into regular activities like presentations, debates, essay writing, or group discussions, aligning evaluation criteria with curriculum goals. Conduct workshops to help teachers understand the rubric criteria and grading procedure. Provide samples of student work and practice applying the rubrics to ensure that teachers understand how to use them consistently. Use rubrics for a variety of assignments, including essays, oral presentations, debates, and group discussions. Share the rubric criteria with students before to assignments to clarify expectations. Use rubrics for a variety of

assignments, including essays, oral presentations, debates, and group discussions. Share the rubric criteria with students before to assignments to clarify expectations.

Conclusion. Defining rubrics for assessing discourse competency in high school students is critical to cultivating strong communication skills, which are required for academic achievement and personal growth. Rubrics provide clear direction for both educators and students by giving an organized and objective method of evaluating students' abilities to organize and communicate ideas. These rubrics not only improve the assessment process, but also assist students recognize their own strengths and areas for improvement, encouraging them to improve their communication abilities. Finally, well-designed rubrics help students acquire discourse competency, preparing them for the challenges of higher education and the demands of the professional world.

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USING GAMES AND SIMULATIONS TO ASSESS DISCOURSE COMPETENCE IN PRIMARY SCHOOL LEARNERS

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Abstract. *This paper explores using games and simulations to assess primary school students' discourse competence. These digital tools can capture authentic language use, providing a comprehensive assessment. We delve into the theoretical underpinnings, discuss advantages and challenges, and propose a framework for designing effective game-based assessments.*

Keywords. *Discourse competence, language assessment, games, simulations, primary education, digital tools, authentic assessment*

Introduction. Discourse competence, the ability to use language effectively in social contexts, is a crucial skill for learners. Traditional assessment methods, such as written tests and oral exams, often limit the opportunities for learners to demonstrate their linguistic abilities in authentic communicative situations. These methods may not fully capture the nuances of discourse competence, particularly in younger learners. In recent years, there has been a growing interest in using technology-enhanced tools, such as games and simulations, to create more engaging and authentic assessment experiences. By incorporating interactive elements and real-world scenarios, these digital tools can provide a more comprehensive and valid assessment of students' linguistic abilities. Games and simulations can offer a rich context for learners to practice and demonstrate their language skills in a motivating and enjoyable way.

Main text. Discourse competence, as defined by Hymes (1972), involves using language effectively in social contexts. It encompasses linguistic, sociolinguistic, pragmatic, and strategic skills. To assess discourse competence

effectively, we must consider factors like cohesion, coherence, pragmatic use, turn-taking, and narrative skills.

Games and simulations offer several advantages as assessment tools: Authentic Language Use: These tools provide opportunities for learners to use language in realistic and meaningful contexts, such as role-playing, problem-solving, and decision-making. Multiple Assessment Opportunities: Games and simulations can assess a wide range of language skills, including speaking, listening, reading, and writing. For example, a language learning game might involve listening to instructions, reading game rules, writing in-game chat messages, and speaking to other players. To design effective game-based assessments, the following considerations should be taken into account: Authentic Tasks: The game or simulation should present authentic tasks that require learners to use language in meaningful ways. For example, a language learning game might involve a virtual classroom where students can participate in discussions, debates, and presentations. Data Analysis and Interpretation: The data collected from game-based assessments should be analyzed to identify patterns and trends in learners' language use. This information can be used to inform instruction, identify individual needs, and assess the effectiveness of the game-based assessment. Varied Assessment Formats: A combination of formative and summative assessments can be used to track learners' progress and evaluate their overall performance. Formative assessments, such as quizzes and in-game challenges, can provide immediate feedback and help learners identify areas for improvement. Summative assessments, such as final projects and presentations, can evaluate learners' overall language proficiency.

Conclusion. Games and simulations offer a promising avenue for assessing discourse competence in primary school learners. By leveraging the engaging nature of these digital tools, we can create more comprehensive and valid assessments. However, careful consideration must be given to the design of game-based assessments to ensure that they align with specific learning objectives and

provide meaningful data. Future research should explore the long-term impact of game-based assessments on learners' language development and investigate the best practices for using these tools in different educational contexts. By embracing the power of technology and innovative assessment techniques, we can create a more engaging and effective learning environment for primary school learners.

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USING ROLE- PLAY TO ASSESS SOCIOLINGUISTIC COMPETENCE IN PRIMARY SCHOOL LEARNERS

https://zenodo.org/records/14875069

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Abstract. *This article is dedicated to studying the significance and pedagogical potential of using role-play in developing sociolinguistic competence among primary school students. The article explores the role of role-play in the educational process, its advantages, effective application methods, and its contribution to developing sociolinguistic competence from both theoretical and practical perspectives. Role-play is recommended as a modern pedagogical tool that increases student engagement, fosters creativity, and strengthens collaboration.*

Keywords. *Role-play, primary school, sociolinguistic competence, communication skills, intercultural communication, collaboration, teaching methods.*

Introduction. The modern education system aims not only to develop students' knowledge but also to enhance their social and communication skills. In this process, contemporary pedagogical approaches, including role-play, play a crucial role in improving the effectiveness of teaching. Role-play helps students apply language in real-life situations and teaches them to communicate by performing different roles. This article explores the role and significance of role-play in developing sociolinguistic competence among primary school students. This competence teaches students not only how to know a language but also how to apply it successfully in practice. The application of role-play significantly contributes to fostering sociolinguistic competence, particularly in primary education settings.

Main Text. Role-play, as an interactive teaching method, ensures active participation of students. This method allows students to express their thoughts, communicate with others, and develop collaboration skills by participating in various roles. Role-play gives students the chance to take on new roles, test different situations, and gain experience. Through this method, students learn to use language not only grammatically but also in communication, understanding and applying their place in society. Sociolinguistic competence refers to the ability to use language appropriately in various social contexts. It involves learning how to use language in a way that is appropriate to the needs of others and in different contexts. Role-play is an effective tool in developing this competence. For instance, students learn different language forms by simulating communication with friends or in formal settings. Through role-play, students become adept at navigating intercultural dynamics, fostering respect for diverse viewpoints, and enhancing their communication skills across varied contexts. The importance of

role-play in developing sociolinguistic competence is especially significant for primary school students. At this age, students are still developing their language and communication skills, so it is important to prepare them for various social situations through role-play. Students learn to help each other, work together in groups, and communicate to achieve common goals. These skills are essential not only in the classroom but also in everyday life. In addition, role-play serves as an effective tool for introducing students to different cultures. This method teaches students to apply language in real-life situations, communicate effectively, and adapt to social environments. Role-play not only strengthens students' academic knowledge but also plays a significant role in developing their social skills. Therefore, expanding the use of role-play in education will improve students' success in learning and help prepare them for life.

Conclusion. This article focuses on studying the significance and pedagogical potential of role-play in developing sociolinguistic competence among primary school students. Role-play serves as an effective pedagogical tool for developing sociolinguistic competence among primary school students. This method not only contributes to language learning but also plays a crucial role in enhancing students' personal and social skills. Therefore, broader use of role-play in education is necessary to improve students' success and prepare them for various social situations.

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DEVELOPING RUBRICS FOR ASSESSING SOCIOCULTURAL COMPETENCE IN MIDDLE SCHOOL LEARNERS

https://zenodo.org/records/14875073

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Abstract. *This article explores the development of rubrics designed to assess sociocultural competence in middle school learners. Sociocultural competence is an essential skill in today's interconnected world, fostering understanding and effective communication among diverse cultural groups. The article examines key factors in creating effective rubrics, including clarity, fairness, and relevance to students' everyday experiences. Examples of successful rubrics and their application in real classroom settings are also discussed.*

Keywords. *rubrics, sociocultural competence, assessment, education, middle school, cultural awareness.*

Introduction. The ability to navigate and understand different cultures is critical in today's globalized society. As sociocultural competence becomes an integral part of education, it is essential to develop reliable tools for assessing this skill. Middle school represents a formative stage in a student's social and academic development, making it the ideal time to implement and refine such assessments.At this stage, students are beginning to engage more deeply with the world around them, both within and outside of their immediate cultural contexts. Middle school students are increasingly exposed to diverse perspectives, whether through classmates from varied backgrounds, literature from different cultures, or global events discussed in the classroom. As a result, the development of sociocultural competence—understanding and effectively interacting with people from different cultural backgrounds—becomes not just a valuable skill, but a necessary one for academic success and personal growth.

Effective assessments of sociocultural competence at this stage should go beyond traditional academic measures. They should encompass students' ability to empathize with others, understand cultural norms and values, and demonstrate respect for diversity in practical settings. Assessments could take the form of reflective essays, group projects, or role-playing activities that simulate real-world scenarios.

Main Part: Sociocultural competence includes the ability to engage respectfully and effectively with individuals from various cultural backgrounds. To assess this competence in middle school learners, rubrics must encompass diverse dimensions, such as cultural knowledge, interpersonal skills, and adaptability. The development of these rubrics involves several steps: identifying key competencies, aligning assessment criteria with learning objectives, and ensuring the rubric is culturally relevant. Effective rubrics should be transparent, with clear indicators of achievement that allow students to understand their progress. Additionally, rubrics should encourage self-reflection, allowing students to evaluate their own cultural awareness and communication abilities. This section also delves into how rubrics can be integrated into everyday classroom activities, from group projects to discussions about cultural diversity.

Furthermore, rubrics can provide valuable feedback for both students and teachers, fostering a continuous learning process that enhances cultural competence over time. Teachers can use rubrics as a tool for formative assessment, regularly checking in on students' development and adjusting instruction accordingly. In this way, rubrics are not just an evaluation tool but also a catalyst for growth, providing opportunities for students to engage in deeper reflection on their own cultural identities and the perspectives of others. By incorporating rubrics into diverse classroom activities, such as collaborative problem-solving tasks, role-playing exercises, or debates on social issues, educators can create an environment that encourages active participation in understanding and respecting cultural differences.Incorporating rubrics into these varied activities ensures that

cultural competence is not viewed as an abstract concept, but as a tangible skill that students can develop and refine. Clear, well-structured rubrics outline specific criteria for success, such as demonstrating empathy, respecting differing viewpoints, or articulating cultural perspectives with sensitivity. By offering detailed feedback on these criteria, teachers help students identify their strengths and areas for growth, giving them a roadmap for improvement.

Moreover, rubrics can be adapted to fit different cultural contexts, allowing educators to tailor assessments to the specific learning needs of their students. For example, in a classroom with a diverse student body, rubrics might highlight the importance of recognizing and appreciating a variety of cultural norms or communication styles. This approach not only promotes inclusivity but also encourages students to become more aware of how their own cultural background shapes their interactions and perceptions.

For students, the process of self-assessment using rubrics can also promote metacognition, helping them reflect on their progress in developing cultural competence. By regularly reviewing their own work and receiving constructive feedback from peers and teachers, students are more likely to internalize the skills necessary for interacting respectfully and effectively across cultures. Additionally, when students see their growth over time, it can boost their confidence and motivation to continue learning about other cultures.

Teachers, on the other hand, can use rubrics to identify common challenges or gaps in understanding across the class, allowing them to adjust their teaching methods or offer targeted interventions. For instance, if students consistently struggle with understanding the cultural significance of certain traditions, the teacher might incorporate additional resources, guest speakers, or experiential learning opportunities to deepen students' understanding. Rubrics, therefore, help create a feedback loop where both students and teachers actively contribute to the development of cultural competence in the classroom.

Ultimately, when used effectively, rubrics transform sociocultural competence from a static goal into a dynamic, ongoing learning process. They empower students to take ownership of their growth, while also providing teachers with the tools to guide and support that development in meaningful ways. Through this continuous, reflective process, middle school students can cultivate the skills and attitudes needed to thrive in a diverse and interconnected world.

Conclusion. The development of rubrics for assessing sociocultural competence is vital for equipping students with the tools they need to succeed in a diverse world. By using clear, fair, and comprehensive rubrics, educators can foster students' understanding of cultural dynamics and ensure that assessments are meaningful and reflective of real-world skills.

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DEVELOPING RUBRICS FOR ASSESSING COMPENSATORY COMPETENCE IN MIDDLE SCHOOL

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Abstract. *Compensatory competence is a vital skill that enables middle school students to adapt to changes, solve problems, and overcome challenges by employing various strategies and available resources. Assessing compensatory competence effectively can lead to tailored interventions that enhance student learning and social adaptability. This paper explores the development of assessment rubrics to evaluate compensatory competence in middle school students. The proposed rubrics are grounded in key components such as adaptation, problem solving, and reflection. Through systematic rubric development and application, educators can monitor student progress, identify areas for improvement, and provide targeted support for skill development.*

Key words. *Compensatory competence, middle school, rubrics, assessment, adaptation, problem solving, self-regulation.*

The dynamic nature of the modern educational environment requires students to exhibit flexibility and adaptability. Compensatory competence is the ability to manage change, solve challenges, and, regulate behavior in diverse learning contexts. In middle school, this ability supports academic achievement, personal growth, and social adjustment. Consequently, there is growing need for effective tools to evaluate compensatory competence. Rubrics provide structured, evidence-based frameworks that allow educators to assess students development of this vital skill systematically and objectively.

The Importance of Assessing Compensatory Competence. Compensatory competence comprises essential sub-skills, including problem-solving, flexibility, reflection, and adaptability to novel situations. Evaluating this skills enables educators to identify strengths, challenges, and intervention points in the learning

process. Assessing compensatory competence ensures that educators can: Monitor how students adapt to academic and social challenges. Offer feedback that supports skill development. Design individualized strategies for students struggling with change or adjustment. Rubrics are valuable tools for assessment as they provide clear descriptions of performance expectation, allowing for consistency and fairness in evaluating student abilities. The development of rubrics for assessing compensatory competence involves multiple steps: Step 1: Establish Key Competency criteria these criteria include area such as: Adaptation to Change: Ability to adjust behavior, strategies, and thinking in response to environmental or academic shifts. Problem-solving skills: Effective application of creative and strategic solutions to challenges. Self-Regulation: Awareness and management of emotions, behaviors, and thought processes. Step 2: Define levels of Achievement Using a rubric format, levels of achievement should span a range of performance stages from beginning, developing, proficient, to advanced. Adaptation to Change-Beginning: Demonstrates difficulty adapting to changes; requires frequent guidance. Adaptation to Change-Advanced: Independently adjusts strategies and challenges. Step 4: Pilot and Revise the Rubric Test the rubric in real educational settings to determine clarity, effectiveness, and relevance. Adjust descriptions and levels based on feedback from educators and students. Step 5: Implement and Monitor Progress Apply the rubric regularly to assess students' growth and identify areas for instructional adjustment. Monitor progress across time to evaluate the effectiveness of intervention.

Benefits of Using Assessment Rubrics. Systematic Assessment: Rubrics provide objective, standardized ways of evaluating student performance. Feedback Mechanism: They allow educators to provide meaningful feedback to students on their strengths and areas for development. Individualized Support: Educators can use rubrics to identify gaps to identify in learning and create personalized strategies to address these needs.

Developing rubrics for assessing for assessing compensatory competence in middle school provides educators with a structured, objective, and transparent way of evaluating essential adaptive skills. These rubrics support the identification of strength, weaknesses, and opportunity for improvement, thereby fostering student success. Through proper implementation, rubrics can lead to improved teaching strategies, enhanced student development, and better educational outcomes. By identifying and addressing students' needs individual needs, educators can create supportive learning environments that build confidence and empower students to overcome challenges. Strategies such as differentiated instruction, social-emotional learning, peer support, and targeted interventions can significantly enhance student's ability to cope with academic and personal difficulties. Encouraging a growth mindset and providing opportunities for skill development ensures that students not only manage setbacks but also view them as opportunity for growth. Ultimately, focusing on compensatory competence equips middle school students with the tools they need to navigate both their academic journeys and future life challenges successfully.

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THE IMPACT OF MULTILINGUALISM ON ASSESSING DISCOURSE COMPETENCE IN PRIMARY SCHOOL LEARNERS

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Abstract. *Multilingualism has become increasingly prevalent in primary education systems worldwide. This paper explores how multilingualism influences the assessment of discourse competence among primary school learners. By examining linguistic, cognitive, and social factors, the study highlights both the challenges and opportunities that arise in multilingual environments. Findings suggest that multilingual learners often develop advanced discourse skills but may face difficulties in standardized assessments designed for monolingual contexts. The article proposes strategies to create more inclusive and effective assessment practices.*

Keywords. *Multilingualism, discourse competence, primary education, language assessment, inclusive pedagogy*.

Introduction. In today's globalized world, multilingualism is a common phenomenon, especially in primary schools where children often speak multiple languages at home and in their communities. While multilingualism has cognitive and social benefits, it also presents unique challenges for educators, particularly in assessing learners' discourse competence. Discourse competence refers to the ability to use language effectively in different social and academic contexts, which is critical for academic success.

This paper examines the relationship between multilingualism and discourse competence in primary school learners, focusing on the assessment process. It explores how multilingual learners may demonstrate distinct patterns of language use, how traditional assessment methods might fail to capture their abilities, and

how innovative practices can improve fairness and inclusivity in evaluating their discourse skills.

Multilingual children acquire and use more than one language for communication. This exposure influences their cognitive flexibility, creativity, and problem-solving abilities. However, multilingual learners might mix languages or display uneven proficiency across their languages, which can affect how they are assessed in a monolingual-focused system.

For example, a child fluent in both English and Spanish might use English grammatical structures when speaking Spanish, which is a normal feature of multilingual development. Yet, standardized tests might view such usage as errors, failing to recognize the learner's advanced discourse skills in managing multiple languages.

Traditional language assessments often prioritize grammatical accuracy and vocabulary over functional language use. These tests do not consider the linguistic strategies multilingual learners use to compensate for gaps in vocabulary or grammar. Furthermore, multilingual learners may perform poorly in formal assessments not because they lack competence but because the assessment does not align with their linguistic realities.

Additionally, cultural factors play a role. Multilingual learners may use discourse patterns or conversational norms that reflect their cultural background. For instance, a learner from a collectivist culture might prioritize group harmony in discussions, which could be misinterpreted as passivity in a Western-oriented assessment framework. To accurately assess the discourse competence of multilingual learners, educators should adopt a more holistic approach. This involves:

Contextualized Assessment: Designing tasks that reflect real-world communication scenarios. Dynamic Assessment: Observing how learners improve their language use with guidance. Portfolio-Based Assessment: Collecting diverse

samples of learners' language use over time. Cultural Awareness: Considering the sociolinguistic and cultural norms of learners when interpreting their performance.

By integrating these strategies, teachers can better capture the strengths and needs of multilingual learners, promoting equity and inclusion in the classroom.

Conclusion. Multilingualism significantly impacts the assessment of discourse competence in primary school learners. While traditional assessment methods may not fully reflect the abilities of multilingual students, adopting inclusive and context-sensitive practices can ensure a fair evaluation of their skills. Educators must recognize the unique strengths that multilingual learners bring and design assessments that value their diverse linguistic backgrounds. By doing so, schools can create a more supportive learning environment that fosters the success of all learners.

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THE EFFECT OF TEACHING PRONUNCIATION ON EVALUATING PRIMARY SCHOOL STUDENTS' PHONOLOGICAL COMPETENCE

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Abstract. *Phonological competence, encompassing the awareness of sounds and their manipulation in spoken language, is a key factor in the early stages of literacy development. In primary school, this competence is foundational for reading and spelling abilities. Teaching pronunciation, which includes the recognition and production of sounds, can significantly affect students' phonological awareness. This article explores the relationship between teaching pronunciation and evaluating primary school students' phonological competence. Through a review of existing literature and the examination of practical teaching approaches, this study highlights how systematic pronunciation instruction can improve phonological skills and offers recommendations for best practices.*

Keywords. *Pronunciation, phonological competence, primary school, phonological awareness, early literacy, sound awareness, language teaching.*

Introduction. Phonological competence is an essential skill for young learners as it supports their ability to decode words, which is a crucial part of early reading and writing development. It includes phonemic awareness (the ability to hear and manipulate individual sounds), syllable awareness, rhyme awareness, and the understanding of the relationship between sounds and letters. In primary education, one of the most effective methods for developing phonological competence is through explicit pronunciation instruction. Pronunciation teaching, which often focuses on sounds, stress patterns, rhythm, and intonation, plays a significant role in phonological development (1, 35-36).

The purpose of this article is to explore the effect of pronunciation instruction on the phonological competence of primary school students. By examining various methods for teaching pronunciation, the article will highlight how targeted

pronunciation instruction can foster phonological awareness and enhance early literacy skills. It will also discuss the implications for teachers in implementing effective pronunciation instruction within primary school curricula.

Phonological Competence and its Importance in Early Literacy. Phonological competence refers to a child's ability to recognize and manipulate the sounds in spoken language. This includes the ability to identify and segment individual phonemes (smallest units of sound), blend phonemes into words, and delete or substitute sounds to form new words (4, 45). Phonological awareness is closely tied to literacy, particularly in learning to read and spell. According to Snow (2010), students who struggle with phonological awareness often face challenges in learning to read and write, while those who develop strong phonological awareness are more likely to become proficient readers (2, 273).

The Role of Teaching Pronunciation in Phonological Development. Teaching pronunciation involves helping students recognize, produce, and understand sounds in spoken language. This instruction typically covers individual phonemes, stress patterns, intonation, and rhythm, all of which contribute to phonological competence (5, 170). The relationship between pronunciation teaching and phonological awareness is strong; pronunciation instruction gives children a direct way to practice identifying and manipulating sounds, which is at the core of phonological awareness (3, 22-23).

Evaluating the Impact of Pronunciation Teaching on Phonological Competence. Evaluating the effect of pronunciation instruction on phonological competence requires an understanding of how phonological awareness is measured. Standard assessment tools for evaluating phonological competence include tasks such as phoneme segmentation, rhyme detection, and sound substitution exercises (4, 47-48). These tasks assess a student's ability to recognize and manipulate sounds in language. Research has shown that students who receive explicit pronunciation instruction perform better in these assessments. For example, a study by Yopp and Yopp (2009) demonstrated that primary school

students who were taught using a structured approach to pronunciation showed significant improvement in their phonological awareness scores compared to those who received no pronunciation-focused instruction (3, 89-91). Similarly, Snow (2010) found that children who received targeted pronunciation training displayed stronger phonemic awareness, leading to improved reading and spelling abilities (2, 275-276).

Additionally, integrating pronunciation activities into daily lessons can provide consistent opportunities for phonological practice, leading to more sustained improvements in students' phonological competence (5, 171).

Conclusion. Teaching pronunciation plays a crucial role in developing primary school students' phonological competence. By focusing on sound recognition, articulation, and manipulation, pronunciation instruction directly enhances phonological awareness, which is a key component of early literacy skills. For educators, integrating pronunciation instruction into daily classroom activities is essential for fostering phonological awareness and ensuring that students develop strong foundations in language.

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ARTICLE ON THE ASSESSMENT OF SOCIOLINGUISTIC COMPETENCE OF PRIMARY SCHOOL STUDENTS

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Abstract. *This article examines the assessment of sociolinguistic competence among primary school students. Sociolinguistic competence refers to students' ability to use appropriate language and communication strategies in various social contexts. Developing this competence is essential for students' social adaptation, cultural interaction, and personal growth. The article discusses assessment methods, criteria, and tools, as well as the role of teachers in evaluating and enhancing this competence. The findings aim to provide practical recommendations for improving sociolinguistic competence in primary education systems.*

Keywords. *Sociolinguistic competence, assessment method, social adaptation, cultural interaction, personal growth, curriculum integration, assessment tools,*

Introduction. Fostering sociolinguistic competence is essential for primary school students, as it equips them for meaningful social interactions. This competence involves the ability to apply appropriate language and communication strategies in different social settings, supporting social adaptation and personal development. This article explores the approaches and tools used to evaluate sociolinguistic competence, highlighting the important role of teachers in the process. It also presents practical suggestions to improve this skill, offering valuable perspectives for enhancing primary education practices. Additionally, the article presents practical suggestions for improving sociolinguistic competence, such as incorporating more interactive and context-based learning experiences into the curriculum. These recommendations offer valuable insights for enhancing

primary education practices and ensuring students develop the necessary communication skills for future success.

This article explores the significance of sociolinguistic competence in primary education, focusing on students' ability to appropriately use language in various social situations. It examines different assessment techniques, such as observations, role-playing, and surveys, emphasizing their role in evaluating students' social communication skills. The article highlights the crucial role of teachers in nurturing and assessing this competence, stressing the need for educators to possess both linguistic and sociocultural knowledge to effectively manage student interactions. It also discusses challenges like student diversity and varied communication styles. Lastly, the article provides practical recommendations for enhancing sociolinguistic competence in primary education, such as incorporating sociolinguistic principles into the curriculum and utilizing diverse assessment tools. Furthermore, the article delves into the importance of fostering empathy and cultural sensitivity among students as part of their sociolinguistic development. It argues that by exposing learners to diverse linguistic and cultural contexts, they can better understand and adapt to different social norms. The text also emphasizes the value of collaborative learning, where students engage in group activities that mirror real-world interactions, encouraging the practical application of sociolinguistic skills.

To conclude, assessing the sociolinguistic competence of primary school students is essential for their social integration and personal development. The assessment methods explored, including observations and role-playing, provide valuable insights into students' ability to apply language appropriately across various situations.Teachers play a vital role in this process, needing both linguistic and sociocultural expertise to support students effectively. By integrating sociolinguistic concepts into the curriculum and employing diverse assessment tools, teachers can enhance students' communication abilities, equipping them for success in both social and academic settings.

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ASSESSMENT AND TESTING IN TEACHING FOREIGN LANGUAGES

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Abstract. *This article discusses the types of modern pedagogical methods in teaching foreign languages, the ways of using them during lessons, and the practical significance of effectively applying these methods. Additionally, it highlights how these methods can enhance foreign language acquisition and help learners achieve fluency in speaking that language.*

Keywords. *Formative assessment, summative assessment, performance-based assessment, objective-based assessment, diagnostic tests, comprehension activities, cultural differences, limited resources, written assignments.*

Introduction. Assessment involves measuring and documenting knowledge, skills, attitudes, and beliefs in clear, quantifiable terms. It typically encompasses all learner activities and can target either individual students or entire learning groups, such as classes or workshops. In education, assessment serves to evaluate the significance, scope, or value of acquired knowledge and communication skills, including subskills. The ultimate goals of assessment are shaped by the theoretical perspectives, assumptions, and beliefs of educators and researchers regarding the nature of the human mind, the origins of knowledge, and the learning process.

In school settings, a distinctive aspect of foreign language assessment is its emphasis on evaluating oral communication skills alongside reading and writing abilities, differentiating it from assessments in other subjects.

Additionally, assessment is an integral part of the education process and serves as an essential tool for determining students' academic progress. In teaching foreign languages, continuous and systematic assessment practices play a vital role in tracking student performance, measuring progress, and adjusting teaching approaches accordingly.

Several key directions of assessment exist in foreign language teaching

Formative assessment involves the continuous monitoring of students' learning, identifying areas for improvement, and providing feedback to enhance the learning process.

Summative assessment evaluates students' overall performance at the end of a course or specific period.

Performance-based assessment measures students' ability to use the language in real-life situations, such as through role-playing, presentations, or conversations.

Objective-based assessment focuses on evaluating specific skills like grammar, vocabulary, or pronunciation.

Testing Process in teaching Foreign Languages and Assessment Methods

During the testing process of foreign language teaching, employing a variety of assessment methods is essential. To evaluate how students are building their knowledge of a foreign language, the following methods can be applied:

1. Tests: Used to assess grammar, vocabulary, and comprehension skills.

2. Oral interviews: Applied to evaluate students' speaking and listening skills.

3. Written assignments: Designed to assess grammar, vocabulary, sentence structure, and style.

Importance of Assessment and Testing Process

Assessment in foreign language teaching integrates the learning and teaching process, improving both student outcomes and teaching methods. Regular diagnostic tests provide instructors with insights into students' abilities, enabling them to tailor lesson plans effectively.

To ensure effective diagnostic testing, certain practices can be helpful:

- Avoid assigning grades to reduce students' fear of failure and encourage genuine participation.
- Conduct tests monthly and adjust the curriculum based on the results.
- Use terms like "grammar exercises" or "comprehension activities" instead of "tests" to make the process less intimidating.

Conclusion. This study concludes by emphasizing the value of language assessment in English instruction and acquisition. Informal, formal, formative, summative, performance-based, achievement, diagnostic, placement, proficiency, and aptitude tests are among the sorts of assessments it looks at. By being aware of these kinds, educators can better adapt their teaching strategies to the requirements of their pupils, creating a positive learning environment and improving student performance.

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DEVELOPING RUBRICS FOR ASSESSING LEXICAL COMPETENCE IN PRIMARY SCHOOL LEARNERS

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Abstract. *Assessing lexical competence in primary school learners is essential for their language development. Lexical competence refers to the ability to recognize and use words effectively in different contexts. Traditional assessment methods, such as written tests or quizzes, may fail to capture the full extent of a student's vocabulary skills. This article explores the development and implementation of rubrics as an effective tool for assessing lexical competence in primary school learners. It highlights the benefits, challenges, and strategies for using rubrics to assess vocabulary knowledge and support vocabulary development.*

Keywords. *Lexical competence, Primary school learners, Vocabulary assessment, Rubrics, Language development*

Introduction. Language development is a crucial part of a child's educational journey, and vocabulary is the foundation of this development. In primary schools, ensuring that students acquire a strong lexical foundation is essential for their academic success. Lexical competence, which refers to a learner's knowledge and ability to use words effectively, plays a significant role in communication, reading comprehension, writing, and oral expression. However, traditional assessment methods, such as multiple-choice tests or vocabulary quizzes, often fail to fully capture a student's ability to apply words in meaningful contexts.

To address this gap, rubrics can be a highly effective tool for assessing lexical competence. Rubrics provide a clear, structured, and comprehensive framework for evaluating students' vocabulary skills, helping both teachers and students understand the expectations and criteria for success. This article explores how rubrics can be developed and used to assess lexical competence in primary school learners, offering a more complete and reliable assessment of vocabulary acquisition.

The Importance of Lexical Competence in Primary School

In primary education, lexical competence is fundamental because it influences various aspects of academic performance. Children must recognize words, understand their meanings, and apply them correctly in context. This ability forms the foundation for communication, reading comprehension, and writing proficiency. Lexical competence encompasses both word recognition—the ability to identify and understand words in context—and word usage—the ability to use words appropriately in different contexts such as discussions, written assignments, or storytelling.

Assessing lexical competence is therefore critical in ensuring that students are progressing in their language development. However, traditional methods such as fill-in-the-blank exercises or vocabulary lists can overlook the depth of a child's vocabulary knowledge, especially how well they can apply words in various

contexts. A rubric-based approach provides a more holistic and comprehensive method of assessment.

Benefits of Using Rubrics for Lexical Competence Assessment Rubrics offer several key benefits when it comes to assessing lexical competence in primary school learners:Rubrics provide clear, structured guidelines for both students and teachers. They outline the specific expectations for vocabulary usage, making assessment criteria transparent. This allows students to understand what is required to achieve success and helps teachers evaluate students in a consistent and objective manner. Traditional vocabulary assessments often focus on word recognition alone. However, rubrics assess not only the recognition of words but also their practical application. They evaluate how well students can use vocabulary in context, whether it's in writing tasks, group discussions, or oral presentations. This comprehensive evaluation provides a more accurate reflection of a student's lexical competence.

In conclusion, rubrics are an effective tool for assessing lexical competence in primary school learners. They provide a clear, structured, and comprehensive approach to evaluating vocabulary skills, offering benefits such as clarity, fairness, and actionable feedback. While there are challenges in developing and implementing rubrics, these are outweighed by the advantages of using rubrics in vocabulary assessment. By incorporating rubrics into their teaching practices, educators can more accurately assess and support students' language development, ensuring that they acquire the necessary vocabulary skills for academic success.

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USING DEBATES AND DISCUSSIONS TO ASSESS LEXICAL COMPETENCE IN HIGH SCHOOL REARNERS

https://zenodo.org/records/14875130

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Abstract. *This article explores the application of debates and discussions as innovative methods to assess lexical competence in high school learners. Lexical competence is essential for students to articulate thoughts effectively and engage in meaningful communication. The study analyzes how structured debates can provide a dynamic platform for students to apply vocabulary in contextual settings, promoting both learning and assessment.*

Keywords. *lexical competence, high school learners, debates, discussions, vocabulary assessment, language skills, critical thinking, collaborative learning, curriculum integration, educational methods.*

Introduction. In today's educational landscape, effective language acquisition is paramount, particularly for high school learners. As discussions and debates become integral components of the curriculum, enhancing students' vocabulary plays a crucial role in their overall communication skills. This

introduction explores the importance of vocabulary development in the context of fostering critical thinking and collaborative learning among students. By actively engaging in debates and discussions, learners not only improve their lexical competence but also build confidence in expressing their ideas and arguments. Moreover, integrating vocabulary assessment into collaborative scenarios enriches the learning experience and ensures that students grasp key concepts. This approach ultimately prepares them for real-world interactions and cultivates a deeper understanding of the language.

Main Part:

Debates and discussions are powerful tools for assessing lexical competence in high school learners. Engaging students in these activities facilitates the application of vocabulary in real-world contexts, allowing for a dynamic evaluation of their language skills.

1. Promoting Active Engagement

- Debates encourage students to articulate their thoughts, prompting the use of varied vocabulary. This active engagement helps assess their ability to utilize words in context.

2. Encouraging Critical Thinking

- Discussions foster critical thinking, as students must defend their viewpoints. This requires them to deploy a range of vocabulary effectively, showcasing their lexical range and depth.

3. Real-Time Assessment

- Teachers can assess lexical competence in real-time, observing how students use vocabulary spontaneously. This immediate feedback mechanism is invaluable for understanding student proficiency.

4. Peer Interaction

- Collaborative discussions allow learners to hear and adopt each other’s vocabulary usage, enriching their language learning experience and encouraging the use of new words in their own speech.

5. Structured Reflection

- After debates, structured reflection sessions enable learners to evaluate their vocabulary use and identify areas for improvement, fostering self-directed learning.

Incorporating debates and discussions into the curriculum not only assesses students' lexical competence but also enhances their overall communication skills, preparing them for their academic and professional futures.

The implementation of debates and discussions in assessing lexical competence yielded several notable results:

1. Improved Vocabulary Usage

- Students demonstrated a significant increase in the use of diverse vocabulary during debates. Pre- and post-assessments indicated a marked improvement in lexical variety, with learners employing more advanced words and phrases.

2. Enhanced Confidence

- Engaging in debates helped boost students' confidence in using English. Many expressed feeling more comfortable articulating their thoughts, which contributed to increased participation and enthusiasm in class discussions.

3. Peer Learning Effects

- Observations revealed that learners often adopted vocabulary used by peers during discussions, fostering a collaborative learning environment. This peer interaction led to a shared vocabulary pool that benefited all participants.

4. Critical Thinking Development

- Students showcased enhanced critical thinking skills. Analysis of arguments and counterarguments required them to use vocabulary more strategically, reinforcing their understanding of word meanings and contexts.

5. Positive Feedback on Learning Experience

- Surveys indicated that the majority of students enjoyed the debate format. They felt it was an effective method for vocabulary assessment, allowing them to relate language use to real-life contexts.

Overall, the use of debates and discussions proved to be a valuable approach in evaluating and enhancing lexical competence among high school learners.

Building on the initial conclusions, it's imperative to delve deeper into the broader implications of this approach.

Real-World Application. Engaging in debates prepares students for real-life discussions, where effective communication is pivotal. This increases their readiness for various social interactions and professional settings.

Skills Beyond Vocabulary. In addition to enhancing vocabulary, debates improve critical skills such as argumentation, persuasion, and listening, which are essential in achieving comprehensive communication competence.

Cultural Awareness. Discussions often incorporate diverse perspectives, promoting cultural awareness and sensitivity among students. This exposure broadens their understanding of language context and usage across different cultures.

Motivation and Engagement.The competitive and dynamic nature of debates naturally stimulates student interest, transforming vocabulary learning into an engaging challenge rather than a mundane task.

Conclusion. Long-Term Retention.The active application of vocabulary in debates aids in long-term retention, encouraging students to internalize new terms through usage and context. In conclusion, incorporating debates and discussions within educational frameworks not only enriches lexical competence but also fosters a holistic development of essential skills, preparing students for future challenges.

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USING TECHNOLOGY TO ENHANCE ASSESSMENT OF LEXICAL COMPETENCE IN PRIMARY SCHOOL LEARNERS

https://zenodo.org/records/14875158

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Abstract. *The article considers the issue of effective methods of teaching a foreign language in primary school. For students to better master vocabulary, phonetics, grammar, etc., teachers turn to various methods of teaching a foreign language. In this case, the game method of teaching a language is effective, when students are involved in interactive classes, better learn English, sometimes without realizing that they are learning. Given the positive impact of game technology, they should be included in the process of teaching children. This will allow students to learn independently, and teachers will only be guides in the learning process. When they learn through play, students think about the information that they retain in their memory, this makes them creators of knowledge, and not just repeaters of information.*

Keywords. *Primary school, teaching methods, teaching a foreign language, foreign language.*

Introduction. The primary school teacher has a huge responsibility, he must instill in the young student the desire to discover the world, and increase motivation to study a foreign language, which opens the door to a new culture, a new lifestyle and new social relationships. It is important to teach children to perceive information in the lesson as useful and necessary for a successful future, perhaps a future profession. Undoubtedly, the purpose of the lesson is not only to study grammar and expand vocabulary. The student must realize the importance of studying foreign languages and cultural characteristics of other countries. Of course, the purpose of the lesson is not only to learn grammar and expand vocabulary. The student should realize the importance of learning foreign languages and cultural characteristics of other countries. Different methods are used to teach a foreign language. Using the right teaching methods will help motivate both teachers and students. As teachers see their students improving, they become inspired by their teaching ideas. Once teachers become more motivated and enthusiastic about teaching their students, learning a foreign language becomes more enjoyable for students.

In elementary grades, foreign language teaching is often implemented in the form of reading adapted literature, doing written exercises in a notebook, listening, and working with pictures, cards, and illustrations. For a comprehensive assessment, monotonous tests and tests are usually used. It is worth noting that the use of such a method practically does not allow the student to develop oral speech: even with a conscious understanding and memorization of the basics of grammar and writing, difficulties may arise when trying to apply existing knowledge in a free conversation in a foreign language. To achieve effectiveness in the classroom, you can combine such a method, for example, with the communicative method. The main idea is not just memorizing grammar rules, but immersing the student in the language environment by studying literature in the original spelling, watching original cartoons, active work in pairs and mini-groups, and a large amount of speaking practice.

Listening is one of the important components of learning a foreign language. English grammar lessons will sparkle with new colours when audiobooks and podcasts are included in the lessons. The use of songs also helps students concentrate on the lessons - singing out loud, and listening to grammar examples is very fun and useful. Songs are easier to remember than regular texts. There are many fun, educational games for learning English - fillwords, crosswords, puzzles, rebuses, anagrams, etc. These activities help with grammar, and improve vocabulary and language skills. To motivate students, teachers use relevant, attractive content, and topics, and form an active vocabulary. Thus, a healthy, friendly atmosphere is undoubtedly maintained in the classroom, which contributes to the implementation of creative tasks, and interaction with each other and with the teacher. Children responsibly complete the proposed tasks, and their language barrier and fears associated with communication in English disappear.

Conclusion. The methodology of teaching a foreign language to pupils in primary school should be based on some principles: learning through communication and interaction with people; the most individual approach to pupils; interesting, useful, relevant information as the basis of the lesson; increasing motivation for learning the language; integrating a foreign language with other subjects. Children of primary school age respond well to interactive lessons that stimulate imagination and creativity: they are ready to try something new and want to enjoy their learning in a familiar environment where they are comfortable speaking. This age group is ready and able to master new languages, and the benefits of learning a foreign language in primary school are many. Primary school students are more likely to learn how to work in a group and establish friendly relationships with their peers.

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USING AUTHENTIC MATERIALS TO ASSESS SOCIO CULTURAL COMPETENCE IN MIDDLE SCHOOL LEARNERS

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Abstract. *This article the formation of Base life competencies in the article is relevant the fact that it is a socio-pedagogical problem, the concepts of "competence", "competence" , their composition, various approaches to these concepts, competencies and the role competency holds in an individual's comb is described. Many educators and the approaches of psychologists have been analyzed. As a result of these analyzes, scientific views are explained was. Accordingly, this article is about pedagogical scientists, teachers, program and textbook it serves as a programmatic for its authors, researchers.*

Key words*. competence, competence, personality development, educational process, knowledge, competence, competence, base life competence, competence in science.*

Introduction. Today, the organization of education on the basis of a competency approach, the teacher as well as the formation and regular development of students ' competencies enters into the pressing issues of pedagogy. Competence-for students to function effectively in a particular field social demand pre-imposed on educational preparation. Competency is polynomial

in that there are several interpretations. Competency has appropriate competencies from the readermeans being.

Main part. Competencies formed in students are creative, that is, creative creativity having character, it motivates them to regular activity. To the order of such competencies communicative, working with information, self-development, socio-emotional and citizenship can be included. Experience using competencies in students particular attention should be paid to the formation. For this, study programs, textbooks, training design of applications on the basis of a competency approach, by teachers selectable secondary projects that serve to generate competencies include introduction of educational materials, educational assignments, development of digital didactic tools from the same point of view, the approach is gaining special relevance. Moreover, as proposed by Widdowson (1978) language learning and usage surpasses sentence production as the cornerstone of communication, attaching great importance to the effectiveness of communicative acts, a theory proposed by Langshaw in 1962, defining them as units of communication that enable people to perform actions through language. Accordingly, the application of original materials in foreign language learning processes to promote students' implicit acquisition of grammar is pivotal for learners to internalize grammatical structures that empower them to produce communicative acts with both adequate language and appropriate pragmatic content in order to make interactions meaningful for them and their interlocutors.

Conclusion. Analysis of the sources shows that to date, "competence" and there is no single approach describing the concept of' competence". Competencies the relevance of competence in understanding and description to the person receiving education, knowledge, the view that skills, although a product of qualifications, are not part of it was previously being pushed. In this context, when approached competence is a component of educational content is. They are: state educational standards; preparation of students of the graduating class requirements for the level; of a person representing a set of knowledge, skills, qualifications those who

provide their preparation, which are included in their personal experience, are relevant to them consists of norms. Competency, on the other hand, meant the possession of competencies, and the student's personal attitude to the acquisition of knowledge, skills, qualifications, realistic education includes levels.

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THE IMPACT OF LANGUAGE CONTACT ON ASSESSING SOCIOLINGUISTIC COMPETENCE IN PRIMARY SCHOOL LEARNERS

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Abstract. *This article examines how language contact impacts the development and evaluation of sociolinguistic competence in primary school students. Sociolinguistic competence refers to the ability to use language effectively in various social contexts, considering factors like register, etiquette, and cultural norms. In multilingual environments, frequent exposure to diverse languages and*

dialects through peers, family, or community interactions fosters practical language skills and cultural understanding. Assessing this competence requires culturally sensitive tools that reflect diverse language use. The research emphasizes promoting positive attitudes toward linguistic diversity in schools to enhance communication skills, highlighting the dual effects of language contact on sociolinguistic development. It calls for further research into inclusive teaching practices that utilize students' linguistic resources for equitable outcomes.

Key words. *Language Contact,Sociolinguistic Competence, Bilingualism,Code-Switching,Language Acquisition,Multilingualism*

Introduction. Language contact in multilingual and multicultural communities significantly impacts communication and sociolinguistic skills, especially for elementary school students in the early stages of language and cognitive development. Sociolinguistic competence, the ability to use language appropriately in various social contexts, is crucial for effective communication. Exposure to multiple languages expands students' linguistic repertoires and influences their understanding of social interactions and cultural norms. However, evaluating sociolinguistic proficiency is challenging due to differences in pragmatic skills, code-switching, and intercultural communication. Conventional assessment methods may not fully capture these dynamic processes. This paper explores the influence of language contact on sociolinguistic development and suggests creative, context-aware assessment methods to better support students in multilingual environments.

Main part. The Effect of Language Contact on Evaluating Primary School Students' Sociolinguistic Proficiency The interaction between speakers of various languages, or language contact, has a big impact on sociolinguistic competence, which is essential for comprehending and applying language correctly in a variety of situations. Important insights into this topic are offered by researchers such as Andy Tri Nguyen, Oanh Nguyen, Rod Ellis, Yusupova, Stephen Bahry, Gulomova,Nayimova, and Tursunovich. Impact of Linguistic Engagement Interactions between Uzbek, Russian, and English expose students to a variety of

linguistic norms in multilingual settings such as Uzbekistan. Gulomova and Nayimova point out that this kind of exposure encourages flexibility in speech patterns, such as switching between formal and informal registers. Ellis emphasizes that meaningful exposure improves comprehension of pragmatic norms like as taking turns and being courteous, while Yusupova promotes the use of culturally relevant scenarios to increase learners' awareness of language use. Difficulties with Assessment Sociolinguistic competence assessment is difficult since it relies on contextual knowledge. In order to assess students' proficiency in navigating social dynamics, Lviv M.R. and Andy Tri Nguyen recommend using activities that mimic real-world interactions, such role-playing. According to Tursunovich, localized tools are necessary in Uzbekistan to represent certain sociolinguistic settings, such as appropriately switching between Uzbek and Russian. Methods of Teaching Oanh Nguyen and Andy Tri Nguyen suggest strategies like role-playing and peer engagement to enhance learners' sociolinguistic skills. The integration of cultural information, including colloquial expressions and conversational norms, is emphasized by Yusupova and Nayimova. Tursunovich emphasizes the use of storytelling and folklore as powerful tools for imparting cultural nuances and keeping pupils interested. Foundations of Research The Nguyen pair's study on intercultural competency and Ellis's work on interlanguage pragmatics emphasize the value of exposure and context-rich settings. According to Stephen Bahry's research on bilingual education in Uzbekistan, language contact enhances linguistic and cultural comprehension and equips students for interactions in the real world. This data emphasizes how creative, context-aware methods are required to develop and evaluate sociolinguistic proficiency in multilingual environments.

Conclusion. The evaluation of sociolinguistic proficiency in primary school pupils is influenced by language contact, emphasizing the connection between language acquisition, cultural assimilation, and linguistic variety. Students that are multilingual have better sociolinguistic awareness and social flexibility. However,

the intricacy of abilities acquired through multilingual encounters is frequently not captured by standard methods. In order to guarantee accurate and equitable evaluations, dynamic, culturally responsive tests are necessary. Prioritizing linguistic diversity as an asset rather than a hindrance enhances students' sociolinguistic growth and gets them ready for a world that is becoming more interconnected by the day.

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UTILIZING MULTIMEDIA TOOLS TO DEVELOP AND EVALUATE SOCIOLINGUISTIC SKILLS IN PRIMARY EDUCATION

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Abstract. *Sociolinguistic competence is the ability to use language effectively and appropriately in various social contexts. This paper explores the role of multimedia tools in fostering and assessing sociolinguistic skills among primary school learners. By employing audio, video, and interactive resources, students can engage with language in real-life social situations, enhancing their communication abilities. This approach not only strengthens their linguistic capabilities but also promotes cultural awareness and adaptability in diverse settings.*

Keywords. *Sociolinguistic competence, multimedia tools, primary education, interactive learning, video materials, audio resources, cultural adaptation, assessment methods.*

Introduction. Sociolinguistic competence plays a vital role in primary education by enabling students to adapt their language use to various social scenarios. This competence encompasses not only grammatical accuracy but also the ability to navigate cultural norms and interpersonal dynamics through language. Modern educational technologies, particularly multimedia tools, have emerged as effective means to teach and evaluate this crucial skill. This paper examines how multimedia resources can be utilized to develop sociolinguistic competence and assess students' abilities in this area through engaging, context-driven methods.

Multimedia tools, which integrate text, audio, video, animations and interactive applications, are increasingly recognized for their effectiveness in language education. For instance, video materials provide students with examples of how language is used in different social situations, illustrating variations in tone,

politeness, and cultural norms. Activities like negotiating in a market, conversing with a teacher, or chatting with friends allow learners to explore language use across formal and informal settings. These experiences help students understand not only what to say but also how and why certain language forms are used in specific contexts.Effective methods for evaluating and measuring progress: Traditional assessments, which often focus on grammar and vocabulary, do not adequately capture the nuances of sociolinguistic competence. Multimedia tools offer a more comprehensive approach, allowing educators to evaluate students' abilities to adjust their language based on social context. Examples include:

Video-Based Evaluations: Students watch videos depicting social interactions and are asked to respond appropriately, demonstrating their understanding of language registers and politeness. Interactive Simulations: Online platforms create scenarios where students must navigate conversations, adapting their tone and word choice according to the situation.Integrating multimedia tools aligns with modern pedagogical trends that emphasize active, student-centered learning. These tools not only make learning mor engaging but also encourage students to think critically about their language use in real-world contexts. Mobile apps, online resources, and virtual platforms provide learners with the flexibility to practice sociolinguistic skills independently, fostering both competence and confidence.

Conclusion. The use of multimedia tools in teaching and assessing sociolinguistic competence offers a dynamic, effective approach to language learning in primary education. These resources prepare students to communicate appropriately in diverse social settings, enhancing their linguistic abilities and cultural sensitivity. By integrating such tools, educators can create an inclusive and interactive learning environment that equips students for meaningful interactions in an increasingly globalized world.

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THE IMPACT OF LEXICAL CHUNKS ON EVALUATING LEXICAL COMPETENCE IN PRIMARY SCHOOL LEARNERS

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Abstract. *For primary school students in particular, lexical competence is essential to language learning. This study looks at how lexical chunks—predefined word groups that are frequently used together—help young learners improve and evaluate their lexical competency. Lexical chunks can increase communication accuracy and fluency and provide useful resources for language development. This study examines the advantages of employing lexical chunks in evaluations, useful implementation techniques, and potential difficulties teachers may encounter. The results show that incorporating lexical chunks into instruction and evaluation improves students' capacity for contextual and natural language use.*

Keywords. *Lexical chunks, Lexical competence, Primary school learners, Vocabulary assessment, Language acquisition, Chunk-based learning.*

Introduction. Communication as such is not restricted to the knowledge of words only, but it entails comprehension of the structural integration of the words. For primary school learners the act of acquiring a lexical competence begins not in the ability to recognize and recall single concepts but rather to use then contextually and effortlessly. The more specialists have worked on expansion of context-based language competence of individual students and classes in general. Lexical phrases tend to be far more useful in that they offer a great deal of ready made expressions for learners. More importantly, such assessment emphasizes the use of the chunks in context rather than rote learning of isolated phrases or expressions. The Role of Lexical Chunks in Language Development in simple terms, information overload occurs because learning or putting together a language relies on lexical chunks, and these chunks, in turn, make it difficulty people from thinking through the whole communication process, this include the main focus which is speaking in the target language. Most importantly, they are of great support to primary school learners in the sense that they:

1. Aid in fluency: Chunks helps to lessen fears and boosts speaking and writing confidence.

2. Support contextual learning: Chunks are learned as a one single piece that already contains embedded grammar along with meaning.

3. Encase vocabulary retention: Chunks can be better recalled than stand-alone words due to their repetitive usage in context.

In assessments, evaluating a learner’s ability to recognize, recall, and apply lexical chunks offers insights into their linguistic competence and readiness to use language in real-life situations.

Benefits of Lexical Chunk-Based Assessments:

1. Practical Language Use: Testing with lexical chunks shifts the focus from isolated word knowledge to practical, real-world communication skills.

2. Contextual Understanding: By using phrases in specific contexts, learners demonstrate their understanding of meaning, grammar, and usage simultaneously.

3. Enhanced Engagement: Sentence completion and storytelling with lexical chunks engage and motivate primary learners.

Assessment Methods Involving Lexical Chunks:

Several tasks can be used to evaluate lexical competence through chunks:

1. Chunk Recognition: Learners identify or underline lexical chunks in sentences. This assesses their ability to recognize common word patterns.

2. Gap-Fill Exercises: Learners complete sentences by inserting appropriate chunks. This tests their recall and contextual understanding.

3. Speaking Activities: Learners create short dialogues or describe situations using pre-taught lexical chunks. This evaluates their ability to use chunks fluently in communication.

Challenges in Lexical Chunk-Based Assessments: Cultural and Contextual Relevance: Lexical chunks often vary by language and culture. Teachers must ensure the chunks chosen are familiar and appropriate for learners. Standardization: Scoring chunk-based assessments requires clear criteria to ensure consistency and fairness. Chunk Dependency: Overemphasis on chunks may limit learners' ability to construct sentences independently. A balanced approach is necessary.

Conclusion. Lexical chunks are powerful tools for assessing and enhancing lexical competence in primary school learners. By incorporating chunks into assessment practices, educators can evaluate learners' ability to use vocabulary in meaningful and practical ways. While challenges exist, careful planning and culturally relevant materials can mitigate these issues, making chunk-based assessments an effective strategy for fostering language development.

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THE USE OF TECHNOLOGY TO ENHANCE THE EVALUATION OF LEXICAL COMPETENCE IN MIDDLE SCHOOL LEARNERS

https://zenodo.org/records/14875592

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Abstract. *Evaluating middle school students' lexical competence is vital for understanding their language development and academic performance. Traditional assessments, like paper tests and oral exams, are often time-consuming and limited. This article explores how technology enhances vocabulary evaluation through digital platforms, adaptive testing, and gamification.*

Keywords. *Technology, lexical competence, middle school, vocabulary assessment, adaptive testing, gamification, digital platforms.*

Introduction. Lexical competence, defined as the knowledge and ability to understand, use, and manipulate words in various contexts, is a fundamental component of language proficiency. For middle school learners, developing a robust vocabulary is not only essential for academic success but also for effective communication and cognitive development. In traditional educational settings, the

evaluation of lexical competence often relies on methods such as standardized tests, spelling quizzes, and oral assessments. While these methods have been the cornerstone of vocabulary evaluation for decades, they have notable limitations.

Digital Platforms for Vocabulary Assessment

The rise of digital platforms in education has revolutionized how lexical competence is assessed. Websites and apps designed for language learning—such as Quizlet, Memrise, and Vocabulary.com—offer interactive tools for building and testing vocabulary. These platforms often incorporate a wide variety of word-related exercises, including matching, definition quizzes, and context-based questions. The use of multimedia (e.g., audio, visuals, and videos) enhances understanding, particularly for students with different learning preferences. For example, Quizlet allows teachers to create custom vocabulary sets that students can review through flashcards, practice tests, and games. The platform tracks individual progress, providing immediate feedback and highlighting areas for improvement.

Adaptive Testing Systems

Another powerful technological tool in lexical competence evaluation is adaptive testing. Unlike traditional fixed-item assessments, adaptive tests adjust the difficulty of questions based on the student's performance. This dynamic approach helps to more accurately gauge a student's lexical ability by presenting items that are appropriately challenging. The primary advantage of adaptive testing is its ability to personalize assessments. It not only reduces the likelihood of students encountering questions that are too easy or too difficult, but it also provides educators with more precise data regarding a student's current vocabulary level.

Gamification and Interactive Learning Tools

Gamification is another exciting technological trend that enhances lexical competence assessment. By embedding vocabulary learning into game-like environments, educators can increase student engagement and motivation. Tools like Kahoot!, Quizizz, and Blooket have become popular for conducting live

quizzes that make vocabulary tests more interactive and fun. Gamified assessments can be used for formative assessments, providing immediate feedback that helps students understand their progress.

Conclusion. The integration of technology in evaluating lexical competence has transformed traditional assessment methods, offering more engaging, personalized, and efficient approaches. Digital platforms provide versatile tools for vocabulary practice, adaptive testing systems deliver tailored assessments, and gamification increases student motivation and enjoyment. Together, these innovations support middle school learners in developing a robust vocabulary while giving educators actionable insights to guide instruction. As technology continues to advance, its role in enhancing lexical competence evaluation will only grow, paving the way for more dynamic and effective educational experiences.

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DESIGNING VOCABULARY-BASED ASSESSMENTS FOR MIDDLE SCHOOL LEARNERS

https://zenodo.org/records/14875606

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Abstract. *This article explores the implementation of adaptable vocabulary activities within middle school academic settings, emphasizing their role in facilitating language development and enhancing the overall educational experience. By incorporating engaging and socially interactive learning strategies, educators can create a dynamic classroom environment that promotes exploration and growth among students.*

Keywords. *Vocabulary, English-Language Learners (ELLs), Vocabulary Assessment, Language Workshop, Instructional Strategies, After-School Program.*

Introduction. Vocabulary development is a fundamental component of language learning, serving as the foundation for effective communication and academic success. For middle school learners, typically aged 11–14, the acquisition and mastery of vocabulary are critical as they transition from basic to more advanced language use. This stage is marked by increased cognitive maturity, enabling learners to engage with abstract concepts and complex linguistic structures. However, assessing vocabulary knowledge in this age group presents unique challenges. Traditional testing methods may fail to capture the depth and breadth of learners' lexical abilities, while standardized tests often overlook individual differences in learning styles and cultural contexts. As such, designing effective vocabulary-based assessments requires a nuanced understanding of both pedagogical principles and the developmental characteristics of middle school learners. This article explores the theoretical and practical dimensions of vocabulary assessment design for middle school students.

Music Puzzlers

One notable activity, "Music Puzzlers," utilized students' favorite songs to encourage discussion using target vocabulary words. Students interpreted song meanings, expressed their likes or dislikes with specific details, and compared songs, thus personalizing word meanings in a context they enjoyed. Another effective strategy was the "Matching Games," which fostered peer interaction and motivation. Students participated in matching activities that involved target words, definitions, and sentences, allowing them to revisit vocabulary in varied contexts. Variations of the game included silent group formations and cards taped to students' backs, promoting collaboration while reinforcing word meanings through repeated exposure. Follow-up activities enhanced the matching games by helping students further personalize word meanings. Groups created skits, drew pictures, or wrote sentences related to the target words, then presented their work for others to guess the words. Speed gallery walking allowed students to engage with each other’s creations actively.

Dice Games

"Dice Games" incorporated large dice with target words and tasks like writing sentences or drawing pictures. This interactive format encouraged active processing and personalization of vocabulary as students rolled the dice and collaborated in small groups to complete assigned tasks. Overall, these activities not only supported vocabulary acquisition through repeated exposure but also catered to adolescents' social needs by fostering collaboration and engagement, making the learning process enjoyable and effective. The activities highlighted not only promote vocabulary acquisition but also foster deeper understanding and application of academic words across various content areas. By adapting these strategies to different subjects, educators can create a rich learning environment that encourages students to explore and connect concepts meaningfully. Using these activities as introductory or review tools allows for flexibility in the curriculum. For instance, at the beginning of a unit, students can engage with new vocabulary through music or matching games, setting a foundation for their

learning. Conversely, during review sessions, these activities can reinforce previously learned words, ensuring retention and mastery. As Stahl (2016) emphasizes, vocabulary knowledge extends beyond mere definitions; it involves understanding how words relate to real-world contexts. Activities that require students to apply vocabulary in creative ways such as through skits, drawings, or collaborative discussions help solidify this understanding. This approach not only enhances comprehension but also encourages critical thinking and creativity.

In summary, integrating these adaptable vocabulary activities into various academic settings not only supports language development but also enriches the overall educational experience for middle school students. By making learning enjoyable and socially interactive, educators can foster a positive classroom environment that encourages exploration and growth.

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ASSESSING AND EVALUATING FOREIGN LANGUAGE DEVELOPMENT IN PRIMARY SCHOOL LEARNERS

https://zenodo.org/records/14875617

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Abstract. *This article focuses on assessing evaluating foreign language development in primary school learners, emphasizing the importance of age-appropriate tools and methods. Effective assessment strategies, such as formative and summative evaluations, play a key role in monitoring language acquisition, identifying challenges, and improving instructional approaches. Observation, portfolio-based assessments, and oral tasks are particularly effective for young learners, as they align with their developmental needs. Additionally, integrating cultural and interactive elements fosters motivation and a deeper connection to the target language.*

Keywords. *Foreign Language Development, Primary School Learners, Language Assessment, Formative Assessment, Summative Assessment, Language Acquisition, Young Learners.*

Introduction. Foreign language learning at the primary school level serves as the foundation for lifelong language acquisition. Assessing and evaluating young learners' progress requires strategies that are developmentally appropriate, engaging, and effective. Methods of assessment in foreign language development for primary school learners include formative, summative, diagnostic, dynamic, and peer/self-assessment approaches.

Formative assessment is an ongoing process that tracks learners' progress during lessons and includes tools like observation, portfolio assessment, classroom activities, and self-assessment. It allows teachers to provide immediate feedback and adjust teaching strategies to address learning gaps. Examples include oral exams, written tests, and project-based tasks, which evaluate cumulative learning

outcomes. Diagnostic assessment is used at the start of a course or unit to identify learners' existing knowledge, strengths, and areas needing improvement. It helps teachers plan targeted lessons by using tools such as oral questioning, vocabulary tasks, or listening exercises. Dynamic assessment focuses on how learners improve when guided, using prompts and scaffolding to support tasks, aligning with Vygotsky's Zone of Proximal Development. Finally, peer and self-assessment encourage learners to evaluate their own or classmates' work through simple tools like checklists, smiley charts, or basic feedback forms.

Formative assessment is an ongoing process used to monitor learners' progress during lessons and provide immediate feedback. Examples of Formative Assessment:

- Observation: Teachers observe students' participation, language use, and comprehension during activities like storytelling, group discussions, or role-plays.
- Portfolio Assessment: A collection of learners' work over time (e.g., drawings, short sentences, recordings) that showcases their progress.
- Self-Assessment: Simple tools like smiley charts or "I can" statements allow learners to reflect on their progress.

Diagnostic assessment occurs at the beginning of a course or learning unit. It helps identify learners' existing knowledge, strengths, and areas for development. Examples of Diagnostic Assessment:

- Simple oral questioning to check prior knowledge of vocabulary or structures.
- Listening to short dialogues and identifying key words.
- Vocabulary recognition tasks using flashcards or images.

Advantages of diagnostic assessment are that it helps teachers plan lessons based on learners' needs, ensures appropriate placement of learner

Dynamic assessment integrates teaching and evaluation, focusing on how learners improve with guided support. This approach is influenced by Vygotsky's

Zone of Proximal Development (ZPD). Examples of Dynamic Assessment: Providing prompts or scaffolding while learners complete language tasks.

Young learners can also benefit from assessing themselves or their peers in a simplified manner. Examples of Peer and Self-Assessment: Students rating each other's presentations or reading aloud using simple criteria like "good," "needs help," or "well done."

Conclusion. A balanced combination of formative, summative, diagnostic, dynamic, and peer/self-assessment methods ensures comprehensive evaluation of young learners' foreign language development. These methods not only measure progress but also engage students, foster confidence, and provide valuable feedback for future learning. By tailoring assessments to learners' needs, teachers can create a supportive environment that promotes successful language acquisition.

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USING COLLABORATIVE TASKS TO ASSESS LEXICAL COMPETENCE IN MIDDLE SCHOOL LEARNERS

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Abstract. *Assessing lexical competence in middle school students is crucial for their language development, yet traditional assessment methods may not fully capture their vocabulary skills. Collaborative tasks, where students work together, offer an engaging and dynamic alternative. This article explores the benefits, strategies for implementation, and challenges associated with using collaborative tasks to evaluate vocabulary knowledge in middle school learners. The findings suggest that such tasks can enhance language development and provide valuable insights into students' lexical competence.*

Keywords. *Collaborative tasks, Lexical competence, Middle school learners, Vocabulary, Language assessment, Peer learning*

Introduction. Language development during middle school is vital for academic success, with lexical competence—the knowledge and use of words—playing a significant role in effective communication. Traditional assessments, such as written tests or individual quizzes, may not adequately evaluate students' vocabulary skills. Collaborative tasks create a more interactive and comprehensive assessment method that engages students in meaningful dialogue and peer interaction.

The role of lexical competence in middle language learning

Lexical competence is a key component of language proficiency, especially during the middle school years. It involves not only knowing word meanings but also using them appropriately in various contexts. For middle school learners, this competence includes:

Word Recognition: The ability to identify and understand words in both oral and written forms.

Word Use: The capability to employ vocabulary in discussions, writing, and presentations.

As students encounter vocabulary in diverse contexts, assessments should evaluate not only recognition but also the practical application of vocabulary in collaborative settings.

Benefits of collaborative tasks:

Collaborative tasks offer numerous advantages for assessing lexical competence in middle school learners:

Engagement and Motivation: Students are often more motivated to participate in group activities than in traditional assessments. Working together fosters a sense of community and shared purpose.

Contextual Learning: Collaborative tasks provide real-world contexts for vocabulary use. Group discussions or projects allow students to apply vocabulary in meaningful ways.

Peer Learning: Students can learn from each other, clarifying misunderstandings and reinforcing their knowledge through collaboration. This social interaction is beneficial for vocabulary retention.

Types of collaborative assessment tasks

Several collaborative tasks can effectively evaluate lexical competence:

Group Discussions: Students engage in guided discussions on a specific topic, using targeted vocabulary. Teachers can assess their ability to use words in context and encourage dialogue among peers.

Collaborative Projects: Students work together on a project that requires them to use specific vocabulary. This might include creating presentations, posters, or reports that incorporate relevant terms.

Peer Teaching: In this task, students teach a vocabulary concept to their peers. This reinforces their understanding and allows teachers to assess their ability to explain and contextualize vocabulary.

Challenges of collaborative tasks:

While collaborative tasks are beneficial, educators must consider potential challenges:

Group Dynamics: Variability in group participation can affect assessment outcomes. Some students may dominate discussions, while others may remain passive.

Assessment Consistency: Establishing clear criteria for assessing collaborative tasks is essential to ensure fairness and reliability. Rubrics should define expectations for participation, vocabulary use, and overall contribution.

Cultural Considerations: It is important to ensure that collaborative tasks are culturally relevant and inclusive, allowing all students to participate meaningfully.

Conclusion. Collaborative tasks are a valuable for assessing lexical competence in middle school learners. These tasks foster contextually rich interactions, and peer learning, making vocabulary assessment more dynamic. While challenges exist, they can be addressed with thoughtful planning and clear guidelines. Ultimately, leveraging collaborative tasks can enhance language development and students' lexical competence.

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DESIGNING VOCABULARY-BASED ASSESSMENTS FOR PRIMARY SCHOOL LEARNERS

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Abstract. *Effective vocabulary assessment in primary school learners is crucial for language acquisition and academic success. Traditional evaluation methods, such as written tests, often fail to capture the full range of vocabulary skills in young children. This article explores innovative vocabulary-based assessment strategies that prioritize engagement, accessibility, and contextual understanding. By examining various assessment types and discussing the benefits and challenges associated with them, this paper aims to provide educators with practical tools for enhancing vocabulary assessments in early education.*

Keywords. *Vocabulary assessment, Primary education, Lexical development, Early childhood education, Visual learning, Engagement*

Introduction. Vocabulary development is a foundational element of language learning, influencing children's ability to communicate effectively and succeed academically. Traditional assessment methods, such as written tests and oral quizzes, may not adequately reflect the vocabulary competence of primary school learners, particularly those still developing literacy skills. Consequently, educators are increasingly turning to more interactive and engaging assessment methods that provide a holistic view of a child's vocabulary capabilities.

The Importance of Vocabulary in Early Language Learning. Vocabulary is critical for language proficiency, encompassing not only word recognition but also the ability to use words appropriately in context. Key aspects of vocabulary competence include:

Word Recognition: The ability to identify and understand words in both oral and written forms.

Contextual Usage: The ability to apply vocabulary in meaningful contexts, which enhances comprehension and communication skills.

Given the developmental stage of primary learners, assessments should focus on both recognition and contextual application. This approach is where vocabulary-based assessments become particularly valuable.

Benefits of Vocabulary-Based Assessments

Implementing vocabulary-based assessments offers numerous advantages, particularly for younger learners:

Engagement: Interactive tasks that utilize visuals or hands-on activities are more likely to capture the attention of young learners compared to traditional text-based assessments (Harris & Graham, 2015).

Contextual Understanding: Assessments featuring real-life scenarios or visual stimuli help students connect vocabulary to their experiences, promoting deeper understanding (Baker et al., 2018).

Inclusivity: Vocabulary assessments that incorporate diverse linguistic and cultural contexts make learning more accessible for all students, regardless of their background (López & Tellez, 2019).

Types of Vocabulary-Based Assessment Tasks. Several innovative tasks can be designed to evaluate vocabulary competence effectively:

1. Visual Word Associations: Students match words with relevant images, reinforcing their understanding of vocabulary through visual context.

2. Interactive Storytelling: Learners create narratives using a set of images, allowing educators to assess not only vocabulary recall but also the ability to construct coherent stories (Biemiller, 2017).

3. Role-Playing Activities: By simulating real-life situations, students can demonstrate their vocabulary skills in context, enhancing their communication abilities.

Challenges of Vocabulary-Based Assessments

While vocabulary-based assessments present significant benefits, they also pose challenges that educators must navigate:

Cultural Sensitivity: It is essential to ensure that the visuals and contexts used in assessments are culturally relevant to all students to avoid confusion or misinterpretation (Wong et al., 2021).

Standardization: Developing clear guidelines for assessment tasks is vital to ensure consistency and reliability in evaluation (McKeown & Beck, 2013).

Conclusion. Vocabulary-based assessments represent a promising approach for evaluating lexical competence in primary school learners. By focusing on engagement, contextual understanding, and inclusivity, these assessments provide a comprehensive view of students' vocabulary skills. While challenges exist, careful planning and consideration can help educators implement effective vocabulary assessments that support language development and academic success.

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THE IMPACT OF CULTURAL AND LINGUISTIC DIVERSITY ON ASSESSING DISCOURSE COMPETENCE IN HIGH SCHOOL LEARNERS

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Abstract. *Classrooms are getting more culturally and linguistically varied in today's environment of growing globalization. Students in high school frequently have diverse origins, which contributes to their distinct viewpoints and communication preferences. Although this diversity enhances the educational setting, it also makes evaluating discourse competency more difficult. A key component of students' academic and social success is discourse competence, or the capacity to use language in a variety of social circumstances in an appropriate and successful manner. Nonetheless, language and cultural variety may affect how pupils exhibit this proficiency, necessitating that teachers modify their evaluation strategies.*

Keywords. *Discourse Competence, effective communication, challenges in assessment , linguistic diversity , multicultural society.*

Introduction. Comprehending Discourse Competence Using cohesive and coherent language to concepts, negotiate meaning, and engage in diverse contexts is a key component of discourse competency. It includes a variety of abilities, such as the use of grammar, pragmatics, vocabulary, and the capacity to modify speech for various audiences. Building discourse competency in high school students is crucial for both academic achievement and successful communication in a heterogeneous society. Cultural Diversity's Function Language use, including tone, gestures, and conversational techniques, is influenced by cultural conventions. For instance, whilst directness and assertiveness are valued in some cultures, indirect communication and politeness are valued in others. These variations may have an

impact on how students approach debates, participate in class discussions, or read nonverbal clues.

Teachers must take these cultural differences into account while evaluating discourse competency in order to prevent making incorrect assessments of a student's aptitudes based on strange conventions. Linguistic Diversity's Function Another level of complication is introduced by linguistic diversity. Even if they have excellent discourse competency in their mother tongue, high school students who are not native speakers of the language used in the classroom may find it difficult to articulate their thoughts clearly. Accents, restricted vocabulary, or code-switching can all be misinterpreted as signs of incompetence. Assessments that are effective should take these things into consideration and view students' multilingualism as a strength rather than a weakness.

Challenges in assessment

1. Employ Authentic activities: Evaluate students using authentic activities that allow them to exhibit discourse competency in relevant circumstances, such as group discussions, presentations, or cooperative project

2. Include Multicultural Content: To make tests more equitable and approachable, include subjects and examples from many cultures.

3. Offer Scaffolding: To assist linguistically varied pupils in expressing their thoughts, provide them with visual aids, glossaries, or sentence starters.

4. Put Growth First: Evaluate development over time rather than making snap judgments based on a single performance.

5. Train Teachers: Give educators professional development so they can appreciate and acknowledge language and cultural variety in communication techniques.

In conclusion Diversity in language and culture enhances the classroom but makes it more difficult to evaluate high school students' discourse proficiency. Teachers can guarantee impartial and efficient assessments by implementing inclusive practices and appreciating each student's distinct contributions.

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USING SELF-ASSESMENT AND PEERRASSESSMENT TO EVALUATE DISCOURSECOMPETENCE IN MIDDLE SCHOOLLARNERS

https://zenodo.org/records/14875646

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Abstract. *Discourse competence, the ability to effectively communicate through spoken and written language, is increasingly essential in today's educational settings. This article explores the integration of self-assessment and peer assessment as tools to evaluate discourse competence among middle school learners. By fostering an environment of self-reflection, collaboration, and critical engagement, educators can cultivate confident communicators. This paper discusses practical methods for implementing hese assessments and highlights the benefits of this dual approach in enhancing students' discourse skills.*

Key words*. Discourse Competence, Self-Assessment, Peer Assessment, Middle School Learners, Communication Skills, Education*

Introduction. In the evolving landscape of education, effective communication skills are paramount forstudent success. Discourse competence encompasses not only linguistic abilities but also thecapacity to construct coherent and persuasive messages in both written and spoken forms. As middle school learners navigate their social environments and academic challenges, the integration of self-assessment and peer assessment can significantly bolster their communication skills. This article highlights the importance of these assessment strategies, outlines practical implementation methods, and discusses the cumulative benefits for learners.

Understanding Discourse Competence

Discourse competence includes various components such as coherence, cohesion, and effective engagement with different audiences. For middle school students, who are in a formative stage of personal and social identity development, mastering discourse competence is critical as they articulate their thoughts and opinions.

The Role of Self-Assessment

Self-assessment fosters a sense of ownership in students' learning journeys. Several effective methods for implementing self-assessment include: 1. Reflection Journals: Maintaining reflection journals allows students to articulate their experiences and feelings about their discourse performance in various settings. This practice promotes critical reflection, enabling students to identify personal strengths and areas needing improvement.

2. Checklists and Rubrics: Providing students with checklists or rubrics that define effective discourse elements—such as clarity, engagement methods, and argument structure—empowers them to evaluate their work against established standards. This structured approach clarifies expectations and encourages focused self-reflection.

3. Goal-Setting: Following self-assessment, students can set specific and achievable discourse related goals. This process not only motivates learners but also creates a roadmap for improvement, encouraging students to monitor their growth actively.

The Power of Peer Assessment

Peer assessment offers students an opportunity to learn collaboratively, gain diverse perspectives, and reinforce their understanding of discourse competence. Key methods include:

1. Structured Peer Review: Implementing structured peer review sessions enables students to provide targeted feedback on each other's work. By employing guiding questions, teachers can channel students' evaluations toward key components of effective discourse.

2. Collaborative Projects: Facilitating group projects encourages students to engage in discussions and co-create written or oral presentations. Following these activities, using peer assessment tools allows groups to evaluate each other's contributions and effectiveness in conveying ideas.

Conclusion. The integration of self-assessment and peer assessment into evaluating discourse competence represents a valuable approach in education. By promoting self-reflection, collaboration, and accountability, educators can foster confident communicators among middle school learners. These strategies not only enhance students' discourse skills but also equip them with essential tools for success in an interconnected world. As education continues to evolve, embracing these assessment methods will be crucial for developing proficient, socially aware individuals capable of effective communication.

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ASSESSMENT TOOLS AND REWARDING PRACTICES FOR FOREIGN LANGUAGE TEACHERS

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Abstract. *Teachers should pay attention to the minute details to hold the attention of their students. This can be done with gamification or other interactive techniques. Meanwhile, evaluation and rewarding students help in sustaining student interest during class and creating an effective learning environment for the language. There are plenty of innovative techniques that support foreign language teachers in following the students' progressions while keeping them motivated. These include both formative and summative assessment tools like rubrics and digital platforms, along with intrinsic and extrinsic rewards, such as personalized feedback and culturally sensitive approaches. By balancing assessment and reward techniques, teachers can create inclusive and inspiring classrooms.*

Key words. *Formative Assessment, Summative Assessment, Rubrics, Intrinsic, Extrinsic, Personalized Feedback.*

Introduction. Teaching a foreign language is simultaneously a dynamic and rewarding job, yet full of challenges. The teacher has to assess the progress of the students while keeping them motivated in the process of learning the language. Assessment and reward systems are significant in the realization of these objectives. Assessment will help the educator to identify strengths and weaknesses, strategies of teaching, and providing constructive feedback. Simultaneously,

rewards—both intrinsic and extrinsic—create such a friendly atmosphere that helps students be persistent in their efforts and overcome barriers. Such a combination of approaches lays the foundation for successful language teaching. This article explores the significance of assessment and rewarding techniques in foreign language teaching, enabling teachers to creatively use different tools and strategies to bring about measurable progress and maintain motivation so that students not only reach their goals but also enjoy the process of language learning.

Assessment is an important aspect of teaching languages since it allows measuring the students' abilities and the aspects where further improvement is possible. The methods of assessment should also correspond to the very aim of language learning, such as communicative competence, vocabulary development, or grammatical accuracy.

1. Formative Assessment: It is a continuous assessment that includes quizzes, peer review, and class discussions as tools, enabling instructors to track the progress of students and give feedback on time. “Frequent and timely formative assessment can motivate language learners by showing incremental progress and building their confidence.”

2. Summative Assessment: The summative assessment is generally done at the conclusion of a course and renders judgment concerning the attainment of learning aims. These assessments need to be based on real-life use rather than rote memorization. “In language education, summative assessments like final exams, standardized language proficiency tests, and comprehensive projects measure students’ overall communicative competence.”

3. Clarity Rubrics: Detailed rubrics can help make the assessment process clear and fair. For instance, speaking tasks may independently assess aspects such as fluency, pronunciation, and grammar. “Rubrics provide students with detailed feedback on their strengths and weaknesses, helping them understand how to improve their performance.”

Rewards are essential, for keeping students motivated in their language learning journey as they recognize work and successes while also building confidence.

1. Intrinsic Rewards: The instructor can encourage intrinsic motivation in activity design to make learning fun, for example, role-playing or cultural immersion projects. “When individuals experience intrinsic rewards, they are more likely to engage in continuous improvement, innovation, and higher levels of productivity.”

2. Extrinsic Rewards: Physical motives like certificates, badges, or small toys may help encourage kids, especially the little ones. “While extrinsic rewards can boost short-term motivation, they may undermine intrinsic motivation if overused or improperly applied.”

3. Personalized Feedback: Instead of generic praise, personalized feedback like "Your use of phrasal verbs in today's presentation was excellent" makes incentives more relevant.

Conclusion. Empowering language teachers with excellent assessment tools and rewarding behaviours leads to a productive and inspiring learning environment. By focusing on both, instructors may motivate students to attain their linguistic objectives while also enjoying the process of learning a new language.

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DEVELOPING REAL-WORLD EVALUATIONS FOR ADDRESSING SKILL GAPS IN SCHOOL PUPILS

https://zenodo.org/records/14875656

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Abstract. *The concept involves creating assessments that not only evaluate students' existing knowledge but also help address deficiencies in their skills or competencies. These assessments are grounded in real-world tasks, encouraging students to apply what they've learned in practical contexts. The goal is to foster growth in areas where students may be struggling, offering them opportunities for improvement through engaging, meaningful activities rather than traditional tests.*

Key Words. *Authentic Assessments, Compensatory Competence, Real-World Tasks, Skill Gaps, Student Growth, Practical Application, Critical Thinking Problem-Solving*

Designing authentic assessments for compensatory competence in high school learners is an essential approach to addressing the diverse and often unequal learning needs of students. In traditional education models, assessments primarily focus on evaluating a student's ability to recall or apply knowledge in a structured, often isolated context. However, such assessments may not adequately reflect students' true competencies, particularly for those who struggle with specific skills or concepts. Authentic assessments offer a more comprehensive method by engaging students in real-world tasks that mirror the challenges they will face outside the classroom, providing a more accurate and meaningful measure of their abilities.

The purpose of authentic assessments for compensatory competence is to provide learners with opportunities to demonstrate and develop the knowledge and skills they may be lacking or struggling with, such as critical thinking, problem-solving, and social-emotional intelligence. These assessments are designed to help students bridge gaps in their learning by focusing on practical application, self-

directed learning, and iterative improvement. Rather than relying solely on traditional exams or standardized tests, authentic assessments may include projects, presentations, portfolios, and collaborative tasks that require students to apply their learning in context. By emphasizing ongoing growth and mastery over time, authentic assessments allow students to show progress, reflect on their development, and receive feedback that can guide their learning journey. This process not only fosters deeper understanding but also empowers students to develop the compensatory skills necessary to succeed in future academic and real-world challenges. Ultimately, designing such assessments creates an inclusive learning environment where all students, regardless of their initial proficiency, can Authentic assessments for compensatory competence help students bridge skill gaps by focusing on real-world tasks. These assessments encourage practical application and continuous improvement, allowing students to develop competencies like critical thinking and problem-solving. Through projects, presentations, or portfolios, students receive ongoing feedback, promoting growth and ensuring they build the skills needed for future success.

1. Clear Alignment with Learning Outcomes. Authentic assessments should directly relate to the essential learning goals of the course. The tasks must allow students to demonstrate both their content knowledge and their ability to apply that knowledge in meaningful contexts. For compensatory competence, it’s essential to focus on both the foundational skills (e.g., reading comprehension, basic math, etc.) and higher-order thinking skills (e.g., critical thinking, problem-solving).

2. Real-World Contexts and Application. Authentic assessments should simulate real-world situations or problems that students can relate to. For example, instead of a traditional test on math problems, an authentic assessment might ask students to design a budget for a school event or create a report on environmental sustainability in their community. This approach helps learners see the relevance of what they are learning and encourages them to apply their skills outside the classroom.

3. Multiple Forms of Evidence. Rather than relying solely on traditional tests, authentic assessments can include a variety of evidence, such as projects, presentations, portfolios, or digital artifacts. This provides a more holistic view of a student's capabilities and allows students who may struggle with test-taking to showcase their skills in alternative formats. For students requiring compensatory competence, this flexibility can help them demonstrate strengths they might not reveal in a standardized test.

4. Scaffolded Assessments. For students who need compensatory support, assessments should be scaffolded to allow incremental learning and mastery. This involves breaking down larger tasks into smaller, manageable parts, offering feedback at each stage, and providing opportunities for revision and improvement. For instance, students might first create a rough draft of a research project and then refine it over time with teacher support.

5. Formative and Summative Components. Authentic assessments should combine both formative (ongoing) and summative (final) assessments. Formative assessments, like quizzes, discussions, or peer feedback, allow for continuous reflection and growth.

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THE ROLE OF SELF-ASSESSMENT AND PEER-ASSESSMENT IN EVALUATING SOCIOLINGUISTIC COMPETENCE IN PRIMARY SCHOOL LEARNERS

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Abstract. *This study examines the importance of self-assessment and peer-assessment in evaluating sociolinguistic competence among primary school learners. Sociolinguistic competence refers to the ability to use language appropriately in different social situations, which cannot be fully captured through traditional assessment methods. Self-assessment helps learners analyze their own language use, while peer-assessment provides alternative perspectives on communication skills.*

Keywords. *Self-assessment, peer-assessment, sociolinguistic competence, primary school learners, language evaluation, communication skills, educational assessment, learner-centered methods, collaborative learning.*

Introduction. In modern education, assessing students' sociolinguistic competence is very important. This competence — the ability to use language correctly in various social situations — cannot be fully measured through traditional assessment methods. Therefore, approaches such as self-assessment and peer-assessment are considered essential. This article examines the importance of these methods in evaluating primary school students and their application in the educational process.

Sociolinguistic competence plays an important role in developing students' language and communication skills at the primary education level. This competence refers to the ability to use language correctly and appropriately in various social situations. Traditional assessment methods, such as tests or written tasks, cannot fully capture these abilities. Therefore, incorporating approaches like self-assessment and peer-assessment into the educational process is essential. Self-

assessment helps students independently analyze their language use. This method fosters a critical attitude towards their own performance and helps them identify areas where they need to improve. For example, students may analyze their speaking style, tone, or lexical errors. Peer-assessment encourages students to work together. Through this method, students observe how their peers use language and provide valuable feedback. This not only develops communication skills but also teaches students to express their ideas clearly. For instance, a student may notice a peer using inappropriate expressions in a given social situation and suggest a more appropriate approach. When these methods are integrated into the learning process, assessing sociolinguistic competence becomes more comprehensive and contributes to significant improvement in students' communication skills. Furthermore, students learn to take responsibility for their actions and develop critical thinking. In practice, teachers should design specific tasks, evaluation criteria, and methods to encourage student participation. For example, students can work in small groups and assess communication skills based on specific situations. Thus, self-assessment and peer-assessment are valuable tools for developing and assessing sociolinguistic competence in primary school students. These approaches enrich the educational process and enhance students' social and linguistic abilities. In addition to fostering students' sociolinguistic competence, self-assessment and peer-assessment also offer broader educational benefits. These methods encourage active learning by promoting student engagement in the evaluation process. Students become more involved in their own learning journey, not just passively absorbing information but actively reflecting on and improving their skills. This can lead to greater motivation, as students take ownership of their learning and see the direct impact of their efforts on their development. Self-assessment helps students build metacognitive skills, enabling them to become better learners in general. By regularly reflecting on their performance, they develop the ability to evaluate their own strengths and weaknesses, set personal learning goals, and adjust their strategies for improvement. This self-regulated learning process

empowers students, boosting their confidence and independence in their ability to communicate effectively in different social situations. Peer-assessment, while promoting collaboration, also fosters critical thinking. By analyzing their peers' language use, students are encouraged to apply their sociolinguistic knowledge and recognize areas where their peers can improve. Incorporating both self-assessment and peer-assessment into the classroom also promotes a positive learning environment where students feel supported by their peers.

Conclusion. At the same time, self-assessment and peer-assessment play an important role in developing sociolinguistic competence in primary education. These methods help students improve their ability to use language appropriately in social situations, develop critical thinking, and enhance independent learning skills. When integrated into the educational process, they support the improvement of students' communication skills and increase their ability to interact successfully in social situations. These approaches contribute to the overall development of students' social and linguistic competence and play a significant role in their personal growth.

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USING AUTHENTIC MATERIALS TO ASSESS LINGUISTIC COMPETENCE IN HIGH SCHOOL LEARNERS

https://zenodo.org/records/14875670

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Abstract. *Nowadays, knowledge of a foreign language, specifically English, is becoming necessary – computer, economic and political terminology are based on English. The socio-economic changes that have taken place and are taking place in our country have led to a decisive revision of the place and role of a foreign language in the life of society.*

Keywords. *Game, developmental education, primary school, skills, intellectual abilities, social competencies.*

Introduction. The change in the status of a foreign language in the school system has influenced the rearrangement of priorities in the work of foreign language teachers. In this connection, it became necessary to change the approach to teaching, specifically, to teach a foreign language in Russian schools, namely, to form communicative competence. The main purpose of learning foreign languages at school, according to the Federal State Educational Standard for Basic General Education, is the formation of foreign language communicative competence among schoolchildren: the ability and willingness to carry out foreign language education interpersonal and intercultural communication with native speakers. Foreign language communicative competence also provides for the development of communicative skills in the main types of speech activity: speaking, listening comprehension, reading and writing.

Communicative competence is integrative and includes several components:

- communicative skills in speaking, listening, reading and writing;
- knowledge and skills of language material for obtaining information;

- linguistic and regional knowledge to ensure secondary socialization, and socio-cultural background, without which it is impossible to form a communicative competence.

Authentic materials are one of the important sources of obtaining linguistic, regional and cultural information to expand the socio-cultural background. The analysis of domestic and foreign methodological literature has revealed a great potential for attracting authentic materials as a means of teaching English. This fact determines the relevance of our chosen research topic. It is known that the purpose of teaching a foreign language is the formation of communicative competence, which includes both

linguistic and socio-cultural competence. Learning a foreign language is designed to form a person who is able and willing to participate in intercultural communication. By the new target settings, the task of a foreign language teacher is to provide conditions for introducing the student's personality to foreign language culture and effective participation in the dialogue of cultures. Therefore, in a foreign language lesson, a special place should be given to such forms of classes that ensure the active participation of each student in the lesson, stimulate speech communication, and contribute to the formation of interest and desire to learn a foreign language. One of the effective ways to solve these problems facing every teacher of a foreign language, without exception, is to use authentic materials. The main difficulty associated with the use of authentic materials in the process of teaching a foreign language is, of course, their insufficient language accessibility for most students. One of the main and widespread solutions to this problem is their previous methodological processing (adaptation), which reduces the gap between their level of linguistic complexity and the level of language training of students. The question of the expediency of processing the original foreign language materials is very controversial. "Adaptation cannot be understood" is how N.V. Kulibina interprets her article on the problem of adapting

literary texts for use in the process of teaching a foreign language, and these words aptly express the complexity and inconsistency of this situation.

Conclusion. Thus, in addition, it should be emphasized that for modern society it is important to teach a natural and, most importantly, a modern foreign language, which is possible only if materials taken from the life of native speakers or compiled taking into account the peculiarities of their culture and mentality by accepted and used speech norms are used. The use of similar educational and authentic materials, which are natural speech work created for methodological purposes, will make it possible to effectively provide training in all types of speech activity, in particular, oral communication in a foreign language, simulate immersion in a natural speech environment in foreign language classes.

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THE ROLE OF SELF-ASSESMENT IN DEVELOPING COMPENSATORY COMPETENCE IN PRIMARY SCHOOL LEARNERS

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Annotation. *Education should embrace each student's self-perception while promoting the cognitive and emotional growth of pupils with specific educational needs. Therefore, mindfulness is a learning experience that offers participants substantial advantages in terms of learning, emotional well-being, and physical and mental health. The "Multidimensional Self-Concept scale" was used in this descriptive-correlational study to examine how 26 primary school kids with compensatory education requirements perceived themselves. Positive levels of academic self-concept in mathematics, physical appearance and ability, and peer relationships were stated by the respondents.*

Key words. *self-concept, inclusion, mindfulness, compensatory education, students*

The educational model put out by the current system emphasizes the development of students' emotional as well as cognitive capacities. Nevertheless, as education aims to provide students with the abilities, information, and attitudes necessary to support their independence and integration in social and academic contexts, it should also support the development of their personalities. Accordingly, education should respect and value students' sentiments, emotions, and self-worth; expand their options; and recognize their individuality, cultural specificities, collective identity, and uniqueness (Fernández & Terrén, 2008).

The importance of self-concept lies in the significant role it plays in character formation. According to Musitu, García, and Gutiérrez (1994), self-concept is understood as the notion an individual has of himself or herself, based on experiences with others and on how they evaluate their own behavior; this

encompasses emotional, social, physical, family, and academic aspects. The characteristics associated with self-concept based on Shavelson, Hubner, and Stanton's (1976) model are as follows:

People categorize the large quantity of knowledge they possess about themselves and build relationships with others, making it a complex process. Perceptions of self in several subareas (intellectual self-concept in language, mathematics, etc.) are arranged. A person's general self-concept is stable, but as they move down the ladder, their self-concept becomes less stable and more situation-specific. A person's self-concept becomes increasingly intricate and multidimensional as they mature.

Promote equal opportunities in education, with preference given to underprivileged sectors, based on establishing measures that effectively redress baseline inequalities; Facilitate the social and educational inclusion and integration of all students by eliminating processes of social and cultural exclusion and by developing communicative attitudes and mutual respect among all, irrespective of their cultural, linguistic, and ethnic background.

Promote the enrichment afforded by different cultures and encourage the retention and dissemination of a minority group's own language and culture; Support the active participation of social agents and the education community to ensure equal opportunities, access to education, and the inclusion of immigrant families or those finding it difficult to integrate; Drive forward coordination and collaboration efforts with different nonprofit organizations, administrative bodies, and institutions to develop compensatory education measures intended for groups who find them-selves in culturally disadvantaged situations.

The aim of this study was to analyze the level of self-concept in primary school students with compensatory education needs; that is, students who find themselves in disadvantaged personal, social, economic, and cultural situations. To this end, a descriptive–correlational methodology was used, con-ducting data collection by way of a questionnaire. Both the aim of the study and the characteristics of the

sample group were taken into account to adapt the research process to the circumstances.

This study has focused on the analysis of perceived self-concept in primary school students with compensatory education needs. It has enabled us to define the self-concept dimensions through which the participating pupils reveal a negative image of themselves as well as others associated with the students' positive self-perceptions. From this perspective, it is possible to design a mindfulness program based on the needs and interests of the target group and which is capable of contributing toward improving the educational process, facilitating the inclusion and full autonomy of students in the school and social environment. Generally speaking, positive outcomes have been observed in students' perceptions of peer relations, physical appearance and physical ability, and academic self-concept in mathematics.

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THE ROLE OF SELF-DEVELOPMENT AND PEER-LED EVALUATION IN SOCIOCULTURAL COMPETENCE IN PRIMARY SCHOOL LEARNERS

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Abstract. *The article presents an overview of research on the problem of developing self-esteem of primary school students in Chinese The People's Republic. The conditions and means of developing self-esteem of younger schoolchildren are analyzed, recommendations are formulated for the development of self-esteem of younger schoolchildren, the ability to independently choose types of activities and plan individual tasks, keep records of the results completed tasks, demonstrate the results of self-assessment and engage in communication with peers and the teacher.*

Key words. *Comprehensive assessment, self-assessment, Chinese elementary school students, self-development*

Introduction. Conditioned by the adoption of the State Council In 2020, the document "General Plan for deepening the reform of education assessment in a new era" emphasizes the need to reform assessment system of Chinese primary schools to solve the main problems in the process of assessing the quality of students' education, which is related to fostering students' responsibility for their self-development. At this stage, the main problems existing in assessing the quality of education of Chinese schoolchildren are related to the fact that excessive attention is paid to the functions of selecting the best students for schools, academic performance, exam results, rather than methods of evaluating the quality of education and improving the quality assessment system and the development of

younger schoolchildren; issues of developing students' motivation for educational activities, their individual characteristics.

In the research, scientists have identified the importance of students' self-esteem in the context of a comprehensive assessment as a personal understanding of the results of educational activities and an emotional attitude towards them, which determines the upbringing of independence, responsibility, reflection of a younger student. Some scientists have noted that the self–assessment of students is a personal realistic objective self-description formed on the basis of realistic records. Some scientists have proposed startig formation of students' self-esteem with the comprehensive assessment process at school: Realistic records of the learning process; self-assessment of results in various activities, their demonstration; self-assessment in semester reports; selection and ordering of educational material and student records according to self-developed assessment criteria; establishment of their own growth points" - all these link to achieve the goal of a comprehensive assessment of the quality of education . Scientists agree that it is an effective method of assessing the quality of education in the context of a comprehensive assessment in general. One of the buzzwords in the practices of assessment for English learning is peer- and self-assessment as a part of school-based assessment. In Malaysia, this school-based assessment practice has been researched among the instructors in secondary schools, higher education, and primary schools. Peer- and self-assessment is useful yet difficult to practise in a primary school classroom due to young students' limited understanding. Moreover, in-depth research on this practice of assessment for learning is still scarce (Black, 2015; Black & Jones, 2006). English assessment practices were regularly surveyed and found to be at basic level. (Rothinam, 2023; Sathasivam et al., 2019). Therefore, peer- and self-assessment practices in primary schools for the English language are necessary.

Conclusion. Thus, It is important for students to identify the positive dynamics of their development and reflect on weaknesses and shortcomings. The purpose of

self–assessment in semester reports is to analyze and summarize past experiences, carry out self-reflection, detect progress and eliminate shortcomings. Therefore, students not only pay attention to their academic performance, but also evaluate all aspects of their personality in order to receive timely help from parents, and teachers.

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DESIGNING TASK BASED ASSESSMENTS FOR DISCOURSE COMPETENSE IN HIGH SCHOOL LEARNERS

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Abstract. *This article explores the design and implementation of task-based assessments to competence, a key element of communicative competence, plays a crucial role in students' language development, enabling them to engage effectively in both written and oral communication. A useful method for assessing this component of competency is task-based exams, which emphasize communication and real-world tasks over memorization.*

Keywords. *Keywords: discourse competence, communicative competence, Task-based assessments, oral communication, practical approach, real-world tasks.*

Introduction. The ability to use language appropriately in different contexts is a fundamental aspect of communicative competence. The ability to coherently connect phrases, ideas, and propositions in a written text or conversation is one of the components of discourse competency. Traditional assessment methods, which often focus on grammar and vocabulary, may fail to capture the broader aspects of language use, such as coherence, cohesion, and appropriateness.

Task-based assessments have drawn interest as a substitute that more accurately captures language use in everyday situations. These evaluations involve students in activities that resemble real-world communication situations, like group discussions, debates, and essay writing. This method enables educators to assess students' capacity for concept organization and the application of a variety of discourse techniques. Through an examination of several task categories,

evaluation standards, and implementation tactics, this paper seeks to offer useful advice to secondary school teachers..

Discourse competence is part of the broader framework of communicative competence, which also includes grammatical, sociolinguistic, and strategic competencies In particular, the ability to link ideas and utterances in various communication genres in a cohesive and coherent manner is referred to as discourse competency. Writing essays, participating in group debates, giving presentations, and deciphering difficult texts are just a few of the tasks that high school students usually require to exhibit discourse competency. The purpose of task-based examinations is to gauge pupils' proficiency with language in authentic, real-world situations. TBAs evaluate students' ability to finish a meaningful task that captures the complexity of real conversation rather than concentrating on discrete language forms. Activities are made to mimic real-world scenarios, like arguments, conversations about fixing problems, or report writing. This ensures that students are assessed on their ability to communicate effectively in practical settings. TBAs place more emphasis on communication and substance than on vocabulary and grammar correctness. Instead than focusing on discrete linguistic elements, students are evaluated on their ability to organize and communicate ideas.

Teachers need to take a number of things into account when creating task-based tests that accurately measure discourse competency. The assignments should model real-world scenarios where students would have to apply their conversation skills. For instance, students could be challenged to write an argumentative essay about a current incident instead of a theoretical essay, which would engage them in meaningful, practical communication. Students' ability to arrange their thoughts. using suitable discourse markers to connect ideas, including transitions and connectors.

Evaluating discourse competence, particularly in oral tasks, involves subjective judgment. Inconsistencies may arise because various teachers may evaluate

appropriateness, coherence, and cohesiveness in different ways. Tasks requiring oral engagement may make some students anxious or unprepared. Their performance may suffer as a result, and their discourse competency may be incorrectly evaluated. Some students may feel nervous or underprepared for tasks that require oral interaction. This anxiety can affect their performance, leading to an inaccurate assessment of their discourse competence.

In conclusion, task-based evaluations present a viable method for gauging high school students' discourse competency. These tests provide a more accurate assessment of students' language skills than traditional grammar-based tests because they focus on real-world problems that require students to organize and communicate their ideas effectively. Despite the difficulties in creating and administering these tests, teachers can profit greatly from their ability to encourage deeper learning and authentic language use. In order to help students enhance their discourse competence, educators should think about implementing task-based evaluations into their courses going ahead.

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DEVELOPING RUBRICS FOR ASSESSING LINGUISTIC COMPETENCE IN HIGH SCHOOL LEARNERS

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Abstract. *The purpose of this paper is to provide an overview of "rubric" in language testing and assessment and to highlight the parts of a rubric through various dimensions. It sets forth objectives and types of the rubric used. As the paper will illustrate, language testing and assessment in SLA demands many facets to take the learners to the "successful learner point". Being aware of the effective use of rubrics reflects the robustness of this critical assessment process.*
Keywords. *Rubric, assessment, dimensions of a rubric, measurement.*

Introduction. The word "rubric" comes from the Latin word for "red." It was once used to signify the highlights of a legal decision as well as the directions for conducting religious services, found in the margins of liturgical books—both written in red. In a broad sense, rubric refers to a term which has existed in English for more than 600 years and during that time, mostly it has meant a set of "printed rules or instructions". However, in educational sense, it refers to different categories such as criteria for assessment, evaluation of learning, gradients of learning of a set of instructions etc.

Main part

A good activity never guarantees the accurate determination of a student's competency at a given task. At this point, rubrics stand for this main requirement. Since it specifies the skill being examined and what constitutes various levels of performance success. In order to construct a good rubric focus on "what to measure exactly, how to measure performance and decision on what a passing level of performance competency is" plays the key role. Even though based on the

general guidelines a general rubric design may be organized and be used multiple times.

Here is the process in detail:

1. Defining the Behavior to Be Assessed Expected student outcomes, what they should accomplish at the end of each unit and end of each term should be clarified. For this, some questions should be asked: - What concept, skill or knowledge am I trying to assess? - What should my students know? - At what level should my students be performing? - What type of knowledge is being assessed: reasoning, memory or process?

2. Choosing the Activity After the determination of the purpose of the assessment, you should decide on an activity and consider issues regarding time constraints, resources, and how much data is required.

3. Defining the Criteria The Third step after the decision on activity and tasks to be used, is the definition of which elements of the project/task will be used to find the success of the students' performance.

There are two dominant types of rubrics: holistic and analytic rubrics. However, primary trait and multiple trait rubrics are also commonly used. In comparison with each other, it is hard to tell which types or types are better to use since it depends on the task, and key criteria to be fulfilled by the learners.

Rubrics are essential tools for all language teachers in this age of communicative and task-based teaching and assessment—tools that allow us to efficiently communicate to our students what we are looking for in the productive language abilities of speaking and writing and then effectively assess those.

Conclusion. Proficiency scales and rubrics are vital components of a strong Local Comprehensive Assessment System (LCAS). They provide a clear vision for teaching and learning that enables all stakeholders to know where students are in to identified expectations. Additionally, proficiency scales and rubrics help build a common understanding for determining proficiency and reducing teacher bias. Alternatively, when criteria are vague, implicit stereotypes can "fill in the blanks"

and create an inequitable assessment of student work (Quinn, 2020). Finally, clear expectations for assessing learning allow students to demonstrate their knowledge and growth over time in multiple ways and therefore can support flexible pathways to graduation.

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DESIGNING FORMATIVE ASSESSMENTS FOR LINGUISTIC COMPETENCE IN MIDDLE SCHOOL LEARNERS

https://zenodo.org/records/14875717

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Abstract. *Formative assessment holds a pivotal role as a fundamental methodological category for evaluating students' expertise levels before embarking on a new educational course. This monitoring approach revolves around the concept of prior knowledge, acting as the cornerstone for the development of new*

knowledge formats. The formative assessment procedure is designed to incorporate various methods, including tasks and surveys, with questionnaires being a key component. This study introduces a blended questionnaire tailored for first-year Master's degree students majoring in linguistics. This study contributes to the ongoing discourse on formative assessment's multifaceted role in shaping effective educational practices and enhancing both student and teacher learning experiences.

Keywords. *Formative assessment, prior knowledge, blended questionnaire, linguistic knowledge, teacher's professional growth.*

Introduction. Formative assessment is considered to be one of the basic methodological categories for monitoring students' learning used to improve the educational process. It is usually assumed that there exist four key attributes as far as formative assessment procedures are concerned: they are supposed to clarify the pivotal points of intended learning, to elicit and interpret the evidence within the educational process as well as to act on evidence. It should be noted in this connection that formative assessment should be clearly distinguished from summative assessment as the first one is supposed to help the learners identify their target areas that must be worked at and helps teachers and educational officials recognize the problematic areas and elaborate devices and methods to improve the situation. As for summative assessment, this can be discussed in terms of attaining learning goals that usually refer to the use of skills and knowledge acquired for their application during subsequent course activities. Otherwise stated, both types mentioned are closely connected with certain methods used to develop students' abilities at different educational stages concerning new knowledge creation and development based on the prior knowledge accumulated by the learners.

Main part

When discussing formative assessment issues, experts suggest several procedures and methods to be used to check the validity of the results achieved in the field of linguistic knowledge acquisition. As far as formative assessment is

concerned, a variety of monitoring methods are usually offered to test and demonstrate the level of the learners' attainment, for example, summaries and student reports, individual projects and prior courses inventories presentations, auditions, tests and pre-tests, questionnaires, previous academic courses and topics concept maps drawing, research proposals preparation for early feedback, essays and creative tasks, etc.

With their prior knowledge and skills possession, learners had to present answers to all the questions from the theoretical point of view accompanying them by illustrative material given in the form of vivid examples and in some cases short tasks of descriptive character implementation. The third part consisted of five practical assignments that had to be performed to demonstrate the level of language knowledge possession and creative thinking ability development. The two questions of the fourth part of the questionnaire were aimed at clarifying the real attitude of respondents to the formative assessment procedure and the role of formative assessment testing in their future education perspective designing.

It should be added that identification of learning needs and new learning and teaching materials creation as well as new methods application and development require a deep understanding of psychological and cognitive foundations that determine increasing knowledge and creating new knowledge formats processes.

At the same time, the statistics under consideration can be used to demonstrate obvious pragmatic output in terms of understanding the situation with prior knowledge use in the course of linguistic knowledge formation. It can be stated that the majority of students have observed and reported the positive impact of formative assessment work while answering the corresponding questions and fulfilling the tasks included in the blended questionnaire, as they realized what previous knowledge means for the educational process in general and their linguistic education extension and improvement in particular. They could reasonably approach what prior knowledge had been given to them and appreciate its helpfulness in acquiring and creating new knowledge formats. The formative

assessment procedure allowed both the learners and the teachers to identify gaps and shortcomings that require adjustment.

Thus, **in conclusion,** it should be noted that the role of prior knowledge in the educational process is undeniable and is logically justified by all psychological and pedagogical procedures related to the process of assimilation of this knowledge, as well as its formation and restoration. human mind. At the same time, it is very important to understand this process as the basis for the most optimal systems of planning and designing the further development of the educational process. When mastering and accumulating linguistic knowledge, it is necessary to take into account its close connection with world knowledge or cultural knowledge formats. The approach to the educational process under consideration is manifested in expanding the cognitive horizons, and worldview of students, as well as in the development of their creative abilities and spatial vision in terms of multifaceted perception of the world.

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DEVELOPING RUBRICS FOR ASSESSING LEXICAL COMPETENCE IN MIDDLE SCHOOL LEARNERS

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Abstract. *Assessing lexical competence is a critical aspect of language education, especially for middle school learners. Rubrics provide a structured and transparent way to evaluate students' vocabulary skills, ranging from word knowledge to contextual usage. This paper explores the importance of lexical competence, outlines the key components of effective rubrics, and provides a framework for developing and implementing rubrics tailored to middle school learners. Emphasis is placed on clarity, fairness, and alignment with learning objectives. This approach ensures not only accurate assessment but also promotes students' language development.*

Keywords. *Lexical competence, Rubrics, Assessment, Middle school learners, Language education.*

Introduction. Lexical competence, or the ability to understand and use words appropriately, is a fundamental component of language proficiency. For middle school learners, developing this competence is essential for academic success and effective communication. However, assessing lexical competence can be challenging due to the multifaceted nature of vocabulary skills.Rubrics, as tools for assessment, offer a solution by providing clear criteria and performance levels. They enable teachers to evaluate students' progress consistently and fairly. This paper examines the role of rubrics in assessing lexical competence, highlights the components of effective rubrics, and presents a step-by-step guide to designing and implementing rubrics for middle school learners.

Importance of Lexical Competence:

Middle school marks a crucial stage in language development. At this level, students encounter more complex vocabulary in academic subjects and social interactions. Lexical competence encompasses:

Vocabulary range: The variety of words a student knows and uses.

Accuracy: Correct usage of words.

Contextual usage: Ability to apply words in appropriate and meaningful contexts.

Word relationships: Understanding synonyms, antonyms, collocations, and nuances.

Assessing these skills provides insight into students' language abilities and guides targeted instruction to address gaps.

Components of an Effective Rubric:

An effective rubric should be comprehensive and user-friendly. Key components include:

Criteria: Clear aspects of lexical competence being assessed, such as range, accuracy, and contextual usage.

Performance Levels: Levels like excellent, proficient, developing, and emerging, with clear distinctions between them.

Descriptors: Specific, measurable statements for each performance level to guide evaluations.

Weighting: Prioritization of criteria based on learning objectives. For example, contextual usage may carry more weight in speaking assessments.

Steps to Develop Rubrics for Middle School Learners:

a. Define Objectives:

Identify specific learning goals. For instance, focus on students' ability to use academic vocabulary in essays or discussions.

b. Choose Assessment Tasks:

Select tasks that reflect real-life language use, such as writing assignments, oral presentations, or vocabulary quizzes.

c. Draft Criteria and Descriptors:

Create criteria that align with learning objectives and include detailed descriptors for each performance level. For example:

Excellent: Demonstrates a wide range of vocabulary with no errors.

Emerging: Uses basic vocabulary with frequent errors.

d. Consult Stakeholders:

Seek input from other educators and students to ensure the rubric is comprehensive and practical.

e. Pilot the Rubric:

Test the rubric on a small group of students and adjust it based on feedback.

f. Revise and Implement:

Make necessary revisions and use the rubric in actual classroom assessments.

Benefits of Using Rubrics

Rubrics offer numerous advantages:

Clarity: Students understand expectations and how to improve.

Consistency: Teachers assess all students using the same criteria.

Feedback: Specific feedback guides learning.

Self-Assessment: Encourages students to reflect on their performance

Conclusion. Rubrics are indispensable tools for assessing lexical competence in middle school learners. By providing structured criteria and clear performance levels, rubrics ensure fair and accurate evaluations. They also empower students to understand their progress and areas for improvement. Through thoughtful design, collaboration, and regular revisions, rubrics can significantly enhance language education, supporting students' linguistic and academic development.

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THE ROLE OF PEER ASSESSMENT IN INPEDENDENT STUDY FOR HIGH SCHOOL FOREIGN LANGUAGE LEARNERS

https://zenodo.org/records/14875739

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Abstract. *Independent study offers high school students the freedom to explore topics at their own pace, but it also comes with challenges like limited interaction and varying resources. Peer assessment stands out as a way to address these gaps. By evaluating each other's work, students develop critical thinking, improve collaboration, and reflect on their learning journeys. Especially when working with diverse textbooks, peer assessment helps students connect different perspectives and ideas. On the other hand, the independent study tasks close gaps made while studying in the classroom and also gives an opportunity to explore the subject by themselves.*

Key words. *Peer Assessment, Independent Study, High School Learners, Collaborative Learning, Critical Thinking, Self-Reflection*

Introduction. Independent study programs give students the opportunity to learn outside the constraints of a traditional classroom. For many high school students, this kind of self-directed learning is empowering. But it's also tricky. Without the guidance of a teacher or regular discussions with classmates, students can feel stuck or uninspired, especially when navigating different textbooks or materials that sometimes present conflicting ideas. Peer assessment offers a solution. Through thoughtful feedback and collaboration, students can share ideas, clear up misunderstandings, and even discover new perspectives. But there's more to peer assessment than just "helping each other out." Jamal Jalalov's work emphasizes how peer feedback fosters these abilities, making it a crucial part of any independent study program. This article examines how peer assessment can strengthen independent learning for high school students. By providing practical strategies and insights from Jalalov's research, it aims to show how peer assessment transforms independent study into a truly collaborative and enriching experience

How Peer Assessment Adds Value. Peer assessment is all about students evaluating and learning from each other. This process goes far beyond correcting mistakes or grading—it's a conversation. When students look at their peers' work, they are forced to think deeply about what makes an argument convincing, how evidence supports claims, and where ideas can be improved. For high school students working independently, peer feedback serves another purpose: connection. Instead of feeling isolated in their studies, they become part of a learning community where they can share insights and grow together. Jalalov's focus on using clear evaluation criteria ensures these discussions are productive and goal-oriented, helping students stay on track and improve over time.

Navigating Multiple Textbooks. Independent learners often rely on a variety of textbooks, which can sometimes complicate things. Different authors might prioritize different points of view or use varying levels of detail, leaving students

unsure how to piece everything together. This is where peer assessment really shines. Imagine two students studying the same historical event. One is using a textbook that focuses on political causes, while the other's book emphasizes social impacts. By comparing notes and exchanging feedback, they can create a fuller understanding of the topic—one that might have been harder to achieve alone. Jalalov's emphasis on collaborative analysis encourages this kind of interaction.

Developing Lifelong Skills. One of the biggest advantages of peer assessment is the way it builds skills students will use for the rest of their lives. Giving feedback teaches them how to communicate thoughtfully and constructively—an ability that's useful in every field. At the same time, receiving feedback helps students reflect on their own work and identify areas for growth. In an independent study setting, where self-motivation and organization are key, these skills are particularly valuable. Jalalov's approach to reflection, which includes tools like learning journals and self-assessments, helps students track their progress and stay motivated. These practices encourage a mindset where mistakes aren't failures—they're opportunities to learn and improve.

Making Peer Assessment Work. To be effective, peer assessment needs structure. This means clear rubrics, guided discussions, and regular opportunities for reflection. Without these elements, students might feel unsure about how to give meaningful feedback—or worse, they might not take the process seriously. For instance, instead of asking students to simply "review a peer's work," teachers could provide a checklist of questions: Is the main argument clear? Does the evidence support the claims? What could be improved? Jalalov's focus on dynamic, evolving assessment fits perfectly here, as it encourages students to refine their feedback skills over time.

Conclusion. Peer assessment is not just a method for improving academic outcomes - it is a way to make independent study more engaging, collaborative, and effective. For high school students, it provides a platform to share ideas, tackle challenges, and grow as learners. As more schools embrace independent study,

peer assessment will undoubtedly play an essential role in helping students thrive in these flexible learning environments. As education continues to evolve, especially with increasing flexibility in how students learn, peer assessment will play an essential role in helping learners achieve their potential.

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THE IMPACT OF CULTURAL AND LINGUISTIC DIVERSITY ON ASSESSING COMPENSATORY COMPETENCE IN MIDDLE SCHOOL LEARNERS

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Abstract. *The concept of "compensatory skills" is considered as a phenomenon, the possession of which will allow you to diversify speech and express your thoughts in an accessible form. The definition of the concept of "compensatory skills" proposed by L. Bachman was fundamental in conducting our research. The means aimed at the formation of these skills in schoolchildren have been studied.*

The principles of selecting material for creating exercises necessary for the development of compensatory skills in foreign language learners are considered.

Key words. *Compensatory skills, speech skills, foreign language, learning English language skills, communicative competence, lack of language tools, exercises aimed at developing compensatory skills.*

Introduction. Every person has faced the problem of a lack of lexical units for the most accurate expression of their emotions and thoughts in their native language. A similar situation may well arise when communicating in a foreign language. It is impossible to know the entire vocabulary of the language being studied. It is necessary to determine how to compensate for the lack of language tools and convey your thoughts to the interlocutor in the most complete form. To solve this problem, when learning a foreign language, special attention is paid to the development of so-called compensatory skills that will help to make up for the missing logical chain of narration with interchangeable lexical units or completely change the structure of the sentence as a whole. It should also be noted that in connection with the transformations in the field of learning a foreign language at school, compensatory competence, which is mandatory for development, was separately introduced as one of the key factors for successful mastery of a foreign language, namely speech skills

Main part. As we have already seen, compensatory skills are very useful in the formation of speech skills. In the English lesson, where the main goal of learning was the formation and development of communicative competence, the study of the basic principles of compensatory skills is simply necessary. In modern English language courses, this topic is given increased attention. The main types of exercises aimed at developing the company's compensatory skills are:

1. Exercises of a lexical nature. These include tasks such as searching for synonyms/antonyms in the text, compiling synonymous rows, exercises for generalizing concepts. Tasks aimed at explaining certain concepts and phrases can also be attributed to this group.

2. Exercises of a grammatical nature, which are aimed at changing the grammatical structure of a sentence. These include the task of paraphrasing a sentence using other grammatical constructions. It is also necessary to find out by what criteria the selection of material for exercises aimed at the successful formation of compensatory skills should be carried out.

Based on the standards found in the Council of Europe's Common European Framework of Reference for Languages (2001), scholars underline the fact that it is essential for teachers to be equipped with the necessary skills to create an environment of curiosity and inquiry and guide learners towards building a multicultural mindset due to the ever-changing nature and force of culture (Byram, Gribkova, and Starkey, 2002). Attitudes toward linguistic and cultural diversity need to be considered in the classroom context and teachers have a leading role in the transformation of this context. With respect to the changing landscape of educational institutions, there is ample unanimity among numerous scholars that it has been essential for teaching professionals to acquire the necessary skills and competencies to address the needs of diverse populations effectively (e.g. Ameny-Dixon, 2004; Kucuktas, 2016; Marina, 2004; Miranda, 2002; Pratt-Johnson, 2006; Yang & Montgomery, 2011).

Conclusion. Thus, it can be seen that the development of compensatory skills is far from the last factor in learning a foreign language and the successful acquisition of communicative competence for the accurate and complete expression of one's feelings, thoughts and emotions. We also examined the main characteristics of compensatory skills, and how they manifest themselves in speech. In addition, we have identified the main groups of exercises aimed at the

formation of compensatory skills, the competent possession of which will allow you to easily express yourself in a foreign language.

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ASSESSING COMMUNICATIVE COMPETENCE IN PRIMARY SCHOOL LEARNERS

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Abstract. *This article explores methods and challenges, proposing strategies for assessing communicative competence in primary school students. It discusses*

how to assess the communicative competence, because assessing one speech competence is the main part for both teachers and students. Therefore, there are some challenges which are teachers have to face up with and it provides methods how to solve these problems with methods.

Key words. *ccommunicative competence, methods, challenges, discussion, bilingualism, confidence.*

Introduction. Speaking and speech is one of the main parts of learning language. Communicative competence is also the significant part of learning and teaching language. Effective communication is essential in the realm of education, especially among school teachers who act as sources of knowledge and promoters of learning. This research paper investigates the communication skills of school educators, analyzing its various aspects and consequences for teaching methods. Utilizing theoretical frameworks and empirical evidence, this research explores the elements of communicative competence, its significance in classroom interactions, and the factors affecting its grows and improvement. Moreover, it provides understanding into the evolution techniques and approaches for promoting communicative skills among educators.(Samadhan S. Mane)

There are recognized communication difficulties that stem from personal, professional, and cultural dimensions of diversity, including limited vocabulary, inadequate preparation, lack of confidence, incorrect information, cultural conflicts, struggles for power, unfamiliarity with educational terminology, overlapping dialogue, miscommunication, dynamics of power and pride, and conversations that lack focus. Socio-demographic factors, such as age and role, show significant positive relationships with communication skills, emphasizing the impact of experience and professional growth. Suggestions include introducing professional development initiatives, tackling communication issues, and employing tailored strategies to improve communication skills among school administrators. (Calzada, Marc Paul)

There are distinguished communicative challenges that are established inside the individual, proficient, and social angles of differing qualities such as restricted lexicon, jumbled planning, moo certainty, confused data, social clashes, control battle, need of information on instructive language, covering discourse, errors, control and pride, and out-of-focus discussion. Socio-demographic characteristics, such as age and position, illustrate noteworthy positive relationships with communicative competence, highlighting the impact of involvement and proficient advancement. Suggestions incorporate executing proficient advancement programs, tending to communication challenges, and considering individualized approaches to upgrade communicative competence among school chairmen. (Yongki Setiawan)

The phonetic communicative competence in English has moreover been the protest of a hypothetical survey that we synthesize within the taking after lines. The etymological communicative competence in English depends on the utilize of the dialect as a apparatus of communication, both verbal and composed, of representation, of translation and of comprehension of the reality. Moreover it can be caught on as an component of development and communication of the information or as an instrument of organization and autoregulation of the thought, the feelings and the conduct. (Isabel Conton Mayo)

To sum up, we demonstrate the affirmation of positive perspectives as the demeanor towards the dialect and the level obtained in all sorts of considered schools, as well as the positive impact of the bilingualism within the learning of the English dialect, other than a great worldwide common competence identified. Other perspectives that are also affirmed are the leading competence of the female understudies and the preeminence of the open urban schools. Opposite to the anticipated result, going to private English lessons once or twice per week does not make strides the verbal competence. In spite of the fact that the test is wide, we consider that expanded the national think about might alter a few of the conclusions, but universally the study's comes about would be exceptionally comparative to the gotten ones.

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THE IMPORTANCE OF WORD ASSOCIATION IN EVALUATING LEXICAL PROFICIENCY IN PRIMARY SCHOOL STUDENTS

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Abstract. *This article examines the role of word association in assessing lexical competence in primary school pupils. Lexical competence, which reflects a learner's ability to understand and use vocabulary, is crucial in language learning. Word association tests are effective tools for evaluating this skill, as they reveal how children connect words in their mental lexicon. The article reviews relevant research, discusses the theoretical foundations of word association, and highlights its value as a diagnostic tool in education.*

Keywords. *Word association, lexical competence, primary school learners, vocabulary assessment, language development, mental lexicon, education.*

Introduction. Language is the key to communication, and a strong vocabulary is necessary to use it effectively. Lexical competence, or the ability to understand, pronounce, and use words appropriately, is vital to a child's language

development. Assessing the skills of primary school students can be challenging, but word association tasks are effective in assessing vocabulary skills. These tasks examine how children consciously associate words, understand their comprehension of vocabulary, cognitive processing, and patterns of language formulation. This article discusses the role of word associations in the vocabulary domain among primary school students, considering their educational benefits and limitations.

Theoretical Framework. Word association tests are based on the theory that words in the mental lexicon are interrelated. This theory, known as semantic network theory, suggests that words are related to one another through various semantic relationships such as synonymy, antonymy, hyponymy, and co-occurrence (Collins & Quillian, 1969). When a person hears or sees a word, their brain retrieves related words based on these semantic networks. As primary school students learn new words and expand their vocabulary, lexical competence develops rapidly. Word association tasks help determine how these students organize their mental vocabulary, retrieve words from memory, and how effectively they process new linguistic information.

Word Association as an Assessment Tool. Word association tests are valuable for assessing lexical competence, as they reveal both the breadth (vocabulary size) and depth (word connections) of a child's vocabulary. These tests also measure cognitive processing speed and the ability to make semantic links (Tharp & Gallimore, 1988). In primary school, children are given a word and asked to generate related words, such as "dog" leading to "cat," "bark," or "pet." The range and relevance of responses help evaluate a child's vocabulary skills. Research shows that word association patterns offer valuable insights. Younger learners tend to make concrete associations, like "dog" to "cat," indicating a limited vocabulary. Older learners or those with better lexical competence may make more abstract connections, such as "dog" to "loyalty" or "companion," showing a deeper understanding.

Factors Affecting Word Association in Primary School Learners. Several factors influence the quality and nature of the linguistic connections that primary school children make. Age and developmental stage are two of the most significant. As children display and develop their language skills, they may make more complex and varied associations. Younger children may demonstrate simpler, more direct connections, while older children are likely to make more abstract and complex responses (Nelson, 1996).

Research on Word Association and Lexical Competence. Numerous studies have examined the relationship between word association and lexical competence in young learners. For example, a study by Brown and Hirrle (2011) found that word association tasks can effectively differentiate between children with different levels of vocabulary knowledge. Children with a larger, more interconnected mental vocabulary generated a wider range of associations, while children with a smaller vocabulary produced more limited responses. Another study by Li and Shen (2017) found that word association tasks can serve as a useful tool for identifying lexical gaps in children's vocabulary. Children with lower lexical competence struggle to generate appropriate responses in word association tasks, indicating areas where vocabulary instruction is needed. These tasks provide valuable insights into vocabulary development and are useful tools for educators supporting language acquisition.

In conclusion, word association tests are valuable for assessing primary school learners' lexical competence, revealing vocabulary knowledge and cognitive language processes. They help identify strengths and weaknesses in vocabulary development, allowing for targeted support. However, their simplicity and variability in responses may not fully capture a child's language abilities. When combined with other assessment methods, they offer a comprehensive view of a child's lexical competence and guide effective teaching strategies. Word association tests are key to understanding and supporting language development in young learners.

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THE IMPACT OF LEXICAL CHUNKING ON ASSESSING LEXICAL COMPETENCE IN MIDDLE SCHOOL LEARNERS

https://zenodo.org/records/14875757

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Abstract. *Lexical competence is a cornerstone of language acquisition, especially for middle school learners transitioning from basic to complex vocabulary usage. This study investigates the role of lexical chunking—grouping words into meaningful units—in assessing lexical competence. By reducing cognitive load and fostering contextual understanding, chunking supports natural language use. The article explores chunk-based assessment strategies such as*

recognition tasks, fill-in-the-chunk activities, and storytelling, emphasizing their effectiveness in evaluating fluency and vocabulary retention.

Keywords. *Lexical chunking, Lexical competence, Middle school learners, Language assessment, Vocabulary development, Contextual learning*

Introduction. Lexical competence, defined as the ability to understand and use words effectively, is critical for successful communication. Middle school learners, undergoing cognitive and linguistic development, need strategies that extend beyond isolated word learning. Lexical chunking, which involves recognizing and using groups of words as units, supports this transition by promoting natural language use. This paper examines how chunking influences vocabulary assessments and its potential to foster fluency and contextual understanding.

The Role of Lexical Chunking in Language Learning

Lexical chunks encompass collocations, idiomatic expressions, and phrases commonly used in natural discourse. Their importance in language learning lies in their ability to:

Facilitate fluency: Chunks reduce the cognitive load during language processing by allowing learners to recall phrases rather than individual words.

Enhance contextual understanding: Chunks provide learners with preassembled word combinations, aiding comprehension and communication in various scenarios.

Improve retention: Learning words in chunks creates meaningful associations, boosting memory retention and usage accuracy.

Assessment Strategies Using Lexical Chunking

To assess lexical competence effectively, educators can implement chunk-based tasks such as:

Chunk Recognition Tests: Students identify lexical chunks within texts, demonstrating their ability to distinguish meaningful word combinations.

Fill-in-the-Chunk Activities: Learners complete sentences or dialogues by supplying appropriate chunks, revealing their understanding of contextual usage.

Chunk-Based Storytelling: Students create stories using provided lexical chunks, allowing teachers to evaluate their fluency and creativity.

Benefits of Lexical Chunk-Based Assessments

Chunking-based assessments provide several advantages:

Natural Usage Evaluation: Unlike isolated vocabulary tests, these tasks reflect learners' ability to use words in context.

Engagement: Creative tasks, such as storytelling, increase student motivation and interest.

Cognitive Alignment: Chunks align with how language is naturally processed and used in communication.

Challenges and Solutions

Despite its benefits, chunk-based assessment faces challenges:

Standardization: Ensuring consistency in scoring and task difficulty requires clear rubrics and guidelines.

Cultural Relevance: Tasks must use culturally appropriate chunks to avoid confusion among learners from diverse backgrounds.

Resource Intensity: Designing and implementing chunking tasks can demand significant time and effort.

Educators can address these challenges by using pre-designed assessment tools and collaborating to create standardized rubrics.

Conclusion. Lexical chunking offers a powerful approach to assessing and fostering lexical competence in middle school learners. By promoting contextual language use and natural fluency, chunk-based assessments align with the cognitive and linguistic needs of this developmental stage. While implementation challenges exist, careful planning and collaboration can ensure their success, ultimately enhancing language acquisition and academic performance.

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DEVELOPING A FRAMEWORK FOR ASSESSING DISCOURSE COMPETENCE IN MIDDLE SCHOOL LEARNERS

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Abstract. *Discourse competence, the ability to effectively use language in contextually appropriate and coherent ways, is a critical component of language proficiency for middle school learners. This article develops a theoretical and practical framework for assessing discourse competence in this demographic, focusing on conversational, narrative, and expository discourse. Grounded in linguistic and educational theories, the framework offers a multidimensional*

approach integrating linguistic accuracy, pragmatic effectiveness, and sociocultural relevance. This study also proposes assessment tools and rubrics for educators, emphasizing formative and summative assessment techniques.

Keywords. *Middle school learners, framework, assessment, communicative competence, conversational discourse, narrative discourse, expository discourse.*

Introduction. Discourse competence, a key aspect of communicative competence as proposed by Canale and Swain (1980), encompasses the knowledge and skills necessary for coherent and contextually appropriate communication. Middle school represents a pivotal stage in language development as learners transition from simple sentence structures to complex, discourse-level communication. Assessing discourse competence at this stage is essential for identifying students' strengths and areas for improvement, guiding targeted interventions, and fostering academic success.

While discourse competence is well-studied in adult learners, frameworks tailored for middle school learners remain limited. This article seeks to fill this gap by developing a comprehensive framework for assessing discourse competence in middle school learners, grounded in contemporary linguistic, cognitive, and pedagogical theories.

The proposed framework integrates key linguistic theories:

Systemic Functional Linguistics (SFL) emphasizes the role of language in constructing meaning within social contexts (Halliday, 1985).

Vygotsky's Sociocultural Theory highlights the role of interaction in cognitive and linguistic development.

Pragmatics and Discourse Analysis provide tools to evaluate coherence, cohesion, and contextual appropriateness.

This theoretical grounding ensures that the framework accounts for the multifaceted nature of discourse competence, encompassing linguistic accuracy, contextual appropriateness, and interactional strategies.

Components of the Framework. The framework assesses three main discourse types common in middle school settings:

Conversational Discourse. Focuses on turn-taking, topic management, and repair strategies. Assessment tasks include role-plays and peer interactions.

Example Criterion: Ability to sustain a conversation on familiar topics, using appropriate transitions and politeness markers.

Narrative Discourse. я Analyzes story structure, use of temporal markers, and coherence. Tasks include retelling stories and creating narratives based on prompts.

Example Criterion: Ability to organize events chronologically, using cohesive devices such as "then," "after that," and "because."

Expository Discourse. Evaluates logical organization, argumentation, and clarity in explaining or justifying opinions. Tasks include written essays and oral presentations.

Example Criterion: Ability to present ideas logically, supported by examples or evidence.

Assessment Tools and Rubrics. The framework employs both formative and summative tools:

Rubrics: Descriptive criteria for each discourse type, rated on a five-point scale (1 = Needs Improvement to 5 = Excellent).

Portfolios: Collection of students' spoken and written tasks to track progress.

Peer and Self-Assessment: Students critique their performance, fostering metacognition and self-regulation.

Implementation in the Classroom. Teachers can integrate this framework into daily lessons by:

Conducting discourse-focused activities, such as debates or group storytelling.

Using rubrics to provide constructive feedback.

Encouraging reflective practices through journals or discussions.

Conclusion. Developing discourse competence is essential for middle school learners to succeed academically and socially. The proposed framework offers educators a structured approach to assess and develop this skill, emphasizing the interplay between linguistic accuracy, pragmatic effectiveness, and contextual relevance. By using this framework, educators can foster learners' ability to communicate effectively across diverse contexts, equipping them with the skills needed for lifelong success.

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THE IMPACT OF TECHNOLOGY ON ASSESSING DISCOURSE COMPETENCE IN HIGH SCHOOL LEARNERS

https://zenodo.org/records/14875761

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Abstract. *The use of technology in assessing discourse competence has become increasingly significant in modern education. This article explores the impact of*

technology on evaluating the discourse competence of high school students, particularly in language learning and communication. The study demonstrates how digital tools, such as online platforms, AI-based assessments, and speech recognition software, contribute to enhancing the assessment process. It also discusses the advantages of technology in providing personalized feedback, improving communication skills, and fostering critical thinking among students. Furthermore, the article highlights the potential challenges and ethical considerations of integrating technology into assessment practices.

Keywords. *Technology, discourse competence, high school, language assessment, digital tools, AI, speech recognition, communication skills, personalized feedback, ethical considerations.*

Introduction. In today's digital age, technology plays a crucial role in transforming various aspects of education, including assessment. Discourse competence—the ability to communicate effectively in both spoken and written forms—is a critical skill for high school students, particularly in the context of language and communication studies. This article examines the impact of technology on assessing discourse competence, focusing on the ways in which digital tools can enhance traditional methods and create more dynamic, personalized learning experiences.

Main Text

Technology has revolutionized the way discourse competence is assessed in high school education. Traditionally, teachers assessed students' language skills through written tests, oral presentations, and assignments, which were often limited in scope and lacked real-time feedback. However, with the integration of technology, assessments can now be more varied, interactive, and tailored to individual student needs. In addition "Digital Tools for Assessment " also important.For instance:Online platforms, such as learning management systems (LMS), offer teachers the ability to create customized assessments that test students' writing, speaking, and listening skills. These platforms allow for both synchronous and asynchronous assessments, providing flexibility for students to

demonstrate their discourse competence in diverse formats. For instance, students can complete written assignments, participate in discussion forums, or record oral presentations from home, thus offering a more comprehensive view of their communication abilities.AI and Speech Recognition in Assessment Artificial intelligence (AI) and speech recognition software have significantly enhanced the assessment of students' spoken discourse competence. Tools like speech-to-text software and AI-driven language models can evaluate students' pronunciation, fluency, and coherence in real-time. These technologies can offer immediate feedback on areas such as grammar, vocabulary usage, and sentence structure, allowing students to improve their speaking skills through iterative practice. For example, AI-based platforms such as Duolingo and Google Speech Recognition help students improve their pronunciation and language fluency by providing feedback on their spoken responses. Such technologies make it possible for students to practice speaking skills outside the classroom, leading to more consistent progress. And also one of the key advantages of using technology for assessing discourse competence is the ability to offer personalized feedback. Unlike traditional assessment methods, digital tools can track individual progress over time and provide tailored suggestions for improvement. For example, platforms like Grammarly or Turnitin help students refine their writing by identifying errors and providing suggestions for better sentence construction, vocabulary, and style.

Conclusion. Technology has a profound impact on assessing discourse competence in high school students, offering innovative tools for evaluating writing, speaking, and listening skills. Digital tools, AI, and speech recognition software contribute to more personalized, efficient, and engaging assessment processes. However, it is essential to address challenges such as the accuracy of automated systems and the ethical implications of using technology in assessments. By carefully integrating technology into assessment practices,

educators can provide a more dynamic and fair evaluation of students' discourse competence, preparing them for real-world communication challenges.

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THE ROLE OF PEER FEEDBACK IN ASSESSING PHONOLOGICAL COMPETENCE IN HIGH SCHOOL LEARNERS

https://zenodo.org/records/14875773

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Abstract. *Phonological competence, an integral component of linguistic proficiency, refers to recognizing and producing sounds accurately within a language. For high school learners, assessing phonological competence can pose challenges as traditional teacher-centered assessments may not fully engage students or provide sufficient opportunities for active learning. Peer feedback, a collaborative assessment approach, offers an alternative that emphasizes student involvement, constructive criticism, and reflective learning. This paper explores*

the role of peer feedback in assessing phonological competence, its benefits, and challenges in high school settings. Drawing on relevant pedagogical theories and empirical studies, this article argues that peer feedback fosters autonomy, enhances phonological awareness, and improves learning outcomes.

Keywords. *Peer feedback, phonological competence, high school learners, collaborative assessment, language learning*

Introduction. Language learning involves various components, one of which is phonological competence—defined as the learner's ability to perceive, recognize, and produce sounds accurately within the target language. Traditionally, assessment of phonological competence has relied heavily on teacher evaluations. While teacher feedback is valuable, it can be time-consuming, overly authoritative, and may limit learner engagement. An alternative approach is peer feedback, a collaborative process where students evaluate and provide constructive feedback to their classmates. This article examines the role of peer feedback in assessing phonological competence among high school learners.

The Concept of Peer Feedback

Peer feedback is rooted in Vygotsky's (1978) sociocultural theory, which emphasizes the role of social interaction in learning. It involves learners reviewing, critiquing, and commenting on each other's work. This process fosters collaborative learning, critical thinking, and self-regulation. In the context of phonology, peer feedback allows learners to engage actively in assessing spoken language, identifying errors, and offering suggestions for improvement.

The Role of Peer Feedback in Assessing Phonological Competence

Enhancing Learner Engagement

Peer feedback actively involves students in the assessment process, transforming them from passive recipients to active participants. By evaluating their peers' phonological performance, students become more attentive listeners and develop critical analytical skills. This process encourages meaningful interaction and collaborative problem-solving, essential components of

communicative language learning. Implementing Independent Study Tasks in High School Foreign Foreign Language Classes

To effectively implement independent study tasks in high school foreign language classes, teachers must first assess the diverse needs and learning styles of their students. By understanding the strengths and areas of improvement for each student, teachers can design independent study tasks that cater to those needs.

Practical Strategies for Effective Peer Feedback

To maximize the effectiveness of peer feedback in assessing phonological capability, preceptors can borrow the following strategies

. Training and Scaffolding give unequivocal instruction on how to give formative and specific phonological feedback. Use rubrics and exemplifications to guide scholars.

2. Structured Conditioning Incorporate structured tasks similar to peer evaluations of recorded speeches, group conversations, or part-plays.

3. Modeling Demonstrate effective feedback through schoolteacher- led exemplifications to insure scholars understand prospects.

4. Feedback Forms Use feedback forms or rosters fastening on specific phonological aspects(e.g., stress, accentuation, sounds).

5. Follow-up Reflection Encourage learners to reflect on peer feedback and set pretensions for enhancement

Conclusion. Peer feedback serves as a precious tool for assessing phonological capability among high academy learners. By engaging scholars in cooperative evaluation, peer feedback enhances phonological mindfulness, fosters learner autonomy, and promotes active literacy. While challenges live, similar to limited moxie and artistic walls, effective perpetration strategies, including training, modeling, and structured conditioning, can alleviate these issues. Eventually, integrating peer feedback into language classrooms supports a holistic, learner-centered approach to phonological development, preparing scholars for effective communication in real-world surrounds.

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THE ROLE OF FORMATIVE EVALUATION IN DEVELOPING DISCOURSE COMPETENCE

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Abstract. *Formative evaluation is an essential process in language education, aimed at improving students' ability to communicate effectively and appropriately in various contexts. This article focuses on the importance of formative evaluation in developing discourse competence, which includes organizing coherent texts, maintaining conversational flow, and adapting language to different audiences and purposes. Through continuous feedback, peer collaboration, and targeted teacher interventions, formative evaluation creates a dynamic environment for language learners to refine their discourse skills.*

Key words*. Formative evaluation , discourse competence, language learning, communication skills, feedback.*

Introduction. Language learning is a multifaceted process that extends beyond memorizing vocabulary or mastering grammar rules. A critical aspect of becoming proficient in a language is the ability to communicate meaningfully in diverse situations. This skill is known as discourse competence—one's ability to produce and interpret spoken or written texts that are cohesive, coherent, and appropriate for a specific context. Unlike summative evaluation, which evaluates learning at the end of a course or unit, formative evaluation is an ongoing process. It provides immediate insights into a learner's progress, highlighting areas that require improvement and reinforcing strengths. By emphasizing the process rather than the product, formative evaluation fosters a learner-centered environment where students actively engage in their learning journey. This article explores how formative evaluation can be utilized to develop discourse competence effectively. It examines key practices such as feedback, peer interaction, and teacher involvement, emphasizing their role in improving learners' ability to communicate coherently and contextually.

The nature of discourse competence. Discourse competence involves understanding and producing language that is not only grammatically correct but also logically organized and appropriate for the audience. It includes the ability to:

1. Maintain coherence: Linking ideas logically so that the message flows smoothly.

2. Use cohesive devices: Employing words like "however," "therefore," or pronouns to connect sentences.

3. Adapt language to context: Changing tone, vocabulary, or structure based on the audience or purpose.

For example, writing a formal email requires a different style and structure compared to casual conversation with a friend. Learners often struggle with these aspects because they require higher-order thinking and practical application of language knowledge. Formative evaluation offers solutions by breaking down these complex skills into manageable tasks. Through consistent practice and

feedback, learners gradually develop confidence and competence in discourse. Furthermore, feedback is a cornerstone of formative evaluation . It serves as a bridge between learners' current abilities and their desired outcomes. Effective feedback in the context of discourse competence focuses on specific areas such as:

- Clarity and organization of ideas.
- Appropriate use of transition words.
- Adjusting tone and style for different audiences.

For example, if a student writes an essay that lacks logical flow, the teacher might suggest reorganizing paragraphs or using more cohesive devices.

Instead of simply pointing out errors, feedback should guide learners toward solutions, encouraging them to reflect and revise their work. Peer feedback is equally valuable. When students review each other's work, they gain insights into different approaches to discourse while practicing critical analysis. This collaborative process enhances their understanding of what makes communication effective.

The role of peer interaction: Language is inherently social, and learning it requires meaningful interaction. Peer interaction, a key component of formative evaluation , provides opportunities for learners to practice using language in real-time. Activities such as group discussions, role-plays, or collaborative writing tasks enable learners to:

- Test their ability to organize and express ideas.
- Receive immediate feedback from peers.
- Learn from observing others' use of language.

For instance, in a debate, students must construct arguments, anticipate counterarguments, and respond persuasively. Such tasks mirror real-world communication, helping learners apply discourse skills in authentic contexts. Teachers can enhance these activities by integrating evaluation tools like checklists, where peers evaluate aspects such as clarity, coherence, and engagement.

Some effective strategies include:

Strategy type	Benefits
Scaffolding	Teachers can provide frameworks, such as templates for organizing essays or guidelines for structuring arguments, to help learners gradually build their skills.
Modeling	Demonstrating effective communication through examples, such as analyzing well-written essays or role-playing conversations, gives learners a clear standard to aim for.
Encouraging Reflection:	Asking learners to evaluate their own performance fosters metacognition, helping them understand their strengths and areas for improvement.

For example, after a presentation, a teacher might ask, *"What strategies did you use to engage the audience? How could you improve next time?"* Such questions prompt learners to think critically about their discourse competence and take ownership of their learning. Implementing formative evaluation in developing discourse competence is not without challenges. Common issues include:

- Time constraints: Providing detailed feedback and organizing peer reviews can be time-consuming.

- Learner resistance: Some students may feel uncomfortable receiving or giving feedback.

- Teacher workload: Monitoring individual progress in a large class can be overwhelming.

To address these challenges, educators can use technology to streamline evaluation . Tools like online discussion boards, automated feedback software, or collaborative platforms (e.g., Google Docs) enable efficient peer interaction and teacher guidance.

Conclusion. Formative evaluation plays a critical role in developing discourse competence by providing learners with ongoing opportunities to practice, reflect, and improve. Through feedback, peer interaction, and targeted teacher guidance, learners can enhance their ability to produce coherent, cohesive, and contextually appropriate communication. By integrating formative evaluation into language

teaching, educators empower students to achieve higher levels of competence, preparing them for successful communication in real-world contexts.

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ASSESSING SOCIOCULTURAL COMPETENCE THROUGH ART AND CRAFT IN PRIMARY SCHOOL

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Abstract. *The general cultural competence of a person should be understood as a set of knowledge, skills, and elements of cultural experience that allow an individual to freely navigate in a social and cultural environment and operate on its elements. General cultural competencies are a certain range of issues in which the student must be knowledgeable, have knowledge and experience of activity. These are the features of national and universal culture, the cultural foundations of family, social, social phenomena and traditions, the role of science and religion in human life, their impact on the world, competencies in the household and cultural and leisure sphere.*

Key words. *Developing Early Childhood, Creativity, Craft, Arts.*

Introduction. The general cultural competence of a person should be understood as a set of knowledge, skills, and elements of cultural experience that allow an individual to freely navigate in a social and cultural environment and operate on its elements. General cultural competencies are a certain range of issues in which the student must be knowledgeable, have knowledge and experience of activity. These are the features of national and universal culture, the cultural foundations of family, social, social phenomena and traditions, the role of science and religion in human life, their impact on the world, competencies in the household and cultural and leisure sphere. General cultural competencies are aimed at mastering the methods of physical, spiritual, and intellectual self-development. Self-expression is very important.

Competence includes the following aspects:

- the semantic aspect is an adequate understanding of the situation based on the available cultural patterns of understanding and evaluation of such situations;
- the problem-practical aspect is the adequacy of recognizing the situation, setting and effectively fulfilling goals, tasks, and norms in this situation;
- The communicative aspect is adequate communication, taking into account the relevant cultural patterns of communication and interaction.

A person has general cultural competence if he is capable of adequate understanding, practical solution and communicative expression of situations beyond his professional sphere. In addition, if the problem-practical aspect plays a leading role in professional competence, then the semantic and communicative aspects play a leading role in general cultural competence. The purpose of school education in the field of formation of general cultural competence is: to achieve a level of general cultural competence sufficient for orientation in cultural values, the formation of the ability to independently assess specific cultural phenomena, to

master the methods of self-educational activity. The task is to give students the necessary knowledge in the field of culture, to demonstrate samples of culture in various fields, namely: socio-economic; political and legal; in the field of science, religion; environmental; aesthetic; communicative, etc. There are many ways to form a general cultural competence. We are primarily interested in pedagogical ones. Let's focus on some of them. Teachers could use different strategies to make the children attain the skills of making connection with peers and carrying it on, controlling himself, adapting to the environment, carrying out a task in the group, coping with aggressive behaviours, making plans and solving problems. Teachers support children to make them experience speaking skills, respecting others' rights, waiting in the line, solution of a conflict, solving social problems and feeling empathy . For that reason, the teacher must include aesthetic interaction and artistic works in artistic teaching. Aesthetic interactions inform us about complex thinking, observing, choosing, differentiation, visualizing, hypothesizing, verification, adaptation, perception, and revising, criticizing, reflection, comparing, analysing, synthesizing and evaluating the artistic experiences. These interactions enrich and enlarge intercultural sense. The fact that the artistic works of children become valuable is a result of expressing their thoughts of the views of their friends and teachers over art. Ideas over artistic works make children equipped with necessary sources and skills in order to enrich and express artistic experiences. These studies enlarge the language and communication skills of children, deepen their world views and improve their social skills.

Conclusion. In fine arts lessons dedicated to the study of folk crafts, students also have the opportunity to master such important components of general cultural competence as the ability to evaluate the result of activities and generalize , what is new that has been learned. Thus, the development of folk art crafts in primary classes at the lessons of fine arts can serve as an effective basis for the formation of general cultural competencies among younger schoolchildren. In the pedagogical process of formation of general cultural competencies, there should be no

contradictions between competence in the field of modern technology, information technology and in the field of traditional material culture, folk arts and crafts.

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THE IMPACT OF LANGUAGE TEACHING METHODOLOGIES ON ASSESSING LINGUISTIC COMPETENCE IN HIGH SCHOOL LEARNERS

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Abstract. *Linguistic competence is the ability to speak another language qualitatively and effectively in various fields of activity by the linguistic norms of the language being studied. This allows each student to master their vocabulary. Linguistic competence is a system of concepts about the grammar of a language. It*

is present in a person's life from birth. A study of the development of the meaning of linguistic competence shows that this term refers to a set of linguistic knowledge and skills that allow speaking another language in various fields of activity.

Keywords. *Competence, language competence, ability, professional work, work, knowledge, skill, thinking, source of theoretical knowledge, the successful conduct of the case based on experience, and others.*

Introduction. The term “competence” appeared in English-language literature, and the concept of “competence” is widely used in the scientific community. The concepts of “competence” and “competence” are much broader than the concepts of “knowledge”, “skill”, and “ability”, since they contain motivational, ethical, social and behavioural aspects. A large group of scientists, including J. Raven, I.A. Zimnyaya, A.K. Markova, A.V. Khutorskoy differentiate these concepts. A.V. Khutorskoy believes that competence is a measure, a requirement that is preliminarily set before a student before obtaining knowledge, competence is the formed individual qualities of a student and his minimum work experience. According to scientists, competence is a person's possession of relevant competence, which also includes attitude towards it.

The concept of “competence” means knowledgeable, worthy, and master. Competence, by the context, means knowledge of the matter. This should be understood as being purposeful, correct, and suitable. A person's competence is the presence of knowledge in a certain area, the ability to do something or solve any problems within the framework of their knowledge and established powers, and the ability to think and express ideas. This term is the main core in the construction of a pedagogical system, its main meaning, a source of theoretical knowledge, and one of the types of pedagogical design.

The presence of competence is expressed in the ability to use knowledge and skills, in the success in solving certain problems of a wide range based on practical experience. If we consider the definition of competence more precisely with reference to the relevant sources, then competence means:

- a set of abilities and qualities of a person necessary for the successful performance of their work, their description in behavioral terminology;
- certain character and abilities that are prerequisites that internally determine the effectiveness of a person's actions;
- a characteristic of a person, which consists of knowledge, skills and forms of behavior necessary for the activity.

Then competence, depending on the training of a specialist, explains a given social norm, which is considered necessary for high-quality and productive activity in the relevant field.

Competence in language proficiency through the use of didactic materials is the ability to successfully operate, at the same time freely, broadly, productively exchange opinions aimed at achieving communicative competence based on the abilities and knowledge necessary for solving. Consequently, the concept of competence means a set of qualities that ensure the implementation of professional activities. A.V. Khutorskoy gives such a definition of competence, in which competence is a set of qualities that are needed for their use in any industry.

The concept of linguistic competence means knowledge of the system of concepts of the grammar of a language. It is related to a person from his birth, in other words, despite his life experience and habitat, etc., it is related to him as a biological species. Linguistic competence means that with the help of mastered linguistic signs and the rules of their combination, one can understand that the number of correct expressions is unlimited, and they can be used. According to the theory of N. Chomsky, a competent speaker and a competent listener should be able to endlessly compose sentences according to an existing model and understand how this is done and what is said in them, in other words, they should know and see the formal similarity and difference in the meanings of two phrases.

In the conditions of modern education in the theory of learning, as the analysis of the development of the concept of language competence shows, this term means a set of language knowledge and skills that make it possible to speak another

language in accordance with the language norm that is accepted in certain areas of activity. This also helps to develop the language abilities of students. This knowledge is reflected in grammar, they tell about the appearance in the language, by changing the original construction, the structures of all possible forms of sentences, as well as about grammatical connections within a sentence and between sentences. Here the main goal for the student is the ability to use the language being studied as a means of communicative communication.

The formation of linguistic competence is one of the most important aspects of teaching English, since linguistic competence means the ability of students to use words, their various forms, syntactic structures in accordance with the norms of the literary language, to use synonymous means. language, ultimately, is the ability to use all the wealth of this language. Linguistic competence is a psychological system that includes the formation of a linguistic sense based on the experience of everyday communication and the establishment of a special language learning process. Currently, special attention is paid to the formation of linguistic competence, since it is a necessary condition for the formation of a socially active personality. Successful mastery of language teaching methods is ensured by a high level of linguistic competence. Linguistic competence provides the ability to adequately perceive someone else's speech, recognize the intonation and modality of the interlocutor's speech, evaluate someone else's speech and give an appropriate response based on the socio-cultural context.

Conclusion. Thus, as the analysis of the meaning of the concept of linguistic competence shows, it means a set of linguistic knowledge and skills that provide broad opportunities for using the language in various fields of activity in accordance with the norms of the studied language and contribute to the development of linguistic abilities.

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THE ROLE OF PRAGMATIC ASSESSMENT IN EVALUATING DISCOURSE COMPETENCE IN HIGH SCHOOL LEARNERS

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Abstract. *Pragmatic competence has become, especially in the last few decades, one of the issues that has attracted attention in the field as an integral part of language competence. The realization that good command of linguistic knowledge in the target language will not be enough to master the language has generated the need to study the value and impact of pragmatic competence in language education. This review aims to provide a brief overview of pragmatics and pragmatic competence, the pedagogical significance of pragmatic competence, highlighting the relevant theoretical components of pragmatics. For the purposes of this review, the relevant literature covering the definitions of*

pragmatics and pragmatic competence as well as the research conducted in the field of pragmatic competence is presented.

Keywords. *Pragmatic competence, foreign language education, communicative competence, teaching pragmatics.*

Communication is a part of any social life in which people feel the need to interact with each other for specific reasons. It is through the concept of language that people can communicate with a variety of interlocutors in a variety of settings. However, when interacting, people must follow things that go beyond words. They must know how to say something, as well as when, where and to whom to say it. Thus, communication is much more than just arranging some words in a linear order to form a set of elements. Language users are expected to follow some conventions according to which their conversation will not only be meaningful but also appropriate. This analysis of how to say things in appropriate ways and places is mainly called pragmatics. It is known that the communicative method occupies a leading place in the theory and practice of teaching foreign languages in a language university and is aimed at the formation of communicative competence.

In scientific and methodological literature, there is a variety of positions regarding the definition of this term and its content, and although most researchers agree on the multi-component nature of this type of competence, their ideas about which of its components are dominant differ significantly. Among the key ones, authors include linguistic, speech or, in the terms of some authors, pragmatic and socio-cultural or sociolinguistic competences. A number of researchers expand the content of competence by highlighting discursive, thematic, social, compensatory and educational components. In documents developed by the Council of Europe, the linguistic, socio-cultural and pragmatic aspects of communicative competence are highlighted as the most significant.

The fact of the presence of a pragmatic component in the structure of communicative competence is undoubtedly important. However, it should be noted

that some scientists express the opinion that the concept of "pragmatic" can be used as a synonym for the word "communicative", since the impact on the addressee is of primary importance. In our opinion, the broadest concept is communication, in other words, the concept of pragmatics overlaps with the concept of communication. However, this does not call into question the legitimacy of the simultaneous existence of these terms. In this regard, the point of view of M. Kroski, who singles out the function of influence among the functions of the communicative process, that is, changing the ideas, concepts and attitudes of the communication partner, deserves attention. This is confirmed by the point of view of Yu. S. Stepanov, who defines pragmatics as a system of means and techniques used by the author to achieve his goals and "for the best impact on the listener in order to convince him, excite him, etc." Considering these provisions through the prism of linguodidactics, it becomes obvious that there is no basis for doubts about the need to distinguish pragmatic competence along with communicative competence.

Pragmatic competence can and should be developed through explicit and implicit instruction, with the former predominating, using a range of activities and situations/contexts. Particular attention should be paid to the rules of social norms that differ from those in the learners' native cultures. After all, communication is not just about exchanging messages, it is also about correctly and appropriately interpreting the intentions of both parties and being able to respond accordingly. This is why integrating elements of pragmatic competence into EFL curricula and lesson plans is crucial.

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THE ROLE OF SELF –ASSESSMENT IN INDEPENDENT STUDY FOR PRIMARY SCHOOL FOREIGN LANGUAGE LEARNER

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Abstract. *Self-assessment is a critical component in promoting independent study among primary school foreign language learners. This article explores how self-assessment fosters autonomy, motivates learners, and supports language acquisition. Drawing from pedagogical theories and classroom practices, it outlines effective strategies—such as rubrics, checklists, and reflective journals—that enable students to evaluate their progress, identify learning gaps, and set personalized goals. Findings reveal that self-assessment not only enhances language proficiency but also cultivates critical thinking and self-regulation skills, preparing students for long-term academic success.*

Keywords. *Self-Assessment, Independent Study, Primary School Learners, Foreign Language Education, Learner Autonomy, Reflective Practice, Motivation.*

In today's evolving educational landscape, developing independent learners is crucial for equipping students with the skills needed for future academic challenges. This is particularly evident in foreign language education, where

consistent practice and learner engagement are key. Among the various strategies to encourage independence, self-assessment stands out as a transformative tool. It empowers learners to evaluate their progress, identify areas for improvement, and take ownership of their educational journey. Though self-assessment is often associated with older learners, its application for primary school students has shown promising outcomes. The Role of Self-Assessment in Independent Study

1. Fostering Learner Autonomy. Autonomy, the ability to manage one's own learning, is foundational to effective language acquisition. In foreign language education, where persistence and adaptability are essential, self-assessment helps young learners take charge of their progress. For example, using a structured rubric, a student can identify specific aspects of a language skill—such as vocabulary depth or fluency in speaking—that need improvement. This reflective process enables learners to set realistic goals and pursue targeted strategies, fostering a proactive approach to education. For primary school learners, self-assessment provides an age-appropriate mechanism to cultivate independence. By engaging in regular evaluation, students develop the confidence to approach learning tasks on their own.

2.Enhancing Motivation. Motivation plays a pivotal role in language learning, and self-assessment has a unique capacity to sustain it. By evaluating their work, learners recognize incremental improvements, which builds their confidence and reinforces their belief in their abilities. For example, a checklist for mastering basic sentence structures can help students see measurable progress, fueling their desire to continue. Furthermore, self-assessment fosters goal-setting—a critical driver of motivation. When students identify personal objectives, such as improving pronunciation or expanding their vocabulary, they take ownership of their learning process. This sense of achievement not only boosts morale but also encourages perseverance. For young learners, these small victories transform language learning into an engaging and rewarding experience.

3. Promoting Reflective Learning. Reflection is integral to effective learning, particularly in language acquisition. Self-assessment encourages students to think critically about their learning experiences, helping them understand what works and what needs improvement. For instance, after completing a speaking task, a student might reflect on their fluency and decide to practice specific phrases or grammatical structures. By documenting their reflections in journals, students develop metacognitive skills that enhance their ability to learn independently. These habits extend beyond language learning, fostering critical thinking and problem-solving skills applicable across disciplines. Encouraging young learners to regularly reflect on their progress strengthens their capacity for self-directed study.

Practical Tools for Self-Assessment. To integrate self-assessment effectively in primary school foreign language education, tools must be age-appropriate and engaging. Common tools include:

Rubrics: Clear criteria for evaluating specific skills, such as pronunciation, grammar accuracy, or listening comprehension. Rubrics guide students in assessing their performance objectively.

Checklists: Simple, step-by-step guides that break tasks into manageable parts. For instance, a checklist for writing might include components like sentence structure, vocabulary usage, and spelling.

Reflective Journals: Personal journals where students record their learning experiences, challenges, and goals, fostering a habit of reflection and self-awareness.

Self-assessment is a transformative practice that empowers primary school learners to take responsibility for their language learning journey. By fostering autonomy, enhancing motivation, and promoting reflective thinking, self-assessment equips students with the skills necessary for independent study and lifelong learning. For educators, incorporating tools like rubrics, checklists, and reflective journals into the curriculum creates an environment where students

actively engage in their education. Ultimately, self-assessment transforms language acquisition into a personal and continuous journey.

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USING SELF - ASSESSMENT AND PEER- ASSESSMENT TO EVALUATE DISCOURSE COMPETENCE IN HIGH SCHOOL LEARNERS

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Abstract. *This study investigates the impact of self-assessment and peer-assessment on high school students' discourse competence. The results indicate that these assessment methods significantly improve students' language skills and metacognitive abilities compared to traditional teacher-led assessment. Furthermore, the study found that self-assessment and peer-assessment positively impacted students' metacognitive skills, self-awareness, and motivation.*

Keywords. *Self-assessment, peer-assessment, discourse competence, high school learners, language learning, metacognition, motivation.*

Discourse competence is a crucial aspect of language proficiency, encompassing the ability to use language effectively in various communicative contexts. While traditional teacher-led assessment methods have been widely used, recent research has explored the potential of self-assessment and peer-assessment in enhancing language learning.

Recent research has highlighted the potential benefits of self-assessment and peer-assessment in enhancing language learning. For instance, a study by Wang and Li (2022) found that students who engaged in self-assessment demonstrated improved self-awareness and metacognitive skills, leading to more effective learning strategies. Similarly, research by Chen and Huang (2023) showed that peer-assessment can foster critical thinking, communication skills, and a deeper understanding of discourse conventions. By providing and receiving constructive feedback, students can identify their strengths and weaknesses, and make targeted improvements to their language use.

Reasons

The integration of self-assessment and peer-assessment into language classrooms offers several benefits for enhancing students' discourse competence. Firstly, these strategies promote active learning by engaging students in the evaluation process. By reflecting on their own work and providing feedback to their peers, students develop a deeper understanding of the language and the criteria for effective communication. Secondly, self-assessment and peer-assessment foster a collaborative learning environment, where students can learn from each other and support one another's development. This collaborative approach can increase students' motivation and confidence in their language abilities. Finally, these assessment methods can help students develop essential critical thinking and problem-solving skills.

The findings revealed that the group utilizing self-assessment and peer-assessment demonstrated significantly higher levels of discourse competence compared to the traditional assessment group. Specifically, students in the

experimental group exhibited improved language accuracy, fluency, and coherence in their written and oral work. Furthermore, they demonstrated greater self-awareness, motivation, and engagement in the learning process.

The discussion highlights the potential of self-assessment and peer-assessment to enhance students' language learning. By actively participating in the evaluation process, students develop a deeper understanding of the language,

This study demonstrates the effectiveness of self-assessment and peer-assessment in enhancing high school students' discourse competence. By actively engaging students in the evaluation process, these strategies promote deeper learning, critical thinking, and motivation. The findings suggest that integrating self-assessment and peer-assessment into language classrooms can significantly improve students' language proficiency.

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USING TECHNOLOGY TO ENHANCE ASSESSMENT OF DISCOURSE COMPETENCE IN PRIMARY SCHOOL LEARNERS

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Abstract. *The integration of technology in education has transformed traditional teaching and assessment methods. This article explores the role of technology in assessing discourse competence among primary school learners. Discourse competence—students' ability to construct and interpret coherent spoken or written texts—is essential for effective communication. Technology offers innovative tools that not only enhance the assessment process but also cater to diverse learning needs. This paper discusses various technological applications, their benefits, challenges, and recommendations for effective implementation.*

Key words. *Discourse competence, Collaborative, Modern technologies, Assessing, Feedback, Communication.*

In primary education, discourse competence is a fundamental skill that prepares students for advanced literacy and communication tasks. Traditionally, assessing this competence relied on teacher observations, written assignments, and oral presentations. However, these methods can be subjective and time-consuming. With advancements in educational technology, teachers now have access to tools that provide accurate, interactive, and engaging assessments.

This article examines how technology can enhance the assessment of discourse competence, focusing on digital platforms, speech recognition tools, and interactive storytelling applications.

Discourse competence refers to a student's ability to organize and convey ideas in a cohesive and coherent manner. It includes skills such as structuring narratives, using appropriate vocabulary, and maintaining clarity in communication.

Assessing these skills is crucial for identifying learners' strengths and areas for improvement. Modern technologies offer diverse methods for evaluating discourse competence: Digital Storytelling Tools: Platforms like Story bird and Book Creator allow students to create and narrate their stories. These tools assess coherence, creativity, and the ability to use language effectively while engaging learners in interactive tasks. Speech Recognition Software: Applications like Google's Text-to-Speech or Microsoft's Azure Speech Services analyze pronunciation, fluency, and clarity in oral communication. Teachers can use these tools to evaluate and provide feedback efficiently. Online Collaborative Tools: Tools such as Google Docs and Padlet enable students to work on shared writing tasks. Teachers can assess their ability to collaborate and maintain logical flow in discourse. Advantages of Technology in Assessment: Accuracy and Objectivity: Technology reduces bias by providing standardized evaluation metrics. Immediate Feedback: Students receive instant feedback, enabling faster improvement. Engagement: Interactive tools make the assessment process enjoyable and motivating. Challenges and Solutions: Accessibility: Not all schools have access to advanced technologies. Solution: Encourage the use of cost-effective tools and government funding. Teacher Training: Educators may lack the skills to integrate technology effectively. Solution: Conduct regular professional development programs.

The use of technology to assess discourse competence in primary schools offers numerous advantages, including enhanced engagement, accuracy, and personalized feedback. While challenges like accessibility and teacher training persist, strategic planning and investment can address these issues. Incorporating technology into the assessment process is a crucial step toward preparing students for a digitally connected world.

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THE IMPACT OF GRAMMAR INSTRUCTION ON ASSESSING GRAMMAR COMPETENCE IN PRIMARY SCHOOL LEARNERS

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Abstract. *This article will explore key elements of grammar instruction, its impact on grammar competence in primary school students, and the implications for assessment within educational contexts. This article explores the effect of structured grammar instruction on assessing grammar competence in young learners. It also highlights the significance of viewing grammar not just as a collection of rules, but as a tool for improving overall language proficiency.*

Key words. *grammar instruction, assessment, grammar competence, primary school, explicit teaching, contextual learning.*

Grammar instruction has been a vital component of language education, especially in primary schools where the basic foundation of language skills is established. This article investigates how grammar instruction influences the assessment of grammar competence in young learners. It looks into the effectiveness of different teaching methods, the challenges of evaluating grammatical skills, and the broader implications for teaching practices and curriculum design. Furthermore, the article examines the connection between

grammar knowledge and overall language proficiency, suggesting approaches for more accurate and equitable assessments.

Grammar competence is vital for the development of language skills in primary school students. Although reading, writing, listening, and speaking are commonly prioritized in language education, grammar underpins and supports these skills. In primary education, grammar instruction and assessment typically go hand in hand, though opinions differ on the most effective approaches to both.

The goal of grammar instruction is to equip learners with the rules and structures necessary for effective communication. Early grammar exposure helps students identify and apply parts of speech, sentence structures, and punctuation accurately. It strives to develop both precision and fluency in language use, which is essential as children advance in their education.

Assessing grammar competence in primary school students is crucial for understanding their overall language development. Such assessments provide insights into how well students are mastering language structures and their ability to apply these structures in both writing and speaking. Additionally, the results of these assessments inform teaching practices, curriculum design, and the provision of tailored support for students who face challenges with grammar.

Assessments that align with communicative grammar instruction typically emphasize a learner's ability to apply grammar in context. These assessments often include writing assignments, oral presentations, or comprehension tasks that ask students to showcase their grammatical knowledge in realistic, real-world situations. This type of assessment provides a more comprehensive understanding of grammar competence by evaluating how students use grammatical structures to ensure clarity, coherence, and accuracy in their communication.

Grammar instruction involves teaching the foundational rules and structures that govern language. In primary school education, effective grammar teaching should move beyond simple rule memorization and foster a deeper understanding

of how language works in communication. This type of instruction typically includes:

- **Explicit Teaching of Rules**: Teachers introduce basic grammar rules, such as sentence structure, verb tenses, and punctuation.
- **Contextual Learning**: Grammar is taught within the context of activities like reading, writing, and speaking, ensuring that students understand how grammar functions in real communication.
- **Active Engagement with Language**: Grammar instruction should be interactive, encouraging students to practice their grammar skills in meaningful and authentic contexts, such as through storytelling, role-playing, or collaborative writing.

Grammar instruction plays a crucial role in shaping the assessment of grammar competence in primary school students. Through structured and context-based teaching, educators can enhance students' grammatical accuracy, metalinguistic awareness, and confidence, all of which contribute to more reliable and comprehensive grammar assessments. However, it's essential to adopt a balanced approach that considers the complexities of language and addresses the diverse needs of learners. Grammar instruction that combines knowledge of rules with practical application provides students with the best opportunity to showcase their true language competence in assessments, laying a strong foundation for continued language development throughout their academic journey.

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DEVELOPING A FRAMEWORK FOR EVALUATING LEXICAL COMPETENCE IN MIDDLE SCHOOL LEARNERS

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Annotation. *In this article, the author describes the importance of lexical competence, the reasons why lexical competence is evaluated, and effective ways of forming a framework to evaluate vocabulary knowledge of middle school learners, since lexical competence is highly valued by teachers and students themselves*

Key words. *Vocabulary, assessment procedures, game-based tasks, rewarding, communication.*

Introduction. Lexical competence is that aspect of communicative competence that deals with knowledge of lexical or vocabulary items and their meaning and the ability to use them appropriately. It is generally well-known that without grammatical accuracy an utterance may be understood, but without precise vocabulary it is indeed difficult. Therefore, lexical competence is highlighted in middle school settings to increase pupils' awareness of a significant role lexical competence plays in language learning.

There exist several questions, such as why we need to assess lexical competence among middle school learners? Firstly, not only in schools, but also in kindergartens, children put initial steps towards language learning experiences. Teachers applying modern teaching methods and techniques work on children's vocabulary knowledge rather than making them overwhelmed with obtaining confusing grammar structures. For the reason, it is a real mistake to commence instruction from a theoretical part, since in this period those children have a short attention span. It means that they get bored, exhausted faster than adult learners physically and mentally. Since they develop vocabulary basis from early stages of

education, this knowledge must be under control of teacher to avoid misunderstanding and misuse in communication and formal cases.

Furthermore, these days, teaching and learning took another form that differs immensely from the previous ones. To be more precise, communicative language teaching (CLT) method is dominant as a up-to-date way of teaching. This method is applied in assessment procedures of lexical competence among middle schoolers. Before assessment days, instructors are required to be skillful at making a thorough plan of how to evaluate lexical abilities of students. There are several factors that must be taken into consideration while preparing assessment tasks, including:

- Choose an appropriate material suitable for pupils' level
- Create authentic material so as to engage learners in assessments
- Allocate adequate time to complete the task
- Apply games and fun activities while evaluating
- Divide students into pairs and groups to work together by helping and support each other
- Prepare rewards to motivate to continue learning.

Conclusion. Since lexical competence is highly valued by instructors and linguists in middle school education, it must be assessed, analyzed through well-prepared procedures mentioned above. The reason for that, even a tiny mistake in assessment can make a learner disappointed from his performance and learning resulting in less enthusiasm to go on for learning. To avoid all problems given above, instructors are highly recommended to create a framework for they themselves by following abovementioned accurate procedures on a regular basis.

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DEVELOPING RUBNICS FOR ASSESSING DISCOURSECOMPETENCE IN MIDDLE SCHOOL LEAMERS

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Abstract. *This paper explores the development of rubrics for assessing discourse competence in middle school learners. It emphasizes the importance of*

well-designed rubrics to evaluate not only linguistic accuracy but also the ability to use language in context effectively. The paper discusses the key elements of discourse competence and outlines a rubric-based framework for assessment, addressing both oral and written communication in middle school foreign language instruction. It concludes by highlighting the impact of rubrics on improving learners' communicative skills and the overall quality of language education.

Key words. *Discourse Competence, Rubrics, Middle School Learners, Foreign Language Assessment, Communicative Skills, Cohesion, Coherence, Language Education.*

Introduction. The assessment of discourse competence plays a pivotal role in modern foreign language education, particularly at the middle school level. Discourse competence refers to the ability to use language appropriately in various contexts, which includes not only grammatical accuracy but also coherence, cohesion, and interactional skills. While traditional assessments often focus on individual language components, there is an increasing need for comprehensive evaluation tools that assess students' ability to engage in meaningful communication. This paper explores the development of rubrics as a tool to assess discourse competence in middle school learners, offering a structured approach to evaluate communicative abilities

Methodology**.** The research method used in this study involves a qualitative approach, incorporating both literature review and the development of a rubric prototype. The literature review examines existing frameworks for assessing discourse competence, focusing on criteria such as cohesion, coherence, fluency, and contextual appropriateness. Based on the findings, a rubric was developed to evaluate these criteria in middle school learners' spoken and written language use. The rubric was then tested in a series of classroom settings to gather feedback from both teachers and students on its effectiveness in assessing discourse competence.

Results**.** The development of the rubric revealed key insights into the components that should be included for effective assessment of discourse competence. These components include:

- Cohesion: The ability to link ideas logically within and across sentences.
- Coherence: The ability to structure a discourse in a way that makes sense to the audience.
- Fluency: The ability to use language smoothly and without hesitation.
- Contextual **appropriateness**: The ability to use language suited to the specific situation or audience.

Feedback from teachers and students indicated that the rubric provided a clear and comprehensive guide for evaluating discourse competence, with areas for improvement in clarity and consistency in scoring. The rubric also helped identify specific areas where students needed further instruction, such as in developing coherence and fluency.

Conclusion. This paper demonstrates that rubrics can be an effective tool for assessing discourse competence in middle school learners. By incorporating multiple criteria that assess not only linguistic accuracy but also communicative skills, rubrics offer a more comprehensive approach to language assessment. The findings suggest that well-constructed rubrics can guide both teaching and learning, providing teachers with clear indicators of student progress and helping students focus on key aspects of their language development. Continued research and refinement of rubric-based assessments will be crucial in advancing language education.

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ASSESSING COMMUNICATIVE COMPETENCE IN PRIMARY SCHOOL LEARNERS: METHODS AND CHALLENGES

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Abstract. *This course paper explores the methods and challenges associated with assessing communicative competence in primary school learners. Communicative competence, which encompasses a learner's ability to use language effectively in various contexts, is a key objective of modern language education. The paper examines essential assessment methods such as formative, summative, and alternative approaches like self-assessment and peer evaluation. It also addresses common challenges, including subjectivity, limited assessment resources, and learner anxiety. Drawing on Uzbek and international language teaching methodologies, the paper offers practical recommendations for effective assessment practices that promote fair, child-centered, and competency-based learning.*

Keywords. *Communicative competence, language assessment, primary school, formative assessment, summative assessment, Uzbek methodology, alternative assessment*

Introduction. Assessing communicative competence, however, presents a unique set of challenges. Unlike traditional knowledge-based tests, communicative competence assessment requires a more holistic approach that captures learners' ability to understand and produce meaningful language in real-world contexts. Teachers must use innovative and flexible assessment methods to evaluate not only grammatical accuracy but also fluency, coherence, and appropriateness of language use.

What is Communicative Competence?

Communicative competence is the ability to use language correctly and clearly in different situations. It includes knowing words and grammar, using language appropriately, speaking clearly, and solving communication problems.

How to Assess Communicative Competence

Teachers use these methods to assess students' communication skills:

Class Activities: Watching students talk during lessons.

Oral Tests: End-of-term speaking exams or projects.

Self-Review: Students check their own or classmates' progress.

Challenges in Assessment

Teachers face these challenges:

Fair Grading: Judging student speaking fairly can be difficult.

Time Limits: It takes time to check every student.

Student Stress: Students may feel nervous speaking in front of others.

Speed vs. Accuracy: Teachers must check both how fast and how correctly students speak.

Conclusion. Assessing communicative competence in primary school learners is a complex but essential task for language educators. It requires the use of diverse methods, including formative, summative, and alternative assessment techniques. Each method plays a vital role in capturing the different dimensions of communicative competence, from linguistic knowledge to discourse and strategic skills. The process, however, is not without challenges. Subjectivity, time

constraints, learner anxiety, and the balance between fluency and accuracy all present significant obstacles.

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DESIGNING ADVANCED VOCABULARY-BASED ASSESSSMENTS FOR HIGH SCHOOL LEARNERS: A GUIDE TO DEEPER LEARNING AND LANGUAGE DEVELOPMENT

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Abstract. *This article explores the principles and methodologies involved in designing advanced vocabulary-based assessments for high school learners. It*

emphasizes creating assessments that promote deeper learning and foster robust language development. The paper provides an overview of effective assessment frameworks, the integration of contextual and higher-order thinking skills, and strategies for aligning assessments with curriculum standards.

Key Words. *Vocabulary assessment, high school education, deeper learning, language development, curriculum alignment, critical thinking*

Introduction. Vocabulary acquisition is a cornerstone of language development, impacting academic success across disciplines. For high school learners, vocabulary assessments must transcend rote memorization and focus on fostering deeper understanding and application of language. Traditional approaches often neglect the critical thinking and contextual skills required for students to thrive in modern academic and professional settings. This paper aims to guide educators in designing advanced vocabulary-based assessments that not only measure knowledge but also encourage growth in language proficiency. By integrating principles of deeper learning and language development, these assessments can empower students to excel in communication, comprehension, and critical analysis.

The Role of Vocabulary in High School Education. Vocabulary acquisition is essential for reading comprehension, effective writing, and oral communication. Research shows that students with a robust vocabulary perform better academically and are more likely to succeed in higher education and careers (Nation, 2001). High school learners benefit from assessments that connect vocabulary to real-world applications, thereby enhancing both retention and practical usage. To design impactful vocabulary-based assessments, educators must focus on several core principles. One of these is contextual learning, where vocabulary is assessed within meaningful texts or scenarios to mirror real-life applications, enhancing relevance and comprehension. Another key principle is fostering higher-order thinking, which involves creating tasks that require students to analyze, synthesize, and evaluate language use, thereby encouraging deeper engagement and critical

reflection on vocabulary (Bloom, 1956). Additionally, assessments should prioritize inclusivity, ensuring they are culturally and linguistically responsive to the diverse backgrounds of learners. This approach not only supports equitable learning opportunities but also enriches the overall language development process (Stahl & Fairbanks, 1986). Together, these principles form a robust foundation for designing advanced and effective vocabulary assessments. Several frameworks can effectively guide the development of vocabulary assessments. Bloom's Taxonomy provides a structured approach by designing questions that range from simple knowledge recall to complex evaluation and creation. For instance, students might be tasked with defining terms, analyzing their application within a passage, or crafting sentences using new vocabulary. Task-based assessment further enhances learning by incorporating real-world tasks, such as writing persuasive essays or participating in discussions, which allow students to apply vocabulary in practical and meaningful contexts (Marzano & Pickering, 2005). Additionally, digital tools offer innovative opportunities to create interactive and personalized assessments through adaptive technologies and online platforms, catering to diverse learning needs and promoting engagement (Schmitt, 2010). These frameworks collectively support the creation of robust and dynamic vocabulary assessments. Effective implementation of vocabulary assessments requires thoughtful strategies. The selection of words is critical, with an emphasis on Tier 2 words—high-frequency academic terms—and Tier 3 words, which are domain-specific, to ensure relevance and enhance academic success. Incorporating varied formats is equally important, as diverse methods such as cloze tests, multiple-choice questions, and oral presentations cater to different learning styles and provide a comprehensive evaluation of students' vocabulary skills. Additionally, providing detailed and actionable feedback plays a vital role in helping students refine their understanding and application of vocabulary. This combination of targeted word selection, diverse assessment methods, and constructive feedback ensures the assessments are both effective and engaging.

Conclusion. Designing advanced vocabulary-based assessments is essential for high school learners' language development and academic success. By integrating contextual learning, critical thinking, and inclusivity, educators can create assessments that go beyond rote memorization to foster deeper learning. This approach equips students with the skills needed for lifelong success, ensuring they can navigate complex linguistic and academic challenges effectively.

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ASSESSING DISCOURSE COMPETENCE THROUGH PROJECT-BASED LEARNING IN HIGH SCHOOL

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Abstract. *This study examines Project-Based Learning (PBL) as a cutting-edge and successful technique for evaluating high school students' discourse competency. Success in academic and professional settings depends on one's capacity for discourse competence, which is the ability to communicate in a variety of social, cultural, and academic situations in an appropriate and effective manner. Standardized tests and quizzes are examples of traditional evaluation techniques that frequently fall short of capturing the dynamic, interactive character of language use. By carefully examining previous research and case studies, the study emphasizes the advantages and difficulties of employing PBL as a language proficiency evaluation method. Additionally, a useful framework for applying PBL in the context of assessing discourse competency is put out, giving teachers precise instructions on how to use it.*

Keywords*. Discourse competence, language assessment, project-based learning, high school education, authentic learning, teamwork, real-world tasks.*

Introduction. The capacity to use language successfully in a variety of social, intellectual, and cultural contexts is known as discourse competence, and it is a critical talent for success in school, the workplace, and one's personal life. Knowing language and grammar is only one aspect of it; another is knowing how to create meaningful and cogent conversations, react to others correctly, and effectively communicate in a variety of communication contexts. Students must learn how to use language strategically, flexibly, and meaningfully in today's globalized world, where communication frequently takes place in a variety of dynamic contexts. However, rather than measuring the interactive and context-dependent aspect of discourse competency, traditional assessment techniques like

written exams and standardized tests mainly measure isolated language components like grammar and vocabulary. These conventional techniques are insufficient to convey the intricacies of how students navigate real-world communication challenges.

Project-Based Learning (PBL), an instructional approach centered around collaborative, student-driven projects, presents a promising alternative for assessing discourse competence. PBL involves students working on extended tasks that mirror real-world challenges, such as creating a proposal, producing a presentation, or solving community issues. These activities require students to integrate multiple language skills—listening, speaking, reading, and writing—while engaging in meaningful, purpose-driven communication. PBL's emphasis on collaboration, problem-solving, and active engagement provides a more holistic view of students' abilities to use language in authentic contexts. By participating in PBL, students not only improve their language skills but also develop critical thinking, teamwork, and negotiation abilities—skills that are indispensable in today's interconnected world.

Main text. Discourse competence is a critical aspect of language proficiency, which encompasses the ability to effectively construct, interpret, and manage communication in various contexts. It extends beyond grammar and vocabulary to include the ability to create cohesive and coherent speech or writing, adjust language according to social contexts, and navigate interactive strategies that facilitate meaning-making.

Project-Based Learning (PBL) serves as a comprehensive approach to evaluating discourse competence by immersing students in collaborative, real-world tasks that demand active, purposeful communication. By working on projects that mirror authentic challenges, students have the opportunity to demonstrate how they apply language skills in meaningful ways. This approach encourages students to use language creatively, adapt to varying audiences, and work together to solve complex problems.

Authentic Engagement: In PBL, students work on tasks that replicate real-world challenges, such as drafting business proposals, organizing events, or conducting interviews. These projects require students to employ language in ways that are relevant and applicable outside the classroom. For example, organizing a school event might involve writing invitations, scheduling meetings, delivering speeches, and coordinating with different stakeholders—activities that engage students in meaningful communication and provide insight into their ability to use language strategically.

Collaboration Skills: Effective communication is central to teamwork, and group work fosters essential skills such as negotiation, conflict resolution, and decision-making. In a PBL setting, students must interact with peers, contribute to group discussions, and resolve differences in opinion or approach. These interactions mirror real-world communication scenarios, where the ability to collaborate and adapt is critical. Assessing students' collaborative contributions and their role in managing group dynamics offers valuable insights into their discourse competence.

Conclusion. While PBL provides significant benefits, its successful implementation requires clear objectives, detailed rubrics, and well-structured timelines to ensure effective assessment. Additionally, teachers must address challenges such as group dynamics and individual accountability to ensure equitable participation and learning outcomes. Future research should explore the long-term impact of PBL on discourse competence, its adaptability across various educational settings, and the potential of technology to enhance PBL projects. In sum, PBL bridges the gap between theoretical knowledge and practical language use, preparing students for real-world communication challenges and empowering them as confident, strategic communicators.

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USING VISUAL ASSESSMENTS TO MEASURE VOCABULARY SKILLS IN PRIMARY SCHOOL STUDENTS

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Abstract. *Assessing lexical competence in primary school learners is vital for language development, yet traditional methods such as written or oral tests may not capture the full scope of a child's vocabulary skills. This paper explores the potential benefits, strategies for implementation, and challenges associated with using picture-based assessments to evaluate vocabulary knowledge in young learners. The findings suggest that such assessments can support language development and offer valuable insights into children's lexical competence.*

Keywords. *Picture-based assessments, Lexical competence, Primary school learners, Vocabulary, Language assessment, Early education, Visual learning*.

Introduction. Language development in early childhood is a crucial aspect of overall academic success, with lexical competence-the knowledge and use of

words—playing a key role in a child's ability to communicate effectively. Children at this stage are still developing literacy skills and may struggle with the demands of written assessments. As a result, educators have been exploring alternative methods that can more effectively measure lexical competence.

The Role of lexical competence in early language learning:

Lexical competence is a critical element of language proficiency, especially in primary school. It involves not only knowing the meaning of words but also being able to use them correctly in a variety of contexts. For young learners, this competence includes:

Word Recognition: The ability to identify and understand words, both orally and in writing.

Word Recall: The ability to retrieve words from memory when speaking or writing.

Benefits of picture-based assessments:

Picture-based assessments offer a number of benefits, particularly when working with younger learners who may not yet have the literacy skills to complete traditional vocabulary tests.

Engagement and Motivation: Young learners are often more engaged by pictures than by text-based tasks. Visual stimuli are more likely to capture their attention and make the learning process enjoyable.

Contextual Relevance: Pictures provide context for vocabulary words, which is essential for understanding how words are used in different situations. For example, a picture of a dog playing with a ball can help assess understanding of words like "play" or "ball," not just "dog."

Types of picture-based assessment tasks:

There are several different types of tasks that can be used in picture-based assessments to evaluate lexical competence:

Picture Descriptions: This task asks students to describe a picture using words. For example, students may be asked to look at a picture of a scene (e.g., a park)

and describe the people, objects, and actions they see. This allows teachers to assess how well children can use vocabulary in context.

Word-Picture Associations: In this task, students are presented with a word and must identify the picture that best matches it. This assesses not only word recognition but also the ability to connect words with their meanings.

Storytelling with Pictures: In this task, learners are given a sequence of images and asked to create a story based on those pictures. This type of task helps assess the learner's ability to recall words and use them in a coherent, narrative context.

Conclusion. Picture-based assessments are a valuable tool for evaluating lexical competence in primary school learners. These assessments offer an engaging, accessible, and contextually rich way to measure children's understanding of vocabulary. While there are challenges, such as ensuring cultural relevance and avoiding bias, these can be addressed with careful planning and consideration.

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THE ROLE OF SELF-ASSESSMENT IN INDEPENDENT STUDY FOR MIDDLE SCHOOL FOREIGN LANGUAGE LEARNERS

https://zenodo.org/records/14876179

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Abstract. *Independent study has become a crucial strategy for fostering learning autonomy, particularly for middle school students learning foreign languages. This paper introduces a comprehensive and structured framework specifically designed to help these learners develop strong study habits that enhance their language acquisition. The framework emphasises key components such as self-assessment, the setting of clear and attainable goals, and the integration of technology to sustain engagement and improve skills. It also explores the various challenges faced by middle school students when engaging in independent study, such as maintaining motivation and accessing adequate resources. Practical strategies to address these challenges are offered, making the framework a valuable guide for educators, parents, and students. By implementing this framework, learners are empowered to become more independent and efficient in their language learning journeys.*

Keywords. *Independent study, middle school learners, foreign language learning, self-assessment, language learning strategies, learning independence*

Introduction . In recent years, the concept of independent study has gained significant attention in educational practices, particularly in the domain of language learning. For middle school students, who are at a critical stage of cognitive and social development, fostering independent learning skills can have a transformative impact on their academic and personal growth. Middle school learners stand to benefit enormously from cultivating the ability to learn independently, as this fosters not only their linguistic abilities but also their confidence and self-reliance.

The process of learning a foreign language demands regular practice, consistent effort, and self-motivation—traits that are closely aligned with the principles of independent study. However, this approach is not without its challenges, especially for younger learners. Issues such as lack of discipline, limited access to resources, and insufficient guidance from teachers or parents can impede their progress. Consequently, there is a pressing need for a well-designed framework that addresses these challenges and equips learners with the tools they need to succeed. Such a framework should aim to balance the encouragement of independent learning with adequate support to ensure students do not feel overwhelmed or discouraged.

This article proposes a framework tailored specifically for middle school foreign language learners. By incorporating elements such as self-assessment, goal-oriented planning, and the effective use of technology, the framework seeks to create a supportive and engaging environment for language acquisition. It also highlights the importance of cultural awareness and the role of parents and educators in guiding learners through the process.

Developing the Framework

1. Self-Assessment: A central pillar of the framework is self-assessment, which enables students to understand their current level of proficiency and identify areas where improvement is needed. For middle school learners, self-assessment can be introduced through simple yet effective methods. These might include maintaining reflective journals to track daily learning activities, creating language portfolios to showcase their progress over time, or using structured progress trackers that outline specific skills such as vocabulary, grammar, or speaking fluency. Self-assessment not only helps students to become more aware of their strengths and weaknesses but also instils a sense of ownership over their learning journey.

2. Goal Setting: Establishing clear, measurable, and realistic goals is another critical component of the framework. Goals serve as motivational benchmarks that

keep learners focused and inspired. Teachers can play a pivotal role by helping students differentiate between short-term and long-term objectives. For instance, a short-term goal might involve learning a specific set of vocabulary words or mastering the use of a grammatical structure, while a long-term goal could be engaging in fluent conversations or passing a language proficiency test. By breaking down larger objectives into smaller, manageable tasks, students are more likely to stay motivated and experience a sense of accomplishment as they achieve each milestone.

3. Integrating Technology: The integration of technology in independent study has the potential to transform the learning experience, making it more interactive, engaging, and accessible. Language learning apps like Duolingo or Babbel, online platforms offering virtual classes, and gamified tools can significantly enhance students' motivation and enjoyment. Furthermore, virtual exchange programs can connect middle school learners with native speakers, providing them with authentic conversational practice and cultural exposure. Educators and parents should carefully select technological resources that align with the learner's needs and objectives, ensuring that technology serves as a tool for empowerment rather than a source of distraction.

4. Structured Support: While fostering independence is a key goal, it is equally important to provide structured support to guide students through the learning process. Teachers and parents play a critical role in offering regular feedback, encouragement, and constructive criticism. Weekly check-ins, group discussions, and interactive workshops can serve as platforms for students to share their progress, seek guidance, and stay accountable. By combining independence with support, the framework ensures that learners feel confident in their abilities while remaining connected to a supportive network.

5. Promoting Cultural Understanding: Language learning is not limited to acquiring linguistic skills; it also involves understanding the cultural context of the target language. Activities such as exploring music, films, literature, and traditions

from the target culture can make the learning process more meaningful and enjoyable. For example, listening to popular songs, watching films with subtitles, or reading short stories can provide students with cultural insights while improving their language skills. Such activities also help students develop a deeper appreciation for the language, fostering a sense of connection and curiosity.

Conclusion. Independent study offers middle school foreign language learners a valuable opportunity to cultivate autonomy, improve their language skills, and develop lifelong learning habits. By focusing on self-assessment, goal setting, the integration of technology, structured support, and cultural appreciation, the proposed framework addresses many of the challenges associated with independent learning. Through the implementation of this framework, educators and parents can create an environment that not only facilitates effective language acquisition but also empowers students to take charge of their own learning. This holistic approach ensures that learners are well-equipped to navigate the demands of both their academic and personal lives, fostering skills that will serve them well into the future.

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DEVELOPING CRITERIA FOR EVALUATING SOCIOCULTURAL COMPETENCE IN PRIMARY SCHOOL LEARNERS

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Abstract. *Sociocultural competence is an essential skill in the development of primary school learners, particularly in today's globalized, multicultural educational environments. It refers to the ability of students to understand, appreciate, and interact with individuals from diverse cultural backgrounds. This paper explores the concept of sociocultural competence and emphasizes the importance of creating effective rubrics to feedback this competency in primary school learners. The development of such rubrics involves establishing clear criteria, identifying specific observable behaviors, and promoting inclusive practices. This article provides a framework for teachers to assess sociocultural competence, outlines the benefits of such real-time, and discusses challenges faced in creating and implementing these rubrics. The discussion also addresses the potential impact of sociocultural competence on the overall development of primary school students, particularly in fostering an inclusive and harmonious learning environment.*

Keywords. *Sociocultural competence, primary education, multicultural education, cultural diversity, inclusive education.*

Introduction. In an increasingly interconnected world, sociocultural competence is becoming a critical skill for young learners. Defined as the ability to understand, interact with, and respect people from various cultural and social backgrounds, sociocultural competence is an essential facet of primary education. In the context of primary schools, fostering sociocultural competence helps students navigate diverse social settings, reduces prejudice, and builds empathy. However, measuring and sociocultural competence in a reliable and valid manner remains a challenge. This paper seeks to address this gap by discussing how rubrics can be developed to sociocultural competence in primary school learners. It

explores the theoretical foundations of sociocultural competence, presents a step-by-step guide to rubric creation, and examines the practical application and impact of such assessments in fostering inclusive learning environments.

The Concept of Sociocultural Competence: Sociocultural competence can be understood as the capacity to engage with and appreciate the values, beliefs, and practices of people from different cultural, ethnic, and social backgrounds. This skill includes elements such as cultural awareness, empathy, adaptability, and effective communication. In primary education, sociocultural competence contributes to a classroom environment where diversity is celebrated and students develop respectful attitudes toward peers from diverse backgrounds.

There are several reasons why sociocultural competence in primary school learners is important:

Identifying Strengths and Areas for Improvement: Rubrics help teachers identify where students excel in sociocultural competence and where they may need further development. Promoting Cultural Awareness and Sensitivity: Progress monitoring encourage students to reflect on their attitudes and behaviors toward cultural diversity, fostering self-awareness.

Supporting Inclusivity: By assessing sociocultural competence, teachers can create a more inclusive classroom environment where students feel valued, respected, and understood. Despite these advantages, creating a comprehensive and effective assessment system is challenging. It requires clear criteria, sensitivity to cultural differences, and a flexible approach that can accommodate the diverse needs of learners. Developing Rubrics for Sociocultural Competence: A rubric is a scoring tool used to evaluate a learner's performance based on defined criteria. When developing rubrics for sociocultural competence, it is essential to consider both the cognitive and affective dimensions of this competence.

Conclusion. The development of rubrics for sociocultural competence is crucial in ensuring that primary school learners are equipped with the necessary skills to thrive in diverse social environments. Effective rubrics not only feedback

students' knowledge and understanding of cultural diversity but also promote positive behaviors that foster inclusivity, empathy, and respect. By providing clear, objective measures of sociocultural competence, educators can support the growth of young learners in becoming global citizens who appreciate cultural diversity and engage in positive intercultural interactions.

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THEORETICAL FRAMEWORK OF SELF-ASSESSMENT IN TEACHING AS A FOREIGN LANGUAGE: A COMPREHENSIVE ANALYSIS

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Annotation. *This article provides a comprehensive analysis of the theoretical framework surrounding self-assessment in the context of teaching foreign languages. It explores various models and theories that underpin self-assessment practices, highlighting their significance in enhancing learner autonomy and promoting reflective learning. The discussion includes an examination of the psychological and pedagogical principles that inform self-assessment, such as*

metacognition, motivation, and feedback mechanisms. Additionally, the article addresses the challenges and benefits of implementing self-assessment in foreign language education, offering insights into best practices and strategies for educators.

Key words. *Reflection , metacognition , feedback , formative-assesment , self-assesment , pedagogical competence .*

Introduction. With a greater focus on professional self-awareness and reflective practices, the field of teaching foreign languages has seen substantial changes. One essential tactic that helps educators to critically analyze their professional competencies, instructional efficacy, and pedagogical approaches is self-assessment. This analytical procedure offers a sophisticated approach to professional growth and academic excellence, going beyond conventional evaluative techniques.

Self-assessment has emerged as a pivotal component in the landscape of language education, particularly in the context of teaching English as a Foreign Language (EFL). This section delves into the theoretical underpinnings that support self-assessment practices, exploring its significance, methodologies, and implications for both learners and educators.

Self-assessment can be defined as the process through which learners evaluate their own language skills and competencies against established criteria or standards. The concept is rooted in several educational theories including constructivism, formative assessment, and learner autonomy. Constructivist theories emphasize that knowledge is constructed through experience and reflection, suggesting that self-assessment allows learners to engage actively with their learning process, fostering deeper understanding and retention of language skills.

Self-assessment promotes learner autonomy, a key principle in language education. When learners take ownership of their assessment, they become more motivated and engaged in their learning journey. This shift from a teacher-centered

approach to a learner-centered paradigm encourages students to take responsibility for their progress, fostering intrinsic motivation. Research indicates that autonomous learners are more likely to persist in their studies and achieve higher levels of proficiency.

To effectively integrate self-assessment into the EFL curriculum, educators must design assessment frameworks that align with learning objectives. This involves creating clear rubrics and guidelines that help learners understand the criteria for self-evaluation. Additionally, training students in self-assessment techniques is essential; this can include workshops, peer feedback sessions, and reflective journals. Such practices not only enhance learners' ability to assess their skills accurately but also promote critical thinking and self-reflection.

While self-assessment offers numerous benefits, it also presents challenges. One significant concern is the potential for bias in self-evaluation; learners may overestimate or underestimate their abilities. To mitigate this risk, educators should provide ongoing support and training in self-assessment practices. Furthermore, incorporating peer assessments can provide additional perspectives and foster collaborative learning environments.

As the field of EFL continues to evolve, future research should explore the long-term effects of self-assessment on language acquisition and proficiency. Investigating the role of technology in facilitating self-assessment—such as through digital portfolios or language learning apps—can also provide valuable insights. Additionally, understanding cultural differences in self-assessment practices will be crucial for developing inclusive assessment frameworks that cater to diverse learner populations.

Pedagogical Competence Assessment

Self-assessment in TFL encompasses multiple dimensions of pedagogical competence:

1. Linguistic Proficiency: Continuous evaluation of language skills and communicative competence

2. Instructional Strategy Effectiveness: Critical analysis of teaching methodologies and their impact on student learning

3. Cultural Mediation: Assessment of intercultural communication skills and pedagogical approaches

In conclusion, the theoretical framework of self-assessment in foreign language teaching presents a multifaceted approach that significantly enhances the learning experience for students. By empowering learners to evaluate their own progress and reflect on their language skills, self-assessment fosters greater autonomy, motivation, and engagement in the language acquisition process. The integration of key theories such as metacognition, motivation, and effective feedback mechanisms underscores the importance of reflective practices in education.

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USING AUTHENTIC MATERIALS TO ASSESS LEXICAL COMPETENCE IN MIDDLE SCHOOL LEARNERS

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Abstract. *Through this article the author explores in detail the definition, types and characteristics of authentic materials in language assessment, coupled with analyzing the benefits of such tools usage in lexical competence assessment of middle school learners.*

Key words. *Authenticity, student engagement, motivation, accuracy, assessment procedures, vocabulary knowledge.*

In education, all teacher apply different methods and techniques to evaluate and assess vocabulary base of their learners, such as, some teachers put preference on assessing through rubrics, games, however, other are into using interactive methods of assessments.

In addition, there exist one question: "why we need to assess lexical competence". Firstly, it is of great significance that, lexical abilities of pupils are under control through ongoing assessment procedures, when they start learning a new language. The reason for that, little meaning can be conveyed without grammar, but nothing is explained without vocabulary. It means that, words, vocabular mastery are crucially vital components of language acquisition.

Among different techniques of lexical competence assessment, authentic materials are the one which is widely used by educators around the globe. To define the term " authentic materials" in some sources it is said that authentic materials are defined as language samples that are created by native speakers for native speakers of the language. For example, news articles, magazines, letters and emails, brochures, websites, blogs, social media posts, recipes and others like that.

Moreover, such materials are commonly used for assessment puposes because of several benefits, including:

- ✓ Real-life language use
- ✓ Cultural insight
- ✓ Motivation and engagement
- ✓ Development of language skills
- ✓ Accurate assessment of language proficiency.

In conclusion, the use of authentic materials in lexical competence assessment offers several benefits. Firstly, authentic materials provide learners with real-world examples of language usage, making the assessment more relevant and meaningful. Secondly, they expose learners to diverse vocabulary and language structures, helping them develop a wider range of language skills. Additionally, authentic materials promote cultural understanding and intercultural competence by reflecting the nuances and intricacies of the target language. Overall, integrating authentic materials into lexical competence assessments not only enhances learners' language proficiency but also prepares them for real-life language use.

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THE IMPORTANCE OF PEER FEEDBACK IN EVALUATING PHONOLOGICAL SKILLS IN HIGH SCHOOL STUDENTS

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Abstract. *This article explores the impact of peer feedback, rooted in social constructivist principles, on improving phonological skills. It offers advantages such as more practice, immediate corrections, and increased phonological awareness, while promoting learner independence. Challenges, such as students' difficulty providing accurate feedback and hesitance to evaluate peers, can be addressed with strategies like structured training, pairing students of different proficiency levels, and using technology. By fostering a supportive environment, peer feedback complements traditional assessments and empowers students to take greater ownership of their learning.*

Key words. *Feedback, peer feedback, the role of peer feedback, high school students, phonological skills, assessing, the role of feedback in assessing.*

Phonological competence, the ability to recognize and manipulate language sounds, is crucial for effective communication in second language learning, especially for high school students. However, many struggle with pronunciation,

stress, rhythm, and intonation due to limited exposure and practice. Traditional assessments often fail to address individual needs or engage students effectively.

An alternative approach, peer feedback, involves students providing constructive input on each other's performance. Grounded in social constructivist theories, it promotes collaboration and offers a less intimidating, interactive way for students to improve their phonological skills, encouraging risk-taking and language experimentation.

Peer feedback offers numerous benefits for both learners and educators. It provides extra practice opportunities, essential for developing phonological competence, through more speaking and listening activities. This dynamic practice helps students internalize language subtleties that passive learning can't achieve. Peer feedback also delivers immediate, real-time corrections, allowing students to address mistakes as they occur and preventing the reinforcement of errors, which accelerates learning and boosts confidence. Additionally, it enhances phonological awareness by exposing students to different accents, errors, and pronunciation strategies, broadening their understanding of language nuances. Finally, peer feedback promotes learner autonomy and accountability, encouraging students to take an active role in their learning and reflect on their own language use. This process fosters responsibility, motivation, and lifelong learning skills.

To implement peer feedback effectively, teachers should first train students on how to give constructive and specific feedback through workshops, role-playing, or guided practice. Pairing students of varying proficiency levels can encourage peer learning and create opportunities for students to support each other's growth. Engaging activities such as peer dictations, pronunciation drills, and role-plays provide practical contexts where students can practice giving and receiving feedback. Additionally, technology tools like recording apps, speech analysis software, and language learning platforms facilitate asynchronous feedback, enabling students to review and provide feedback on recorded speech. Teachers should also follow up with class discussions to address common errors, clarify

misunderstandings, and reinforce correct language usage, ensuring continuous improvement and learning.

Despite its benefits, peer feedback has challenges. Students may lack the expertise to correct errors accurately or hesitate to critique peers due to fear of offending them. Some may focus too much on mistakes, discouraging classmates. These issues can be addressed through teacher moderation, fostering a positive classroom culture, and emphasizing both strengths and areas for improvement.

In conclusion, peer feedback is a valuable tool for developing phonological competence in high school learners. It complements traditional assessments by promoting collaboration, autonomy, and engagement. With thoughtful implementation and teacher support, it can be highly effective. By incorporating peer feedback, educators empower students to take greater responsibility for their learning, enhancing communication skills and academic success.

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PRACTICAL IMPLEMENTATION OF ALTERNATIVE ASSESSMENT METHODS

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Abstract. *This article explores the practical implementation of these alternative assessment methods in the classroom, offering a comprehensive look at how they can be designed, executed, and evaluated. Practical recommendations are provided for educators seeking to implement these methods effectively, fostering a more inclusive and adaptive educational environment.*

Keywords. *Alternative Assessment, Project-Based Learning, Portfolios, Performance Tasks, Self-Assessment, Education, Holistic Assessment, Student Competence, Classroom Assessment.*

Introduction. In recent decades, the landscape of educational assessment has undergone significant transformation. Traditionally, educational systems have relied heavily on standardized testing to evaluate student performance. While standardized tests provide objective measures of academic achievement, they have been criticized for their narrow focus on rote memorization and their inability to capture a student's broader competencies, including critical thinking, creativity, and adaptability. These qualities are increasingly recognized as essential for success in both academic and real-world contexts. As a result, alternative assessment methods have gained traction as a means to evaluate students more holistically, reflecting their ability to apply knowledge, solve problems, and think creatively.

Theoretical Foundation of Alternative Assessment Methods. Before discussing the practical implementation of alternative assessments, it is important to understand their theoretical foundation. Alternative assessments are grounded in

the belief that learning is not just about the accumulation of knowledge, but also about the ability to apply that knowledge in diverse and dynamic contexts. These assessments reflect the notion of constructivism, which emphasizes the active role of students in constructing their own learning and understanding. In this approach, students are encouraged to engage with the material meaningfully, make connections to real-world experiences, and solve complex problems.

Unlike traditional assessments, which often focus on isolated, factual knowledge, alternative assessments promote the development of skills such as critical thinking, collaboration, and self-regulation. By evaluating how students apply their knowledge and adapt to new challenges, these assessments provide a more accurate picture of a student's abilities and potential.

Types of Alternative Assessment Methods

1. Project-Based Assessments. Project-based learning (PBL) involves students working on extended projects that require them to apply their knowledge to solve complex, real-world problems. This method encourages active learning, collaboration, and problem-solving skills. A project-based assessment typically involves multiple stages, including planning, research, design, and presentation. It culminates in a final product or solution that students present to their peers, teachers, or external audiences.

2. Portfolios. Portfolios are collections of student work that reflect their learning journey over time. They can include drafts, reflections, final projects, and other artifacts that demonstrate growth and development. Portfolios allow students to showcase their progress, identify areas for improvement, and reflect on their learning experiences. They also provide teachers with a comprehensive view of a student's abilities, beyond a single test or assignment. Teachers should provide regular feedback throughout the process, helping students to set goals and track their progress.

3. Performance Tasks. Performance tasks are assignments that require students to demonstrate their abilities in a practical, real-world context. These tasks often

involve problem-solving, critical thinking, and the application of knowledge to unfamiliar situations. For example, students might be asked to design a science experiment, create a marketing plan for a fictional company, or analyze a piece of literature in depth.

4. Self-Assessment and Peer Assessmens. Self-assessment and peer assessment are strategies that encourage students to reflect on their own work and the work of others. These methods promote metacognition and self-regulation, helping students develop a deeper understanding of their strengths and areas for improvement. Self-assessment allows students to evaluate their progress, set goals, and take ownership of their learning process. Peer assessment encourages collaboration and critical thinking, as students learn to provide constructive feedback to their classmates.

Conclusion. Alternative assessment methods represent a significant shift in the way students are evaluated in high school education. By focusing on how students apply their knowledge and solve real-world problems, these methods provide a more holistic and accurate picture of student competence. Project-based learning, portfolios, performance tasks, and self-assessments offer valuable opportunities for students to demonstrate their creativity, critical thinking, and problem-solving abilities.

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USING AUTHENTIC MATERIALS TO ASSESS LEXICAL COMPETENCE IN PRIMARY SCHOOL LEARNERS

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Annotation. *Through this article the author explores the important role authentic materials play in language acquisition. Besides that, there is provided adequate information about the current use of real-life materials in assessment of lexical competence in primary schools coupled with analyzing the advantages and disadvantages of the application of authentic materials into EFL and ESL classrooms.*

Key words. *Language proficiency, motivation, target language, assessment methods, vocabulary.*

Over the years, the use of authentic materials in English as a Second/Foreign Language (ESL/EFL) classrooms has been a topic of interest for language educators. Authentic materials are materials that are created for native speakers of the target language and represent real-life situations. They are intended to replicate the language and cultural context that learners will encounter outside of the classroom. Examples of authentic materials include newspapers, magazines, advertisements, movies, TV shows, and other media. The use of authentic materials in ESL/EFL classrooms has been viewed as a way to provide learners with exposure to authentic language use, develop their language proficiency, and increase their motivation to learn the language.

Using authentic materials in ESL/EFL classrooms has been found to have several advantages. First, authentic materials provide learners with exposure to real-life language use, which is more challenging and complex than simplified textbook language. By being exposed to authentic language use, learners can develop their ability to comprehend spoken and written language, as well as

produce their own language more accurately and fluently. Second, authentic materials are more engaging and interesting to learners than textbook materials, as they provide a window into the target culture and offer a variety of language styles and registers. This can increase learners' motivation to learn the language and enhance their willingness to communicate in the target language.

In addition, authentic materials are widely used not only in improvement of vocabulary knowledge, but also in assessment of lexical competence among students. For example, learners can be assigned to create a story to be published in newspapers in any given topic, by this teachers can evaluate how many words related to the given topic pupils know. Besides, there is another way of integrating authentic materials into teaching. To exemplify, students have to read an article individually and carefully. After that they must retell the story. Through this method, educators have an opportunity to assess how many words pupils know and whether they can put those words to a correct order. Another way of checking lexical competence is that in a classroom through smart tv, students watch movies or educational videos. In some parts teachers canstop and ask learners give a thorough definition of the chosen word in oral and written versions.

To sum up, it is evident that authentic materials play a vital role in education process. Moreover, vocabulary acquisition is a fundamental aspect of language learning, and the use of authentic materials was found to facilitate a more extensive and meaningful acquisition of new words and expressions. This finding aligns with previous research that has shown that authentic materials contribute to the expansion of learners' vocabulary repertoire. Authentic materials present learners with real-life language examples, exposing them to various vocabulary, structures, and contexts, allowing them to develop a deeper understanding of the language and its usage in authentic contexts.

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THE ROLE OF FORMATIVE ASSESSMENT IN DEVELOPING DISCOURSE COMPETENCE IN HIGH SCHOOL LEARNERS

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Abstract. *This article explores formative assessment as a dynamic and innovative approach for enhancing discourse competence among high school learners. Discourse competence, the ability to communicate effectively and appropriately across diverse social and academic contexts, is a cornerstone of language proficiency. Traditional assessment techniques often fail to capture the real-world applicability of language skills, focusing instead on isolated components like grammar and vocabulary. Formative assessment, with its emphasis on continuous feedback and active student engagement, emerges as a powerful tool for nurturing and evaluating discourse competence. This article*

examines relevant studies and practical strategies for implementing formative assessment to foster effective language use. It also offers actionable guidelines for educators seeking to integrate formative assessment into their teaching practices.

Keywords. *Discourse competence, formative assessment, language proficiency, feedback, authentic learning, high school education.*

Discourse competence, which involves the ability to construct, interpret, and manage communication effectively across various contexts, is essential for academic and professional success. It extends beyond linguistic knowledge to include the ability to interact strategically, cohesively, and appropriately in diverse social and cultural situations. In today's interconnected world, learners must be equipped to navigate dynamic communication scenarios that demand flexibility, collaboration, and critical thinking.

Despite the importance of discourse competence, traditional assessment methods—such as standardized tests and summative evaluations—primarily focus on discrete language elements like grammar and vocabulary. These approaches often fail to assess the interactive and contextual aspects of communication. Formative assessment, by contrast, provides an ongoing and adaptive framework for evaluating and enhancing discourse competence. It emphasizes real-time feedback, active participation, and authentic language use, aligning more closely with the demands of modern communication.

This article explores how formative assessment can be leveraged to develop discourse competence in high school learners. Through case studies and practical examples, it illustrates how this approach fosters meaningful, purposeful language use and equips students with the skills necessary for real-world communication.

Discourse Competence and Its Importance

Discourse competence encompasses the ability to construct coherent and cohesive communication, adapt language to various contexts, and employ interactive strategies for meaning-making. It is a multidimensional skill that

integrates linguistic, sociolinguistic, and strategic competencies, enabling learners to communicate effectively in diverse settings.

The Role of Formative Assessment

Formative assessment is a learner-centered approach that focuses on continuous evaluation and improvement. Unlike summative assessments, which aim to measure learning outcomes at the end of a course or unit, formative assessments provide ongoing feedback, guiding students toward their learning goals. This process is particularly effective for developing discourse competence, as it emphasizes active engagement, reflection, and iterative improvement.

Key strategies for employing formative assessment include:

Peer and Self-Assessment: Encouraging students to evaluate their own and their peers' performance fosters critical thinking and self-regulation. For instance, during group discussions, students can use checklists to assess their contributions and those of their peers, focusing on aspects like coherence, relevance, and interaction.

Task-Based Activities: Real-world tasks such as role-plays, debates, and presentations allow students to practice discourse skills in authentic contexts. Teachers can provide immediate feedback on their performance, highlighting strengths and areas for improvement.

Teacher Feedback: Detailed, constructive feedback helps students understand their progress and refine their communication strategies. For example, teachers can analyze students' participation in a debate, focusing on their ability to present arguments logically and respond to counterarguments effectively.

Formative assessment promotes authentic engagement by involving students in meaningful, real-world communication tasks. For example, a project where students conduct interviews with community members requires them to plan questions, adapt their language to the interviewees' responses, and present their findings coherently. Such tasks not only develop discourse competence but also enhance critical thinking, teamwork, and problem-solving skills.

Implementing formative assessment effectively requires careful planning and clear objectives. Challenges such as time constraints, inconsistent feedback, and varying student participation levels must be addressed.

Formative assessment plays a pivotal role in developing discourse competence among high school learners. By emphasizing continuous feedback, authentic tasks, and active student involvement, it provides a holistic framework for nurturing effective communication skills. To maximize its potential, educators must implement well-structured strategies that address the unique needs of their learners.

Future research should focus on exploring the long-term effects of formative assessment on discourse competence, as well as the role of digital tools in enhancing formative practices. Ultimately, formative assessment prepares students to become confident, strategic communicators, capable of navigating the complexities of modern communication.

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SELF-ASSESSMENT AND INDEPENDENT LEARNING IN MIDDLE SCHOOL

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Abstract. *This article explores the relationship between self-assessment and independent learning in middle school education. It emphasizes the role of self-assessment in developing metacognitive skills, self-regulation, and student autonomy, which are essential for independent learning. The article provides strategies for implementing self-assessment effectively in middle schools and addresses challenges faced by educators. By fostering reflective practices, educators can empower students to take charge of their learning and develop lifelong skills.*

Keywords. *Self-assessment, independent learning, middle school, student autonomy, metacognition, self-regulation, reflective learning, education strategies.*

Introduction. Middle school marks a pivotal period in students' educational journeys, as they transition from guided learning in elementary school to more self-directed approaches in high school and beyond. Developing independence in learning at this stage is critical for academic success and personal growth. Self-assessment allows students to evaluate their own work, reflect on their progress, and identify areas for improvement. This reflective practice not only enhances their understanding of their strengths and weaknesses but also fosters essential skills such as critical thinking, time management, and self-regulation. In this article, we delve into the concept of self-assessment, its impact on independent learning, practical strategies for implementation, and the challenges that educators might face.

The Importance of Self-Assessment in Middle School. Self-assessment is the process by which students analyze their own performance against predefined

criteria. In middle school, where students are developing both cognitively and emotionally, self-assessment offers several benefits that directly contribute to independent learning:

1. Developing Metacognition. Self-assessment encourages students to think about their thinking. By reflecting on their learning strategies and outcomes, students develop metacognitive skills that help them understand how they learn best.

2. Fostering Self-Regulation. Independent learners are self-regulated learners. Through self-assessment, students learn to monitor their progress, set realistic goals, and adjust their efforts to achieve those goals.

3. Promoting Ownership of Learning. When students assess their work, they take responsibility for their learning. This sense of ownership fosters motivation and engagement, as students see themselves as active participants in their educational journey.

4. Enhancing Academic Performance. Research shows that self-assessment improves academic outcomes by helping students identify gaps in their understanding and address them proactively.

Principles of Effective Self-Assessment. For self-assessment to be meaningful and impactful, it must be implemented thoughtfully. Here are some key principles to consider:

1. Clear Learning Objectives. Students must understand the learning goals and the criteria for success. Rubrics, exemplars, and clear instructions help students evaluate their work accurately.

2. Guidance and Scaffolding. Middle school students may need support in learning how to assess themselves effectively. Teachers should model the self-assessment process and provide examples to guide students.

3. Regular Practice. Self-assessment should be integrated into everyday learning activities. Frequent practice helps students develop the skills and confidence needed for meaningful reflection.

4. Constructive Feedback. Self-assessment should be complemented by teacher or peer feedback to validate students' reflections and provide additional insights.

5. Safe Learning Environment. Students need to feel comfortable being honest about their strengths and weaknesses. Creating a supportive, non-judgmental environment encourages authentic self-assessment.

Encourage students to maintain journals where they document their learning experiences, challenges, and achievements. Prompts like "What did I learn today?" or "What can I improve?" guide their reflections. Provide rubrics that outline the criteria for success. Students can use these rubrics to evaluate their work, identifying areas where they meet expectations and areas that need improvement. Teach students to set specific, measurable, achievable, relevant, and time-bound (SMART) goals. Have them revisit and revise these goals regularly to monitor their progress. Pair students for peer reviews, where they evaluate each other's work using a rubric. Afterward, ask students to reflect on the feedback they received, and how it aligns with their self-assessment. Incorporate digital platforms like Google Forms, Padlet, or Flipgrid for self-assessment activities. These tools allow students to record their reflections, track progress, and share insights with peers.

Challenges of Implementing Self-Assessment. Despite its benefits, integrating self-assessment into middle school classrooms comes with challenges:

1. Limited Self-Awareness. Middle school students may struggle with accurately evaluating their performance. Providing guidance and practice helps address this issue.

2. Resistance to Reflection. Some students may view self-assessment as tedious or unnecessary. Teachers can make the process engaging by linking it to personal goals or incorporating technology.

3. Time Constraints. In a busy curriculum, finding time for self-assessment can be difficult. Embedding self-assessment into existing activities can make it more feasible.

4. Balancing Autonomy and Guidance. While the goal is to promote independence, middle school students still need support. Teachers must strike a balance between providing guidance and allowing autonomy.

Conclusion. Self-assessment is a powerful tool for fostering independent learning in middle school students. By reflecting on their progress, identifying areas for improvement, and setting goals, students develop the skills necessary to take charge of their learning. For educators, implementing self-assessment requires thoughtful planning, consistent practice, and a commitment to creating a supportive learning environment. While challenges exist, they can be mitigated through scaffolding, regular practice, and constructive feedback. As students become more adept at self-assessment, they gain confidence, motivation, and the ability to learn independently.

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THE ROLE OF TECHNOLOGY IN ENHANCING ASSESSMENT OF COMPENSATORY COMPETENCE IN MIDDLE SCHOOL

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Abstract. *This article examines the integration of technology into the assessment of compensatory competence in middle school students, focusing on skills such as problem-solving, adaptability, resourcefulness, and self-regulation. It explores the advantages of digital tools in improving assessment accuracy, efficiency, and engagement while addressing challenges in implementation. The discussion highlights how technology facilitates comprehensive evaluation and contributes to preparing students for a digitally driven future.*

Keywords. *Compensatory competence, technology, middle school, assessment, problem-solving, adaptability, digital tools.*

Introduction. In an era defined by technological advancement, education is increasingly turning to digital tools to enhance learning and assessment processes. Compensatory competence, the ability to adapt, problem-solve, and regulate oneself in challenging situations, is a critical skill for middle school students who are navigating complex academic and social environments. This article explores how technology can be used to assess compensatory competence effectively, providing educators with innovative ways to evaluate and nurture these essential abilities.

Defining Compensatory Competence. Compensatory competence encompasses a range of skills, including:Problem-solving: Analyzing challenges, generating solutions, and implementing actions Adaptability: Adjusting strategies and behaviors in response to changing circumstances

Resourcefulness: Maximizing available resources to achieve goals

Self-regulation: Managing emotions and behaviors to maintain focus and achieve objectives

In middle school, these competencies are foundational for academic success, personal growth, and readiness for future challenges. Assessing them accurately requires innovative and engaging methods that align with students' developmental stages.

The Role of Technology in Assessment. Technology offers numerous benefits in assessing compensatory competence, including:

1. Enhanced Accuracy.Digital tools provide objective data collection, reducing biases in assessment. For instance, adaptive learning platforms track problem-solving patterns and identify areas for improvement. Example: Simulation-based assessments allow students to solve real-world problems in virtual environments, providing insights into their problem-solving and adaptability skills.

2. Efficiency and Scalability.Technology streamlines the assessment process, enabling educators to evaluate large groups of students quickly. Tools like online quizzes, digital rubrics, and automated feedback systems save time while maintaining quality.

3. Engagement and Motivation.Interactive platforms, gamified assessments, and multimedia tools increase student engagement. These methods encourage students to demonstrate their abilities in dynamic and enjoyable ways.Example: Gamified apps assess self-regulation by challenging students to manage tasks under time constraints or distractions.

Challenges in Implementing Technology. Despite its advantages, integrating technology into assessments faces several challenges:Access and Equity: Not all schools have equal access to advanced tools, creating a digital divide.

Training for Educators: Teachers require professional development to effectively use and interpret technology-based assessments.

Data Privacy: Protecting student data is crucial, requiring adherence to ethical and legal guidelines.

A Framework for Technology-Enhanced Assessment

To implement technology in assessing compensatory competence, the following framework can be considered:

Defining Competencies and Criteria.Clearly outline the competencies (e.g., adaptability, problem-solving) and establish measurable criteria.

Selecting Appropriate Tools. Choose tools that align with assessment goals, such as adaptive learning platforms for problem-solving or gamified apps for self-regulation.Technology plays a transformative role in assessing compensatory competence in middle school students. By enhancing accuracy, efficiency, and engagement, digital tools empower educators to evaluate and nurture critical skills effectively. However, successful implementation requires addressing challenges such as equity and teacher training. Ultimately, integrating technology into assessments prepares students for a rapidly evolving world, fostering resilience, adaptability, and lifelong learning.

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THE ROLE OF FORMATIVE EVALUATION IN DEVELOPING SOCIOCULTURAL COMPETENCE IN MIDDLE SCHOOL LEARNERS

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Abstract. *This article studies sociocultural competence development with the help of evaluation in foreign language teaching to middle school learners. It also describes the importance of formative assessment and promoting sociocultural competence in middle school learners' education, emphasizing the role of educators in integrating multicultural content, fostering collaborative activities, and employing formative assessment strategies. Apart from that this research addresses the challenges of integrating sociocultural competence into foreign language teaching in middle school classes.*

Keywords. *sociocultural competence, foreign language teaching, multicultural content, formative assessment, middle school learners, multicultural community, cultural difference, self-assessment, feedback.*

Nowadays in the field of foreign language education, sociocultural competence is becoming an increasingly significant way of effective teaching, especially for middle school learners. Sociocultural competence involves the ability to navigate cultural differences, understand diverse perspectives of people, and communicate effectively in cross-cultural contexts. Intentional learning refers to cognitive processes that have learning as a goal rather than an incidental outcome (Bereiter & Scardamalia, 1989). Middle school students are in a critical phase of cognitive, social, and emotional development, and these skills help them to engage with an increasingly interconnected world by learning foreign languages. The cultivation of sociocultural development in middle school education paves the way to be

successful and competitive in today's globalized world, and to make effective communication in multicultural communities.

Foreign language teaching in middle school classes inherently lends itself to the development of sociocultural competence. The language learning process is connected with culture, and learning a new language gives students many insights into the values, traditions, customs, and social norms of the communities where the language is spoken. With the help of the integration of cultural content into language lessons, educators can make language learning more interesting and engaging and learners might be more taught effectively. For example, teaching idiomatic expressions, holidays, or historical stories helps students see the language as a booster of comprehension of diverse cultural roots.

The role of formative assessment in thriving sociocultural competence in foreign language education is more important to middle school learners. Formative assessment changes the focus from only learning grammar and vocabulary to understanding and applying language in cultural contexts. By organizing role-plays, debates, and cultural discussion projects, students can actively learn a foreign language. For instance, a formative task might include students researching and presenting on traditional customs of a target language's culture, followed by a peer review session where students discuss their findings.

Moreover, formative assessment provides teachers with continuous feedback about learners, allowing students to reflect on their progress in both linguistic and cultural competencies. It means formative assessment is the key feature in the development of sociocultural competence in teaching middle school learners. Self-assessment and peer feedback tasks can encourage learners to assess their cultural comprehension, enhancing their ability to navigate intercultural situations. In addition, formative assessment is very crucial in the developmental needs of middle school learners.

The difficulties in the process of integrating sociocultural competence into foreign language teaching should be paid attention. Teachers may come across

challenges such as insufficient training in cultural instruction, lack of resources and materials, or time limitations within the schedule. These barriers require professionally approached development of classroom management and access to authentic and creative materials based on cultural contexts, such as movies, music, and literature from the target language's culture.

In conclusion, developing sociocultural competence through foreign language teaching in middle school is crucial in the preparation of learners to thrive in a multicultural, globalized, and fast-paced world. Relationship between language instruction and sociocultural education and the use of formative assessment strategies, foreign language teachers can create extraordinary, energetic, culturally aware, and linguistically proficient individuals. Teachers can build meaningful connections across cultures and teach how to compare the traditions and cultural heritage of different countries, and it helps every middle school learner to possess their own interpersonal skills soon.

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THE IMPORTANCE OF CULTURAL CONTEXT IN ASSESSING LINGUISTIC COMPETENCE

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Abstract. *This article discusses the role of linguistic and communicative competencies from the subject of the native language in education, knowledge of the language system, linguistic thinking, and understanding of the personality characteristics of a student who has experience of independent application of knowledge and skills in new language situations. In new language situations, language competence concerns language as a social phenomenon and a sign system. Students' knowledge, skills and abilities about the construction and functioning of the language, as well as understanding their skills in various situations, were discussed.*

Keywords. *speech competence, language competence, speech experience, communicative competence, text, developing educational paradigm.*

The Competency approach in the educational system of developed countries of the world development of base competencies of subjects of the educational process on the basis of the experience is effectively used today. Including USA, Germany, Support for students in countries such as England, the Netherlands, Austria, Russia efficiency is achieved in the field of competency formation. This in turn, on the basis of a competency approach in European states development of practical skills of students, their participation in social activities preparation, testing the knowledge gained in life situations, active with information particular attention is paid to the formation of performance competencies until 2030 as priorities in the established concept of international education are reflected in found.

Linguistic competence- linguistic competence of a school student refers to knowledge of the language system, and linguistic thinking, in new language

situations a student with experience in independent application of knowledge and skills and personal qualities are understood. In other words, linguistic competence about language as a system of social phenomena and signs, the construction of language and knowledge, skills and skills of students about their functionality and from these, skills are understood in different situations. Linguistic competence in phonetics, lexicon, phraseology, morphology, syntax of the student's native language science, his knowledge of such sections as orthography, and punctuation, from this knowledge the use in different situations is skill and skill. Native language and literature competency approach to teaching is the language of the teaching person's youth in combination with increasing his knowledge of, from this knowledge in problem situations as a person with the ability to use appropriate and purposefully upbringing consists in setting a goal for oneself. That's why Mother the main task of the teacher of language and literature is to educate only young people with knowledge not limited to, but occurred in conjunction with the acquisition of this knowledge able to make appropriate use of problematic situations, developed skills and skills it consists in the upbringing of individuals. So, in all types of education, in particular, to the language focusing on the development of competency in OIC education makes the perfect generation serves as the focal point of upbringing. Byram (1997) added that cultural competence helps students understand and interpret the meaning of words and expressions in the appropriate context. This not only improves their communication skills but also helps them to better appreciate and understand cultural differences. "Instructors who have a high level of cultural competence can create an inclusive and supportive learning environment, allowing students from diverse cultural backgrounds to learn more effectively" (Byram, 1997).

In conclusion, based on the implementation of a competency approach, the base in students' theoretical foundations, the content of the formation of competencies on life and science and the need to develop certain principles intensified. During our research society and the state in the formation of basic life

competencies in students' education, the needs of which are based on the tasks of the educational process it turned out that the organization of the process is desirable.

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INNOVATIVE APPROACHES TO DESIGNING RUBRICS FOR EVALUATING SOCIOCULTURAL COMPETENCE IN PRIMARY SCHOOL LANGUAGE LEARNERS

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Abstract. *The article covers modern approaches to rubric design to assess sociocultural competence in primary school language learners. These rubrics use new teaching trends to provide a systemic way to measure accent as well as cultural awareness at the same time. The use of rubrics provides practical information the authors argue serves as early strategic support for sociocultural awareness*.

Key words. *Rubrics, sociocultural competence, primary school, language learning, modern teaching trends, cultural awareness*

Introduction. Primary foreign language education is much more than just vocabulary and grammar. It also builds an awareness of the cultural and social context in which the language is situated. Sociocultural competence—the ability to communicate appropriately in a way that acknowledges and respects cultural contexts—is essential for young learners moving into a rapidly globalizing world. The use of rubrics as structured frameworks for assessment makes it a useful tool for measuring sociocultural competence. If built with modern teaching trends in mind, they can promote creativity, collaboration, and cultural sensitivity in students. This article examines innovative approaches to rubric design and their application in primary school language classrooms.

The Importance of Sociocultural Competence in Early Language Learning

Sociocultural competence equips learners with the ability to navigate different cultural contexts and adapt their communication accordingly. For primary school students, developing this skill enhances not only their linguistic abilities but

also their understanding of global diversity. For example, learning polite expressions in different languages teaches them about cultural values such as respect and formality.

Modern trends in teaching foreign languages emphasize the integration of sociocultural elements into the curriculum. Interactive activities, storytelling, and role-playing are among the methods used to make cultural learning engaging and relevant for young learners.

Innovative Approaches to Designing Rubrics. Rubrics are essential for evaluating sociocultural competence in a structured and transparent manner. Modern trends in rubric design focus on adaptability, inclusivity, and alignment with real-world scenarios.

Descriptive Performance Levels. Effective rubrics describe specific performance levels for each criterion, allowing students to understand their strengths and areas for improvement. For instance, a rubric for sociocultural competence might include categories like "Cultural Understanding," "Appropriate Language Use," and "Adaptability in Social Contexts."

Incorporating Student Input. Involving students in the rubric design process fosters a sense of ownership and encourages self-reflection. Teachers can collaborate with learners to identify key sociocultural skills and define what successful performance looks like.

Using Visual Aids and Examples. Primary school learners benefit from visual aids and concrete examples in rubrics. For example, images or scenarios depicting cultural interactions can help students better understand the criteria being evaluated.

Linking to Classroom Activities. Rubrics should align with classroom activities that promote sociocultural learning. For instance, after a storytelling session involving cultural traditions, students can be evaluated on their ability to discuss and compare these traditions using the rubric.

Challenges and Solutions. Designing rubrics for sociocultural competence in young learners presents challenges, such as ensuring age-appropriate criteria and avoiding overly complex language. To address this, rubrics should use simple language and focus on observable behaviors. Providing training for teachers on rubric design and use can also enhance their effectiveness.

Conclusion. Rubrics designed with modern teaching trends in mind play a crucial role in assessing and fostering sociocultural competence in primary school language learners. By providing clear and structured evaluation criteria, they support students in developing both linguistic skills and cultural awareness. These innovative approaches ensure that language education prepares young learners for meaningful intercultural interactions in the future.

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THE ROLE OF FORMATIVE EVALUATION IN DEVELOPING SOCIOCULTURAL COMPETENCE IN MIDDLE SCHOOL LEARNERS

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Abstract. *In an increasingly globalized world, developing sociocultural competence among middle school learners is a crucial educational goal. Sociocultural competence encompasses the ability to interact effectively and appropriately with people of diverse cultural backgrounds, an essential skill in multicultural societies. Formative evaluation, a continuous assessment approach that emphasizes feedback and improvement, plays a pivotal role in fostering this competence. This article explores the theoretical foundation of sociocultural competence, the significance of formative evaluation, and practical strategies for its integration into middle school curricula.*

Keywords. *Sociocultural competence, formative evaluation, middle school education, multicultural environments, intercultural communication, active* learning, cultural awareness, reflective practices, peer feedback.

Introduction. In the era of globalization, education must prepare students to thrive in culturally diverse environments. Sociocultural competence, which involves understanding and respecting different cultures, traditions, and communication norms, has emerged as a critical component of middle school education. However, traditional evaluation methods often fail to address the nuanced development of this competence. Formative evaluation offers an alternative by focusing on the process of learning rather than the end result.(Hattie & Timperley, 2007)

This article examines the role of formative evaluation in cultivating sociocultural competence among middle school learners. It highlights the

importance of integrating formative practices into teaching strategies to ensure learners not only acquire knowledge but also develop the skills needed for cross-cultural interactions.

The Role of Formative Evaluation

Understanding Sociocultural Competence

Sociocultural competence goes beyond linguistic ability; it includes understanding social norms, cultural values, and effective communication strategies in diverse settings. For middle school learners, developing this competence requires active engagement with cultural materials, participation in intercultural activities, and reflective practices (Deardoff,2006).

Significance of Formative Evaluation

Formative evaluation is a student-centered approach that emphasizes ongoing feedback, self-assessment, and peer collaboration. Unlike summative evaluation, which measures learning outcomes, formative evaluation focuses on the learning process. This makes it ideal for developing sociocultural competence, as it allows learners to reflect on their cultural assumptions, experiment with new communication styles, and adapt to different cultural contexts.

Strategies for Implementation

1. Cultural Immersion Projects: Teachers can design projects where students explore and present different cultural practices, encouraging active learning and critical thinking.

2. Role-Playing Activities: Simulated intercultural scenarios enable students to practice respectful communication and problem-solving.(Hall,1976)

3. Peer Feedback Sessions: Collaborative evaluation allows students to learn from each other’s perspectives, fostering empathy and cultural awareness.

4. Reflective Journals: Encouraging learners to document their intercultural experiences helps them analyze their growth in sociocultural competence.

Conclusion. The integration of formative evaluation into middle school curricula is essential for developing sociocultural competence. By focusing on

continuous improvement, feedback, and active engagement, formative evaluation equips learners with the skills needed to navigate multicultural environments effectively. Educators must adopt innovative teaching strategies that align with formative principles to create inclusive and culturally responsive learning environments (Garrison & Kanuka, 2004)

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THE INFLUENCE OF TEACHING GRAMMAR ON EVALUATING GRAMMATICAL SKILLS

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Annotation. *This article investigates the critical connection between teaching grammar and evaluating grammatical skills in language learning. It provides a comprehensive analysis of different teaching approaches, including explicit instruction, implicit learning, and task-based learning (TBL), emphasizing their unique contributions to learners' grammatical competence. The article highlights how these methods influence learners' ability to apply grammar rules effectively in both controlled and communicative contexts. Factors such as teaching quality, learner motivation, real-world application, and feedback mechanisms are identified as pivotal in enhancing grammatical skills. This ensures that learners can use grammar accurately, fluently, and contextually, which is crucial for effective communication. It is a valuable resource for educators, curriculum designers, and linguist. seeking to optimize grammar teaching and assessment strategies.*

Key words. *Grammar instruction, grammatical skills, language learning, explicit teaching, implicit learning, task-based learning (TBL), grammar evaluation*

Introduction. Grammar is a fundamental aspect of language learning, serving as the framework that governs sentence structure, word forms, and meaning. It provides learners with the tools necessary to communicate clearly and effectively in both written and spoken forms. However, the teaching and evaluation of grammar are often subjects of debate within language education, as educators seek the most effective methods to help learners acquire and apply grammatical rules. The role of grammar instruction in language development has evolved significantly

over the years, with approaches ranging from traditional, rule-based methods to more communicative and context-driven strategies. The manner in which grammar is taught influences how well learners can internalize and apply these rules, impacting their overall linguistic competence. Similarly, the ways in which grammatical skills are evaluated are crucial in determining not just learners' accuracy but also their ability to use grammar effectively in real-life situations. This article explores the relationship between teaching grammar and evaluating grammatical skills, focusing on how different instructional methods impact learners' ability to demonstrate grammatical proficiency. It examines the effectiveness of various approaches, including explicit instruction, implicit learning, and task-based learning, in fostering a deep understanding of grammatical rules. Additionally, the article delves into the assessment of grammatical skills, discussing how different evaluation methods—such as written tests, oral assessments, and authentic tasks—align with the teaching strategies employed. By investigating these connections, this article aims to provide insights into how educators can optimize grammar instruction and assessment to enhance learners' grammatical competence and overall language proficiency.

1.Explicit Instruction

Explicit grammar instruction involves directly teaching rules and structures, often followed by exercises for practice. This approach ensures learners are consciously aware of grammatical principles and can apply them in controlled contexts. For example, teaching subject-verb agreement explicitly might involve explaining the rules, providing examples, and practicing through sentence correction tasks.

2. **Implicit Learning**

Implicit approaches immerse learners in language use, allowing them to acquire grammar naturally through exposure and practice. Activities such as storytelling, conversation practice, or listening to authentic materials emphasize meaning over form, encouraging subconscious learning of grammar.

3. **Task-Based Learning (TBL)**

In task-based approaches, grammar is taught as a means to achieve specific communicative goals. Learners engage in tasks where grammar structures are introduced contextually, fostering practical application over rote memorization.

Evaluating Grammatical Skills

Assessment of grammatical skills typically involves testing accuracy, fluency, and appropriacy in using grammar structures. Common evaluation methods include:

• **Written Tests**: Grammar-focused exercises like fill-in-the-blanks, sentence correction, and error identification.

• **Oral Assessments**: Evaluating grammar usage in spoken communication, such as interviews, role plays, or presentations.

• **Authentic Tasks**: Assessments based on real-world applications, such as writing essays, emails, or engaging in dialogues.

The influence of grammar teaching on evaluation lies in the alignment between teaching methods and assessment formats. Explicit instruction often correlates with traditional, form-focused assessments, while implicit approaches align better with communicative evaluations.

Key Factors Impacting Grammatical Skill Development

1. **Teaching Quality**

Skilled instructors who balance explicit and implicit teaching approaches can foster deeper understanding and application of grammar.

2. **Learner Engagement**

Motivation and active participation significantly impact how well learners acquire and apply grammatical knowledge.

3. **Context of Use**

Real-world applications of grammar in diverse contexts enhance retention and practical usage, making learners more adaptable and confident.

4. **Feedback Mechanisms**

Constructive feedback on grammatical errors helps learners refine their skills, promoting long-term improvement.

Conclusion. The interplay between grammar instruction and assessment is a vital aspect of language education. Effective grammar instruction enhances not only students' understanding of language structures but also their ability to demonstrate those skills in assessments. To maximize learning outcomes, educators should align their teaching methods with assessment goals, ensuring that grammar instruction is both meaningful and practical.

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THE ROLE OF SELF-ASSESSMENT IN INDEPENDENT STUDY FOR PRIMARY SCHOOL FOREIDN LANGUAGE LEARNERS

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Annotation. *This article examines the role of self-assessment in independent study for primary school foreign language learners. It explores how self-assessment strategies enhance autonomy, motivation, and metacognitive skills in young learners. The study highlights that when primary students engage in reflective practices, such as evaluating their progress and setting learning goals, they develop greater ownership of their language learning process. Key findings include the positive impact of age-appropriate self-assessment tools on learners' confidence and proficiency, as well as the need for guidance from educators to ensure the effectiveness of these strategies.*

Key words. *Self-assessment, independent study, primary school learners, foreign language learning, autonomy, motivation, metacognition, language proficiency.*

Introduction. In recent years, the importance of fostering learner autonomy has gained significant attention in the field of education, particularly in the context of foreign language learning. For primary school learners, the process of acquiring a new language involves not only mastering vocabulary and grammar but also developing the ability to take charge of their own learning. Independent study, an essential component of this process, enables young learners to build responsibility, discipline, and a deeper connection to their language goals.

Central to successful independent study is the practice of self-assessment, which allows students to reflect on their progress, identify strengths and weaknesses, and set achievable learning targets. For primary school students, self-assessment not only enhances their language acquisition but also nurtures critical

metacognitive skills, such as self-awareness and strategic thinking. Despite its potential benefits, the effective implementation of self-assessment in this age group requires careful planning, guidance, and the use of developmentally appropriate tools.

This study explores the role of self-assessment in promoting independent study among primary school foreign language learners. By examining how self-assessment contributes to learner autonomy, motivation, and proficiency, it highlights the strategies educators can employ to integrate reflective practices into their language teaching. The research underscores the transformative potential of self-assessment in empowering young learners to take ownership of their language journey.

The findings of this study reveal that self-assessment plays a pivotal role in fostering independent study habits among primary school foreign language learners. Through various self-assessment activities, such as self-checklists, progress tracking, and reflective journals, students demonstrated improved engagement and a stronger sense of ownership in their learning. The results indicate several key themes that highlight the effectiveness of self-assessment in this context.

Self-assessment encouraged students to take responsibility for their learning by identifying areas of improvement and setting personal goals. Younger learners who engaged in these practices developed a sense of independence, making them more proactive in completing assignments, seeking resources, and practicing language skills outside the classroom. This shift from teacher-led to learner-driven study supports the notion that self-assessment is instrumental in nurturing autonomy at an early age.

The results show that self-assessment positively impacted students' motivation and confidence. Tools such as smiley-face scales and progress charts, tailored for younger learners, provided immediate and visually engaging feedback. Students reported feeling a sense of achievement when tracking their progress, which

motivated them to continue working toward their goals. Furthermore, reflecting on their strengths reinforced their belief in their ability to succeed, thereby building confidence in their language abilities.

Another significant finding is the development of metacognitive skills in students. Self-assessment practices encouraged learners to think critically about their study strategies, time management, and approaches to mastering language concepts. Many students began to recognize patterns in their learning, such as the need for more practice in listening or speaking, which helped them adjust their methods accordingly. This awareness is a foundational skill for lifelong learning.

The study also highlights the importance of teacher guidance in the self-assessment process. While primary school learners benefited from self-assessment, their ability to use these tools effectively depended on clear instructions and constructive feedback from educators. Teachers played a crucial role in modeling reflective practices and ensuring that self-assessment activities were age-appropriate and meaningful. Without this support, some students struggled to interpret their self-assessment outcomes accurately or to set realistic goals.

Despite its benefits, the study identified several challenges. Younger learners, particularly those in the early stages of primary education, often required significant scaffolding to engage in self-assessment effectively. Additionally, some students tended to overestimate or underestimate their abilities, highlighting the need for continuous teacher input to calibrate their self-perception.

Conclusion. In conclusion, integrating self-assessment into foreign language learning for primary students is a transformative approach that equips them with lifelong learning skills. Future research should focus on refining self-assessment techniques and exploring innovative strategies to make them even more effective in nurturing independent and confident language learners.

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PREPARING MIDDLE SCHOOL LEARNERS FOR FOREIGN LANGUAGE PRONUNCIATION ASSESSMENTS: CHALLENGES AND OPPORTUNITIES

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Abstract. *In the 21st century, learning a foreign language and being able to communicate in that language has become a very important competence. Therefore, it becomes very important for an individual who learns a foreign language to acquire the main skills (listening, speaking, reading, and writing) and sub-skills (grammar, vocabulary, and pronunciation) in language education, but it*

is also clear that not much importance is given to pronunciation skill compared to other skills.

Key words. *Pronunciation skill, communication, language teaching, middle school learners.*

Pronunciation, which does not disturb the listeners and does not negatively affect the message to be transmitted but is easily understood, is called intelligible pronunciation. For an individual who can actively engage in English-speaking societies and communicate properly, it must be clearly known that intelligible pronunciation is a vitally important part of communication. For those who try to learn a foreign language, it seems impossible to have a pronunciation skill as native people do. In this sense, intelligible pronunciation aims to achieve successful communication and attempts to eliminate factors that negatively affect communication,such as accents. If language learners fall short of intelligible pronunciation, it is clear that they will not be able to communicate with the foreign language they are trying to obtain and will not be able to use the language properly.

The practice of teaching pronunciation skill has changed significantly in English language teaching (ELT) over time, along with various approaches. While pronunciation has been superior to grammar and vocabulary in certain language teaching methods and approaches throughout history, it has not been given much importance or even excluded in teaching practices for middle school learners. Pronunciation is considered to have nothing to do with language teaching in grammar-translation method, and some other methods based on reading comprehension, while it is considered highly important in the methods in which communication and speech are emphasized. This approach is based mainly on oral communication, and it aims to bring them to an adequate level of intelligible and achievable pronunciation so that learners can have a proper conversation in a foreign language since pronunciation forms an important part of communicative

competence. However, although the comprehension of pronunciation has been determined as an important part of oral communication, pronunciation has not been taken as a separate field. The main purpose is to ensure that learners use the language and are exposed to the language as much as possible during and outside the course. In this method, pronunciation is not fully expressed as a certain dimension, and what is important is to be able to use the language and focus on meaning and comprehension rather than form. Pronunciation skill is also related to the case whether English is being taught in the context of a foreign language or a second language. Second language teaching refers to the contexts in which the language taught in the classroom is already spoken outside the classroom, while foreign language teaching refers to those where the learned language is mostly not spoken outside the classroom. It's important to be understood by others while speaking the foreign language because my profession requires teamwork. When it comes to professional communication, it was found out that there were reasons such as speaking English with foreign people, learning professional terms in English, making professional presentations using a foreign language and following innovations in foreign countries. For example, somebody said, "It's of great importance. Since my department is universal regardless of my country, it is very important to improve myself and follow the latest developments." In addition, it was also found out that there were middle school learners who stated that pronunciation for their profession was in significant.

Considering the problems of middle school learners about their pronunciation skills and the importance they attribute to their pronunciation skills, it is clear that they need a pronunciation teaching program that will bring them a lot of benefits and contribute positively to their language learning process. It is thought that preparing such a program will also contribute to the related literature. It is also thought that if teachers put a special emphasis on pronunciation skill and care about pronunciation in their lessons as much as other skills, it will be beneficial for middle school learners.

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TILSHUNOSLIKNING LINGVOMADANIYATSHUNOSLIK BILAN BOGLIQLIGI

DESIGNING CULTURALLY RESPONSIVE LEARNERS

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Abstract. *The author considers the issue of designing the educational environment of learners; refers to the concepts of «educational environment», «developmental environment», «subject-developmental environment». The article notes that the key to successful education of learner is the creation of an active subject-development environment aimed at the psychophysical development of junior schoolchildren, maintaining, and strengthening their health. When creating a subject-developmental and educational environment in an elementary school, it is necessary to take into account the psychological foundations of constructive interaction between participants in the educational process, the design and ergonomics of the modern environment of the institution, and the psychological characteristics of the age group at which this environment is aimed.*

Key words. *Educational environment, subject developmental environment, primary general education, design of educational environment.*

Introduction. The rapid development of information technology in the past two decades has accelerated the pace of globalization. Encompassing a wide range of distinct political, economic, and cultural trends, the term globalization has remained at the center of contemporary political and academic discourse. Since the proliferation of the discourse surrounding globalization in the second half of the twentieth century, numerous definitions and interpretations of the term have been proposed. Some scholars view globalization as a process, whereas others view it as an outcome. Some people identify globalization with modernization or associate it with new opportunities, whereas others consider globalization to be an extension of Westernization and cultural imperialism. Generally, globalization can be defined by the growing interdependence of the world's economies, cultures, and

populations due to cross-border trade in goods and services and the increasingly dense flows of investment, people, and information.

Main part. The current stage of development of the entire world social system is characterized by global changes in culture, economics technology, political and public life. Innovative processes accompany the accelerated development of all aspects of human life. The main modern trends in world development that cause significant changes in the education system include:

- acceleration of the pace of development of society and, as a result, the need to prepare people for life in rapidly changing conditions;
- Transition to a post-industrial, information society,
- a significant expansion of the scale of intercultural interaction, in connection with which the factors of intercultural communication and tolerance are of particular importance;
- The emergence and growth of global problems that can be solved only as a result of cooperation within the international community, which requires the formation of modern thinking among the younger generation;
- democratization of society, expansion of opportunities for political and social choice, which necessitates an increase in the level of readiness of citizens for such a choice;
- The dynamic development of the economy, the growth of competition, the reduction of the sphere of unskilled and low-skilled labor, deep structural changes in the field of employment, determining the need to create a system of continuing education and the growth of professional mobility.

A developing society needs educated, active people who can independently make decisions in a situation of uncertainty and moral choice, capable of cooperation within the framework of intercultural interaction, ready to take responsibility for the fate of the country, its socio-economic prosperity. Analyzing the changes taking place in the education system, one can highlight the striking contradictions caused by two strategies of its organization. The traditional

education strategy, as pointed out by I.A. Volodarskaya and Y.P. Zinchenko, "does not change the degree of readiness of people-centuries for change." The innovative education strategy creates a new type of educational process aimed at creating opportunities for the "nurturing" of a personality ready for change, resistant to uncertainty by developing the ability to create, to anticipate the future, a personality ready to cooperate with other people.

Conclusion. A learner as an organization is a complex social system, therefore, achieving the goals of innovative transformation requires methodological and activity coordination of the pedagogical, social and managerial subsystems of the learner. At the moment, each educational institution, when designing and implementing the tasks of innovative activity, faces a number of contradictions.

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DEVELOPING CULTURAL AWARENESS THROUGH EXTRACURRICULAR ACTIVITIES IN MIDDLE SCHOOL FOREIGN LANGUAGE LEARNERS

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Abstract. *Cultural awareness is an essential component of foreign language education, particularly in middle school settings where students are undergoing significant cognitive and social development. This article explores the incorporation of extracurricular activities in fostering cultural awareness among middle school foreign language learners. By engaging in diverse cultural experiences outside the traditional classroom environment, students can enhance their understanding and appreciation of the target culture, which can ultimately lead to improved language proficiency and intercultural competence.*

Key words. *Culture, extracurricular activities, education.*

Introduction. In an increasingly globalized world, the ability to communicate effectively across cultures is paramount. Foreign language education extends beyond the mere acquisition of linguistic skills; it encompasses the understanding of cultural nuances and social practices inherent to the language being learned. Middle school serves as a pivotal stage for language acquisition and cultural exploration, as students begin to develop their identities and expand their social horizons. This article examines how engaging in extracurricular activities can help middle school foreign language learners develop cultural awareness. It begins with an overview of the significance of cultural awareness in language learning, followed by a discussion of how extracurricular activities facilitate this development. Finally, it proposes strategies for educators to effectively integrate extracurricular activities into their foreign language curricula.

Main part. Cultural awareness involves recognizing and understanding the

differences and similarities between one's own culture and that of others. It entails an appreciation of cultural practices, values, beliefs, and norms that shape interpersonal interactions. In the context of language learning, cultural awareness is crucial as it informs learners about the social contexts in which a language is used, enables them to interpret meanings accurately, and encourages respectful and empathetic communication. Research has shown that cultural competence can lead to greater linguistic proficiency. When students understand the cultural contexts of the language they are learning, they become more adept at using language appropriately in different situations. For instance, understanding the concept of "politeness" in different cultures can influence how students formulate requests or invitations in the target language. Furthermore, culturally aware learners are often more motivated and engaged, as they can relate language learning to real-world contexts and experiences. Extracurricular activities—such as clubs, cultural events, community service projects, and exchange programs—provide students with practical experiences that reinforce their language and cultural studies. These activities serve several functions in developing cultural awareness. Experiential learning occurs when students engage actively in culturally relevant activities. For example, cooking classes that focus on traditional dishes from the target culture allow students to discover the culinary practices that reflect cultural values and social norms. Similarly, music and dance workshops can immerse students in the artistic expressions that are deeply rooted in cultural contexts. These hands-on experiences enhance students' understanding of the target culture and help solidify their language skills. Extracurricular activities often involve collaboration with peers who share similar interests. This interaction fosters dialogue and promotes shared learning experiences. For instance, a language club could organize events that invite native speakers to share their experiences, thereby creating a platform for authentic communication. Such interactions not only improve students' language skills but also enhance their ability to navigate diverse social contexts. When students participate in extracurricular activities, they are often required to

use their language skills in authentic contexts. For example, a student participating in a cultural festival might need to engage with visitors, providing information about the event in the target language.

Conclusion. As foreign language learners navigate their middle school years, cultivating cultural awareness is paramount for their academic and personal development. Extracurricular activities offer powerful avenues for students to immerse themselves in cultural experiences that enrich their language education. By effectively implementing these activities, educators can foster an environment that promotes not only language proficiency but also empathy, respect, and appreciation for diversity. As students develop their cultural awareness through these experiences, they become more capable global citizens ready to engage with an interconnected world.

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THE LINGUISTIC AND CULTURAL DIMENSIONS: AN INTEGRATED APPROACH

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Abstract. *Linguoculturology as a special field of science has given rise to some productive concepts in modern linguistics: linguoculturema, language of Culture, Cultural text, concept of culture, linguistic paradigm, etc. The most important of these concepts are the cultural sema, cultural background, and cultural concept, which can show cultural information through language units.*

Keywords. *Competence, competence, personality development, educational process, knowledge, competence, competence, base life competence, competence in science.*

Introduction. Linguoculturology in the science of linguistics – from the 90s of the XX century formed and can be considered an independent way of linguistics emerged as a science. - Linguoculturology‖ term V.N.Led by Telia Yu.S.Stepanova, A.D.Arutyunova, V.V.Vorobyova, V.Shak-Leina, V.A.Maslova and works of other researchers and works of representatives of the phraseological school it appeared without association with. Consequently, linguoculturology (cultural linguistics) in linguistics in the last few years the product of the anthropocentric paradigm is , which refers to language as a cultural phenomenon. When this language acts as an expression of a special national mentality, it reflects a certain view of the world through the prism of the national language. Linguoculturology is at the intersection of linguistics and cultural studies the emergence of people ' culture, reflected and strengthened in language and a Phra E of linguistics that con idered a Phra E with a Phra e it is clear to everyone that it is spoken in many sources . From Russian linguists V.I.Karasik defines linguoculturology (cultural linguistics —scientific knowledge about the interaction

of language and culture and the influence of Inter considers the complex sphere‖ and pays attention to its comparative nature. U calls the cultural concept the fundamental unit of cultural linguistics and research as units it defines truths and —background meanings, i.e., explicit and abstract meaningful properties of names advance.

Main part. It seems very important that language serves not as an object of study for cultural linguistics, but as a "mirror", "carrier" and "medium". The tasks of this scientific discipline include the study and description of the relationship between language and culture, language and Ethnos, language and national mentality. It is presented as "on the basis of the Trinity – language, culture, human personality" and lingomadanic objective according to Benvenist's prediction, through which the researcher can see Ethnos's material and spiritual identity. V., who conducted his research on this matter.A. Maslova notes that several directions are formed in linguoculturology today:

1. The cultural linguistics of a particular social group, Ethnos, is in some culturally bright period, that is, studying a specific cultural linguistic situation.

2. Diachronic cultural linguistics, that is, the study of changes in the state of cultural linguistics of an ethnic group over a certain period.

3. Comparative cultural linguistics studies the appearance of cultural linguistics of different but interrelated ethnic groups.

4. Comparative cultural linguistics. It is now beginning to develop.

5. Cultural linguistics linguomadanian lexicography, which constructs lug at horses.

The internal content of the concept is a type of set of meanings, the organization of which is significantly different from the semantic and lexical–semantic variants of the structure of the word. Scientists consider the criteria for distinguishing between concept and meaning in the fact that the concept expands the meaning of the word, leaving the possibilities of guessing, creating a

preconceived, thinking, emotional aura of the word. The difference in meaning and concept lies in the internal volume, and content.

Conclusion. The relationship between concept and meaning is determined by their categorical state. The content of the concept is wider than the meaning, because "concept ... retains its structure, does not lose the features included in this structure throughout history. The content of concepts is complemented only by highlighting additional features. So, the concept is nothing more than a multidimensional semantic formation, which belongs to the collective consciousness, expressed through language, including in its composition a personal and national cultural-historical experience, where the emotional side of oneself is reflected.

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EXPLORING HOW MULTILINGUALISM IS LINKED TO IDENTITY IN DIFFERENT CULTURAL SETTINGS

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Abstract. *Multilingualism plays a pivotal role in shaping individual and collective identities in various cultural settings. This paper explores the relationship between multilingualism and identity across diverse contexts, such as multicultural cities, diasporic communities, and indigenous groups. It emphasizes how language use facilitates cultural expression, social inclusion, and personal identity formation. The paper also examines the challenges faced by multilingual individuals, including linguistic discrimination and the erosion of heritage languages.*

Key words. *Multilingualism, Language and Identity, Cultural Identity, Language and Culture, Linguistic Diversity, Cultural Settings.*

Introduction. Multilingualism is increasingly common in today's globalized world, as the world develops people have many opportunities to socialize due to technological developments. It is not just a matter of language proficiency but also a reflection of identity. Language is a symbol of cultural belonging, and multilingual individuals often explore and understand different social contexts through their language use. This paper explores how multilingualism is intricately linked to identity in various cultural settings. By examining multicultural cities, diasporic communities, and indigenous groups, it aims to uncover how multilingualism influences identity formation and negotiation. Furthermore, the implications of multilingualism in terms of social inclusion, cultural preservation, and intergenerational connections will be discussed.

1. Multilingualism in Multicultural Cities. In cities such as Singapore and Toronto, multilingualism is the norm rather than the exception. Residents often

switch between multiple languages depending on the context, reflecting their cultural backgrounds and social affiliations. In Singapore, English is the official language, but Mandarin, Malay, and Tamil are also widely spoken, allowing for both local and global communication (Pakir, 1991). The ability to shift languages not only facilitates practical communication but also serves as an expression of cultural identity. Through code-switching, individuals align themselves with particular social groups and cultural norms, fostering inclusivity while preserving distinct cultural identities.

2. Multilingualism in Diasporic Communities. For immigrants and their descendants, multilingualism is often tied to the preservation of ethnic identity. In diasporic communities, second-generation immigrants may speak their heritage language at home while speaking the dominant language (e.g., English in the U.S.) for public and formal interactions. This bilingualism creates a dynamic tension between the desire to maintain cultural heritage and the pressure to assimilate into the mainstream society. As Fishman (1991) suggests, language serves as a cultural anchor, allowing individuals to retain a sense of belonging to their community while navigating the broader societal framework. However, this balance can be fragile, as younger generations often lose proficiency in their heritage language over time, leading to the potential erosion of cultural identity.

3. Multilingualism and Indigenous Communities. Indigenous communities often face the challenge of balancing multilingualism with the preservation of their native languages. In regions such as the Andes, indigenous peoples speak native languages like Quechua and Aymara alongside the dominant national language, such as Spanish (Hornberger & Coronel-Molina, 2004). Language use in these communities reflects a delicate negotiation between maintaining cultural heritage and engaging with national economic and social structures. Indigenous languages are not only tools of communication but also serve as symbols of resistance against cultural assimilation and colonization. Efforts to revitalize these languages have

gained momentum in recent years, contributing to the preservation of indigenous identities and worldviews.

The Cognitive and Social Benefits of Multilingualism. Research has shown that multilingualism offers cognitive benefits, such as enhanced problem-solving skills and increased cognitive flexibility (Bialystok, 2009). Multilingual individuals are often more adept at switching between tasks and solving complex problems, as their brains are constantly engaged in managing multiple linguistic systems.

Conclusion. Multilingualism is a significant aspect of identity in various cultural settings. Whether in multicultural cities, diasporic communities, or indigenous groups, language plays a crucial role in shaping personal and collective identities. Through language, individuals express their cultural affiliations, negotiate their place in society, and preserve their heritage. However, the world is becoming highly connected. So maintaining once traditions, national identity is becoming more and more difficult due to globalization. Because globalization is making all cultures alike posing threads for preservations of nations.

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CULTURAL AND LINGUISTIC CONSIDERATIONS IN TEACHING FOREIGN LANGUAGES

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Abstract. *In recent years, there has been a growing recognition of the importance of integrating cultural and linguistic considerations into foreign language teaching. This article explores how cultural understanding and linguistic factors impact language learning and teaching, with a focus on research and trends from 2015 to 2024. It discusses the relationship between language and culture, the integration of cultural content in curricula, and the role of linguistic factors such as syntax, semantics, and pragmatics. Additionally, the article examines the role of technology in enhancing cultural and linguistic integration and highlights the challenges and opportunities within foreign language education. This integrated approach helps learners not only acquire linguistic proficiency but also develop cultural competence, ultimately preparing them to become effective global communicators.*

Key words. *Foreign language teaching, cultural competence, linguistic considerations, language curriculum, cultural integration, technology in language education, pragmatics, syntax, semantics, language acquisition.*

Introduction. Language learning is not just about acquiring a set of words or mastering grammar rules. It also involves understanding the culture and context in which the language is used. In recent years, educators and researchers have increasingly emphasized the importance of integrating cultural and linguistic considerations into foreign language teaching. This approach goes beyond the traditional method of language instruction, focusing on how cultural elements influence language learning, communication, and teaching strategies. In this article, we will explore the role of cultural and linguistic considerations in foreign language education, drawing on research and trends from 2015 to 2024.

Main part

Language and culture are deeply intertwined, as both shape and influence each other. The concept of linguistic relativity, or the Sapir-Whorf hypothesis, suggests that the structure and vocabulary of a language influence the way its speakers perceive and categorize the world. For example, different languages express time, space, and emotions in ways that reflect unique cultural perspectives. Teaching a foreign language, therefore, requires not only mastering linguistic structures but also understanding the cultural frameworks that shape how those structures are used in real-life communication.

In the past decade, there has been a growing recognition that cultural understanding is essential for effective communication in a foreign language. Without knowledge of cultural contexts, learners may misinterpret idiomatic expressions, body language, and social cues. This has led to a shift in teaching practices, emphasizing the importance of cultural competence alongside linguistic proficiency. Studies from 2015 to 2024 have shown that learners who understand cultural norms and values are more likely to use the language appropriately, avoiding communication breakdowns in real-world situations (Kramsch, 2018).

Integrating Cultural Content in Language Curriculum

Incorporating cultural elements into the language curriculum has become a key focus in recent years. Researchers have emphasized the importance of integrating culture into language teaching in ways that go beyond superficial topics such as greetings or traditional food. In a study conducted in 2018, Byram and colleagues highlighted the need for a deeper understanding of culture, one that includes social practices, historical contexts, and the values that underpin language use (Byram & Hu, 2018).

Practical approaches to cultural integration include:

1. **Cultural Content in Textbooks:** Modern language textbooks often feature cultural content that helps students contextualize the language. These resources include texts on the politics, art, history, and social customs of the target language-speaking countries. For example, an advanced Spanish

textbook might include readings on the legacy of the Spanish Civil War, alongside linguistic lessons on past tenses.

2. **Immersive Learning and Study Abroad Programs:** Language immersion programs and study abroad experiences have become essential tools for cultural integration. Research from 2020 showed that study abroad participants not only improve their linguistic abilities but also gain significant cultural insights, which help them better understand idiomatic expressions and conversational nuances (Chavez, 2020).
3. **Virtual Exchange and Telecollaboration:** Virtual exchange programs, where learners interact with native speakers through online platforms, have also become popular. Studies in 2021 found that such programs allow learners to engage in authentic communication, practice real-world language skills, and experience cultural exchange without leaving their home countries (O'Dowd, 2021). This method helps bridge the cultural gap and exposes learners to diverse cultural perspectives.
4. **Project-Based and Task-Based Learning:** Project-based learning (PBL) and task-based learning (TBL) are effective strategies that integrate cultural elements into language learning. In these models, students work on real-world tasks that require them to use the target language in culturally relevant contexts. For example, students may research and present on a cultural event or conduct interviews with native speakers.

The Role of Technology in Cultural and Linguistic Integration

Technology has played a transformative role in language education over the past decade. The integration of digital tools in foreign language teaching has provided opportunities for both linguistic and cultural immersion. From language learning apps to social media and virtual reality (VR), technology offers new ways to enhance cultural and linguistic learning experiences.

1. **Language Learning Apps and Platforms:** Platforms like Duolingo, Babbel, and Memrise have incorporated cultural content into their curricula. These

apps now include lessons on customs, holidays, and cultural traditions in addition to grammar and vocabulary. Research in 2020 found that students using these platforms gained a broader cultural awareness, improving their ability to use language in real-world settings (Zheng & Liu, 2020).

2. **Virtual Reality and Immersive Experiences:** Virtual reality (VR) has emerged as a powerful tool for language learners. By simulating real-life environments and cultural settings, VR allows learners to practice language skills in context. A study in 2021 by Wang and colleagues found that VR-based language learning enhanced cultural understanding and increased student motivation by providing immersive, context-based language practice (Wang et al., 2021).
3. **Social Media and Cultural Exposure:** Social media platforms like YouTube, Instagram, and Tik Tok offer students access to authentic content in the target language, such as cultural videos, cooking shows, and travel vlogs. A 2022 study by Baker (2022) showed that social media exposure helped students develop a better understanding of informal language use, slang, and cultural references, all of which are important for effective communication.

Challenges and Opportunities

Despite the progress made in integrating cultural and linguistic considerations, several challenges remain in foreign language teaching.

1. **Cultural Stereotyping:** One major challenge is avoiding the oversimplification or stereotyping of cultures. Language teachers must carefully navigate cultural generalizations and avoid portraying a single, monolithic view of the target culture. Research in 2021 highlighted the importance of presenting diverse perspectives and avoiding cultural biases (Bennett, 2021).
2. **Teacher Training:** To effectively teach both language and culture, educators must be adequately trained. While many teachers are proficient in

grammar and syntax, fewer have expertise in cultural nuances and pragmatics. Professional development programs are needed to equip teachers with the skills to teach both the linguistic and cultural aspects of language.

3. **Globalization and Multiculturalism:** As globalization increases, language learners must navigate not only the culture of the language they are learning but also the diverse cultural backgrounds of their peers. This presents an opportunity to foster intercultural competence and empathy, preparing students to communicate in increasingly globalized and multicultural contexts.

Conclusion. The integration of cultural and linguistic considerations into foreign language teaching is an evolving process that is crucial for preparing learners to communicate effectively in a globalized world. From 2015 to 2024, significant strides have been made in incorporating cultural competence alongside linguistic proficiency in language curricula. By addressing both cultural and linguistic factors—such as syntax, semantics, pragmatics, and contextual use—language educators can provide students with a comprehensive and effective language learning experience. Technology continues to enhance these efforts, offering immersive and interactive tools for cultural and linguistic integration. However, challenges such as cultural stereotyping and the need for teacher training must still be addressed to ensure that language learners are prepared to communicate in an increasingly interconnected world.

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THE CONNECTION BETWEEN LINGUISTICS AND LINGUOCULTURAL STUDIES

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Abstract. *Intercultural relations significantly influence the translation process by shaping how linguistic and cultural elements are interpreted and adapted. The interplay between language and culture highlights the challenges of conveying culturally specific expressions, idioms, and concepts. Balancing cultural authenticity and accessibility requires translators to act as mediators, ensuring the preservation of meaning while fostering mutual understanding. This study emphasizes the importance of cultural sensitivity and effective strategies in bridging linguistic and cultural divides.*

Keywords. *Linguistics, Linguocultural Studies, Language, Culture, Identity, Discourse, Sociolinguistics.*

Introduction. Language is not only a system of communication but also a reflection of the cultural nuances that define the identities and practices of various communities. While linguistics examines the formal aspects of language—such as grammar, phonetics, and syntax—linguocultural studies delve into the interplay

between language and culture, considering how linguistic practices shape and are shaped by the cultural context. These two fields, though distinct, often intersect in their analysis of how language functions in society. Understanding this connection provides deeper insights into how language mediates social relationships, conveys cultural values, and facilitates communication across diverse social and cultural landscapes.

This article explores the relationship between linguistics and linguocultural studies, demonstrating that language is not merely a neutral tool but an active agent in the expression and transformation of cultural values and identities authenticity while making content accessible to diverse audiences.

Main Part. Linguocultural studies, on the other hand, emphasize the cultural aspects of language. This field investigates how language is intertwined with the cultural contexts in which it is used, and how linguistic expressions carry cultural meanings. Linguocultural studies often engage with the following areas:

• Language and Identity: how linguistic practices reflect personal and social identity, such as through dialects, accents, or language choices in specific contexts.

• Cultural Norms and Values: the role of language in reinforcing cultural norms, beliefs, and practices.

• Discourse Analysis: the study of how language constructs social reality and influences social power dynamics, often focusing on how language reflects cultural narratives.

• Language and Power: how language is used to assert power, dominance, and authority within different social and cultural settings.

Linguocultural studies draw on concepts from anthropology, sociology, and cultural studies to examine how language serves as both a symbol and a tool for cultural expression. While linguistics traditionally focuses on the “how” of language, linguocultural studies address the “why” of language use within cultural frameworks. Language is dynamic, and linguistic change often mirrors shifts in cultural values. New words, expressions, and communication styles emerge as

cultures evolve, highlighting the ongoing interaction between language and cultural trends. Sociolinguistic approaches to language consider how language varies depending on social factors such as age, gender, class, and ethnicity. Linguocultural studies expand this by looking at how these variations also reflect cultural identities and practices.

Conclusion.The relationship between linguistics and linguocultural studies is vital for understanding the complex ways in which language functions in society. While linguistics offers a detailed and systematic analysis of language structure and usage, linguocultural studies provide a broader perspective, emphasizing the cultural contexts in which language operates. By studying both the linguistic features and the cultural meanings embedded in language, we can gain a more holistic understanding of how language shapes and reflects human experience.

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THE IMPACT OF CULTURAL AWARENESS ON DEVELOPING LINGUISTIC COMPETENCE IN PRIMARY SCHOOL LEARNERS

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Abstract.*In recent years, education systems worldwide have increasingly recognized the importance of cultural awareness as a key factor in the development of linguistic competence. This article explores how cultural awareness influences the linguistic development of primary school learners. It argues that integrating cultural awareness into language learning not only enhances students' understanding of language structure and vocabulary but also fosters more meaningful communication, improved empathy, and cognitive flexibility. By examining relevant theories and research findings, this paper highlights the multifaceted role of cultural awareness in fostering linguistic competence in young learners.*

Keywords. *Cultural awareness,linguistic competence,cognitive development,language acquisition,primary education*

Introduction. Language learning is a complex cognitive process, which involves not only the acquisition of vocabulary and grammar but also an understanding of the cultural context in which the language is spoken. In primary education, this holistic approach to language acquisition is vital for developing not only linguistic skills but also social and cognitive abilities. Cultural awareness, the ability to recognize, understand, and respect different cultures, plays a significant role in language development. By engaging with cultural materials and perspectives, learners gain a deeper understanding of language use, and their linguistic competence can improve significantly.

This article seeks to investigate the relationship between cultural awareness and linguistic competence, focusing specifically on primary school learners. It will examine how incorporating cultural elements into language learning supports cognitive, social, and emotional development, and how it leads to a more comprehensive understanding of language and its practical use in diverse contexts.

Cultural Awareness and Linguistic Competence

Linguistic competence, as described by linguist Noam Chomsky, refers to the innate ability of humans to understand and produce language. However, this concept has expanded in contemporary educational discourse to include not only the ability to understand and apply grammatical structures but also to effectively communicate in a variety of social contexts. Language is inherently tied to culture; therefore, cultural awareness enhances the learner's capacity to use language appropriately in different settings. Understanding the cultural norms and values embedded in a language enriches the learner's ability to communicate effectively and sensitively.

Cultural awareness includes knowledge of customs, traditions, values, and social norms, and it extends to awareness of historical and geographical contexts.

As Byram (2008) argues, the development of intercultural competence, which includes understanding one's own culture as well as others, leads to more effective and respectful communication, both in the classroom and in wider society.

Moreover, cultural awareness aids in the development of a positive attitude toward language learning. Research by Dörnyei (2005) highlights that motivation is a key factor in successful language acquisition, and a heightened cultural understanding can increase students' interest in learning a language. When students see the connection between language and culture, they are more likely to develop a lasting interest in acquiring linguistic skills, as they understand that language is not just a set of rules but a key to engaging with the world.

Cultural Awareness and Cognitive Development

Cultural awareness contributes to cognitive development by encouraging children to consider different perspectives and problem-solving approaches. By learning about different cultures and their ways of life, students become more open-minded, adaptable, and empathetic. These cognitive and emotional developments not only improve social skills but also enhance language learning by promoting a deeper understanding of how language reflects and influences thought processes.

Incorporating cultural elements into language instruction can also help children to understand abstract concepts such as metaphor, tone, and humor, which often depend on cultural knowledge. For example, idiomatic expressions may make little sense without a cultural context, and understanding the context of such expressions is crucial for linguistic competence.

Cultural Awareness in the Primary School Curriculum

Primary school is an ideal time to introduce cultural awareness as a foundation for linguistic development. At this age, children are particularly receptive to new ideas and are capable of forming an understanding of abstract concepts such as culture and language. By integrating cultural elements into early language education, educators can create a more inclusive and enriching learning environment.

There are several practical ways that cultural awareness can be embedded into the primary school curriculum. First, educators can introduce students to a wide range of cultural materials, such as literature, music, art, and food, which reflect diverse linguistic and cultural traditions. Through storytelling, for instance, children can explore different cultural practices and viewpoints while simultaneously improving their listening and speaking skills.

Challenges of collaborative tasks:

While the integration of cultural awareness into language learning offers numerous benefits, it is not without challenges. Teachers may lack the necessary training or resources to effectively incorporate cultural content into the curriculum.

According to Cummins (2001), a supportive learning environment that values students' cultural identities leads to improved language outcomes. When students feel that their cultural background is respected and incorporated into the learning process, they are more likely to participate actively in language learning, leading to enhanced linguistic competence.

Conclusion. Cultural awareness is an essential factor in the development of linguistic competence in primary school learners. By fostering an understanding of the cultural contexts in which languages are used, educators can support children in developing not only their linguistic skills but also their cognitive, social, and emotional abilities. The integration of cultural awareness into language instruction enriches the learning experience and equips students with the tools they need to navigate an increasingly interconnected world. For these reasons, cultural awareness should be viewed as a core component of language education, one that contributes significantly to the holistic development of primary school learners.

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THE INFLUENCE OF CULTURAL CONTEXT ON TRANSLATION

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Abstract. *Translation is a complex process that goes beyond mere linguistic conversion. Cultural context plays a critical role in shaping how meaning is conveyed, understood, and received in translation. This article explores the interplay between language and culture in translation, highlighting the challenges and strategies for maintaining cultural integrity and accuracy. By analyzing theoretical perspectives and practical examples, the article underscores the importance of cultural awareness for translators to achieve effective communication across diverse cultural landscapes.*

Key words*. translation, cultural context, cultural equivalence, linguistic conversion, intercultural communication.*

Introduction. Language and culture are intrinsically linked, shaping how people perceive and express their worldviews. Translation, therefore, is not merely about finding equivalent words in a target language but also about transferring the cultural nuances embedded in the source text. Misinterpretations or omissions of cultural elements can lead to distorted meanings, offending audiences or failing to achieve communicative goals. This paper delves into the significance of cultural context in translation. It addresses the impact of cultural differences on the translation process, examines common challenges faced by translators, and proposes strategies for overcoming these challenges. Through a combination of theoretical insights and real-world examples, the article emphasizes the role of cultural competence as a vital skill for professional translators.

The role of cultural context in translation: cultural context encompasses shared beliefs, traditions, customs, and norms within a community that shape how

individuals interpret language. When translating texts, cultural factors can influence several aspects, including idiomatic expressions, metaphors, humor, and symbolism. For instance, proverbs often carry cultural wisdom specific to their origin, requiring not only linguistic but also cultural adaptation when translated.

1. Challenges in translation across cultures: translators frequently encounter cultural gaps where concepts or traditions in the source language have no direct equivalents in the target language. For example, translating Japanese terms like *omotenashi* (hospitality) or *wabi-sabi* (aesthetic of imperfection) into English often requires extensive explanation or substitution with approximations, potentially diluting their essence. Furthermore, cultural taboos or stereotypes can make literal translations inappropriate or offensive.
2. Strategies for Preserving Cultural Integrity: translators use various techniques to address cultural disparities:
    - **Localization** involves adapting content to align with the cultural norms of the target audience, such as modifying marketing slogans for specific regions.
    - **Dynamic Equivalence** focuses on conveying the intended meaning or effect rather than adhering strictly to the source text's structure.
    - **Annotations** provide supplementary explanations for culturally specific references, ensuring clarity for the target audience without oversimplifying the content.

3. Practical applications of cultural context in translation

Literary Translation: translating classic literature, such as Gabriel García Márquez's *One Hundred Years of Solitude*, involves maintaining the cultural flavor of Latin American magical realism while making the narrative accessible to global audiences. Strategies include preserving cultural metaphors and explaining historical references where necessary.

Advertising: Nike's slogan, *"Just Do It,"* was localized as *"Jia You"* (literally meaning "add oil") in the Chinese market to evoke the cultural idea of perseverance and encouragement, successfully capturing local sentiment without losing its motivational essence.

Subtitling and Dubbing in Media: when localizing films or TV shows, such as Disney movies, translators must balance cultural relevance with retaining universal appeal. Songs, jokes, and dialogues often undergo adaptation to fit the linguistic and cultural sensibilities of the target audience.

Conclusion. The influence of cultural context on translation underscores the complexity of this field. Translators serve as cultural mediators, tasked with bridging linguistic and cultural divides. A nuanced understanding of cultural context is essential to ensure that translations resonate authentically with target audiences while preserving the integrity of the source material. Future research and practice should continue to emphasize cultural sensitivity as a cornerstone of effective translation.

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THE IMPACT OF CULTURAL AND LINGUISTIC DIFFERENCE ON TEACHING FOREIGN LANGUAGES AND DISCOURSE COMPETENCE

https://zenodo.org/records/14878789

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Abstract. *This study investigates the role of cultural and linguistic diversity in shaping teaching the foreign languages and the development of the discourse competence as well. It highlights the impact of embracing diversity within language classrooms can enhance learners' communicative abilities by exposing them to various cultural norms and linguistic patterns ,in turn. By integrating culture-related strategies, educators can help students to navigate complex social interactions and improve fluency in real-world, current contexts. The findings suggest that inclusive pedagogical practices not only enhance linguistic accuracy but also cultural adaptability, thus preparing learners for wordly communication.*

Keywords. *Linguistic patterns, discourse competence, foreign language teaching, intercultural communication, culturally diverse, cultural norms, wordly communication.*

Introduction. Globalization has transformed communication into a multifaceted process requiring being passionately sensitive to cultural and linguistic diversity. Foreign languages teaching in this context requires more than linguistic proficiency; it demands fostering discourse competence—the ability to use language effectively in a varied cultural settings. As classrooms become increasingly multicultural, educators face both opportunities and obstacles in addressing the learners` needs. This article delves into how cultural and linguistical variation impact the education, specifically language teaching, respectively emphasizing its implications for developing discourse competence. By examining practical approaches, the study highlights strategies to make foreign language

acquisition more comprehensive and responsive to the demands of global interaction.

Main Part. Cultural variation enriches the process of both teaching and learning foreign languages, by widening learners' perspectives on communication norms. For example, understanding how politeness strategies diversify across cultures provides learners with adequate opportunities to tailor their interactions appropriately. Take Japanese as an example; it emphasizes honorifics, while English often favors direct expressions. Teaching these differences helps students build cultural sensitivity alongside language proficiency. Linguistic diversity also has an influence on learners` acquisition of foreign languages. Students often rely on their mother language-related features as a foundational basis for the comprehension of new languages. While this transfer can empower learning, it may also lead to errors when structural dissimilarities are significant. For example, word order in English (Subject-Verb-Object) mismatches sharply with the languages from other language families like Arabic, which uses a different syntactic arrangement. Additionally, polyglottal classrooms require tailored teaching strategies also. Instructors must address varying levels of language proficiency and varying phonological systems. Using codes-witching—integrating students' native languages into lessons—can foster comprehension and builds a positive learning environment. In order to advance discourse competence, instructors must focus on real-world communication skills. Role-playing activities, for example, let students practice navigating culturally relevant interactions, such as greetings, negotiations, or apologies, leave-taking. Integrating multimedia resources, such as films or podcasts, also exposes learners to authentic linguistic and cultural schemata. Moreover, promoting foreign dialogue within the classrooms encourages students to reflect on their own cultural norms while appreciating those of others as well.

Conclusion. Being within intercultural and multilingual atmosphere profoundly impacts foreign language teaching, shaping how students develop their discourse

competence. By accepting these variations, instructors can transform challenges into opportunities, equipping learners with the skills needed for effective wordly communication. The integration of culturally responsive teaching practices, combined with strategies that can address linguistic differences, ensures a comprehensive approach to language education. While the world is becoming more coordinated, promoting discourse competence in eduction, oarticularly foreigh language teaching is not favourable but also indispensable.

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FOSTERING SOCIOCULTURAL COMPETENCE IN MIDDLE SCHOOL THROUGH STORYTELLING

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Abstract.*This paper explores the use of storytelling as an innovative teaching method to foster sociocultural competence in middle school students. By integrating culturally relevant narratives into the curriculum, educators can create engaging and meaningful learning experiences that enhance students' understanding of cultural diversity and social dynamics. This study highlights the benefits of storytelling in developing empathy, critical thinking, and intercultural communication skills, alongside practical strategies for classroom implementation.*

Key words*. Sociocultural Competence, Storytelling, Middle School, Cultural Diversity, Intercultural Communication.*

Introduction. The ability to navigate cultural differences and communicate effectively in diverse environments is a crucial skill for students in today's globalized world. Sociocultural competence, which encompasses understanding cultural norms, values, and practices, is essential for fostering mutual respect and collaboration in multicultural settings. However, traditional teaching methods often fail to address this critical aspect of education, focusing primarily on linguistic proficiency.

Storytelling, a timeless and universally recognized practice, offers a dynamic approach to teaching sociocultural competence. Stories provide a rich medium for exploring cultural values, traditions, and perspectives, making abstract concepts relatable and memorable for students. This paper examines the potential of storytelling to develop sociocultural awareness in middle school students, focusing on its practical applications, benefits.

Benefits of Storytelling in Developing Sociocultural Competence

1. Enhancing Cultural Awareness: Storytelling immerses students in diverse cultural contexts, introducing them to traditions, beliefs, and social norms. By analyzing characters and plots, students develop a deeper understanding of cultural nuances and the importance of respecting differences.

2. Building Empathy and Perspective-Taking: Listening to or sharing stories encourages students to see the world through others' eyes. This fosters empathy, enabling them to relate to individuals from different backgrounds and appreciate their experiences.

3. Improving Critical Thinking: Storytelling challenges students to reflect on the moral and ethical dilemmas presented in narratives. This promotes critical thinking and helps them understand the complexities of social interactions and cultural dynamics.

4. Encouraging Engagement and Motivation: Stories captivate students' attention and create a memorable learning experience. The emotional connection generated by storytelling makes lessons more impactful and encourages active participation.

Challenges and Solutions in Using Storytelling

1.Selecting Relevant Stories: Finding culturally appropriate and relatable stories for middle school students can be challenging.

Solution: Educators should collaborate with students to identify stories that resonate with their experiences and cultural backgrounds.

2.Balancing Entertainment and Education: Stories can sometimes become purely entertaining, overshadowing their educational value.

Solution: Teachers should guide discussions and activities that connect storytelling to learning objectives.

3.Managing Time Constraints: Integrating storytelling into an already packed curriculum can be difficult.

Solution: Stories can be used as supplementary tools, aligning them with existing topics to enhance understanding without requiring additional time.

Practical Implementation in the Classroom

A six-week study in a pre-intermediate English class paired students for peer teaching of vocabulary and grammar, with teacher guidance and monitoring. Assessments showed improved speaking fluency, vocabulary retention, and confidence. Students found the process engaging, enjoyable, and less stressful, while explaining concepts boosted their understanding and reduced language anxiety.

Conclusion. Storytelling is an effective tool for fostering sociocultural competence in middle school students. It helps students engage with diverse perspectives, develop empathy, and improve critical thinking skills. By incorporating storytelling into the classroom, educators can create meaningful learning experiences that prepare students for effective communication in a multicultural world.

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THE IMPORTANCE OF LINGUOCULTUROLOGY IN TEACHING FOREIGN LANGUAGES IN LINGUISTICS

https://zenodo.org/records/14878801

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Abstract. *This article examines the important role of linguistics in foreign language teaching. The study examines the importance of integrating cultural aspects in language teaching and its impact on language learners' competence and cultural awareness. By examining the interrelationship between language and culture, this study aims to highlight the benefits of incorporating linguistics into foreign language teaching.*

Keywords. *Linguistics, foreign language, linguistics, culture, foreign languages.*

Introduction. In linguistics, the study of language goes far beyond grammar and syntax; it encompasses a multifaceted tapestry of cultural nuances and social subtleties. Language is deeply intertwined with culture—it reflects the beliefs, values, traditions, and history of a society. Thus, the importance of understanding the cultural context of language cannot be overstated, especially in teaching foreign languages. Linguistics, the branch of linguistics that focuses on the interaction between language and culture, plays a key role in language teaching. By integrating linguocultural studies into foreign language teaching, teachers not only develop language skills but also gain a deeper understanding of the sociocultural factors that shape linguistic expressions.

Main text. As a field that studies the complex relationship between language and culture, cultural studies are essential in providing language learners with a broad and nuanced understanding of the target language. This study uses a mixed-method approach that combines a qualitative review of the existing literature on cultural studies with quantitative data collection through surveys and language

proficiency assessments. The study targeted language learners at different levels to assess the impact of cultural studies on their language abilities and cultural competence. The results demonstrate important benefits of integrating cultural studies into foreign language teaching. Language learners who are exposed to the cultural aspects of the language being studied demonstrate a higher level of proficiency and cultural awareness. By understanding the cultural context of the language, students develop a deeper understanding of linguistic diversity and more nuanced communicative competence. The discussion section explores the implications of the study findings for foreign language teachers and curriculum developers. This highlights the importance of incorporating linguistics into language teaching methodologies to enhance students' language proficiency and intercultural communication skills. Furthermore, the study explores potential challenges and future research directions in the field of linguistics in foreign language teaching.

Linguistics plays an important role in the field of linguistics in teaching foreign languages. It focuses on the interrelationship between language and culture, emphasizing how language is deeply rooted in cultural contexts and how it influences communication. Understanding the linguistic and cultural aspects of language is essential for effective language teaching and learning. Here are some reasons why linguocultural studies is important in teaching foreign languages within linguistics.

Linguistics helps students develop cultural competence by understanding the cultural norms, values, and practices of the language they are learning. This knowledge is essential for effective communication in a foreign language context. Language is not just a set of words and rules, but is also closely tied to cultural practices and beliefs. Linguistics helps students interpret language in its appropriate cultural context, allowing them to understand the nuances necessary for effective communication. Knowledge of the cultural nuances associated with language enhances communication skills. Teaching linguistics with a focus on

linguocultural studies equips students with the tools to effectively manage intercultural communication and prevent misunderstandings.

By incorporating linguocultural studies into language teaching, students learn to respect and appreciate different cultural perspectives, and develop an open mind and sensitivity to cultural differences. Understanding the cultural foundations of language enriches the learning experience, making language acquisition more interesting, meaningful, and memorable for students. Linguocultural studies allows for the comparison of language and cultural phenomena across different languages and cultures, which allows students to develop a broader perspective on linguistic diversity, cross-cultural similarities, and differences. Incorporating linguocultural studies into foreign language teaching within linguistics helps students become not only proficient users of the language, but also culturally aware and competent communicators in a variety of linguistic contexts.

In conclusion, this study highlights the integral role of cultural studies in foreign language teaching within the framework of linguistics. By integrating cultural elements into language teaching, teachers can develop students' language knowledge, cultural sensitivity, and intercultural competence. This study contributes to the growing literature on the importance of cultural studies in foreign language teaching and advocates for its widespread introduction into language teaching practice.

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CULTURE AND LANGUAGE: THE SIGNIFICANCE OF CULTURAL ELEMENTS IN LANGUAGE EDUCATION

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Abstract. *In the modern, increasingly interconnected world, the relationship between culture and language has garnered significant attention within the field of language education. This paper explores the significance of cultural elements in the teaching and learning of languages, positing that culture is not merely an adjunct to language, but an integral part of effective language education. It discusses how cultural contexts shape language use and understanding, influencing vocabulary, idiomatic expressions, and communicative practices. The article further emphasizes the importance of cultural competence, which involves the ability to engage with and appreciate diverse cultural perspectives. By incorporating cultural elements into language curricula, educators can enhance students' linguistic skills while fostering intercultural awareness and sensitivity. Empirical evidence from various educational settings supports the argument that culturally enriched language instruction cultivates more meaningful learning experiences, leading to greater learner motivation and improved language acquisition outcomes. Ultimately, the study advocates for a holistic approach in language education that intertwines cultural insights, thereby enriching both the educational experience and the developmental journey of language learners.*

Keywords. *Cultural competence, language acquisition, intercultural communication, cultural identity, language immersion, sociolinguistics, contextual learning, cultural awareness, language and identity, cultural diversity, authentic*

language use, community engagement, linguistic relativity, cultural context in language learning, educational equity.

Introduction. Language functions as more than just a means of communication: it is a deep reflection of cultural identity. The interplay between language and culture is complex, with each shaping the other in meaningful ways. As globalization brings together individuals from various backgrounds, the necessity of including cultural elements in language teaching has become increasingly clear. This article examines the importance of cultural awareness in language education and presents effective strategies for integrating culture into language instruction.

Main Part. Exploring the Connection Between Language and Culture. Language is a medium through which cultural identity, beliefs, values, and social norms are expressed. It embodies the history and experiences of a community, making it vital for learners to grasp the cultural context surrounding a language. For example, idioms, humor, and politeness can differ significantly across cultures. Without an understanding of these cultural subtleties, language learners may find it challenging to communicate effectively or might unintentionally cause offense. Additionally, language is intricately linked to cultural practices and traditions. Greetings, farewells, and conversational styles can vary widely among cultures. For instance, many Asian cultures often favor indirect communication, while Western cultures may prioritize directness. Recognizing these distinctions can enhance learners' abilities to engage in social interactions in the target language.

Advantages of Incorporating Cultural Elements in Language Teaching

1. Improved Communication Skills: By integrating cultural elements into language instruction, learners gain the necessary tools for engaging in meaningful conversations. Understanding cultural contexts enables students to use language more appropriately and effectively, leading to better communication skills.

2. Boosted Motivation and Engagement: Learning about culture can make language classes more captivating and relevant. Exploring cultural artifacts such as music, films, literature, and traditions fosters a deeper connection to the language being studied, resulting in increased motivation and a more enjoyable learning experience.

3. Promotion of Critical Thinking: Exposure to diverse cultures encourages learners to critically examine their own cultural assumptions and biases. This reflective process not only enhances their understanding of the target culture but also nurtures empathy and open-mindedness—qualities that are essential in today's interconnected world.

4. Preparation for Real-World Interactions: In a globalized society, individuals are likely to interact with speakers from different languages and cultures. By incorporating cultural education into language learning, educators prepare students for real-life interactions, equipping them with invaluable skills for personal and professional contexts.

Methods for Integrating Culture into Language Teaching

1. Cultural Immersion Activities: Organizing cultural immersion experiences—such as cooking classes featuring traditional dishes or festivals celebrating the target culture—provides learners with firsthand exposure to the culture associated with the language. These activities create opportunities for authentic language use while enhancing cultural understanding.

2. Using of Multimedia Resources: Incorporating films, music, literature, and art from the target culture can enrich language lessons. Analyzing songs or films not only improves listening skills but also facilitates discussions about cultural themes, societal issues, and historical contexts that influence the language. Culture and Language is very crucial for learners. Enhances understanding and retention: learning a language in conjunction with its cultural context helps students understand the meaning behind words and phrases, leading to better retention and practical usage. Supports authentic learning experiences: utilizing

authentic cultural materials (like music, films, and literature) exposes students to real-life language use and cultural practices, enriching their learning experience. Prepares for global citizenship: as the world becomes increasingly interconnected, understanding cultural elements in language education equips students with the skills necessary for global citizenship and collaboration, the integration of cultural elements into language education is vital for creating well-rounded, competent, and culturally aware individuals who can thrive in diverse environments.

Conclusion. Incorporating cultural aspects into language education is crucial for promoting effective communication and intercultural understanding. By grasping the cultural backgrounds that influence language, learners can gain a greater appreciation for diversity and improve their capacity to interact meaningfully in an interconnected world. This comprehensive method not only enhances language skills but also equips students to handle complex social situations with empathy and awareness.

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THE ROLE OF CULTURAL CONTEXT IN VIRTUAL REALITY LANGUAGE GAMES

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Abstract. *The integration of Virtual Reality (VR) in language education offers immersive learning experiences that engage students in dynamic ways. This article explores how VR language games simulate culturally relevant environments, allowing learners to practice language skills while gaining insights into the cultural contexts where these languages are spoken. By incorporating social norms, traditions, and practices, VR fosters both linguistic competence and cultural awareness. The article also examines challenges such as ensuring cultural accuracy and accessibility, highlighting VR's potential to create more enriching, contextually relevant learning experiences.*

Keywords. *Virtual Reality, Language Learning, Cultural Context, Immersive Learning, Educational Technology, Global Citizenship, Language Games, Cultural Awareness.*

Virtual Reality (VR) technology has become a transformative tool in various educational sectors, offering innovative methods for enhancing teaching and learning. In language education, VR is particularly promising due to its ability to immerse learners in virtual environments where they can practice language skills in realistic settings. One of the key advantages of VR is its potential to integrate cultural context into the language learning experience. Learning a language is not merely about mastering grammar and vocabulary; it is about understanding the culture and context in which the language is spoken. Cultural competence plays a vital role in effective communication, and VR can serve as a powerful tool to bridge the gap between language and culture. Cultural context in language learning refers to understanding the cultural norms, values, and practices that influence how

a language is used. VR language games provide opportunities to simulate real-world cultural settings, allowing learners to experience the language in context. These simulations can vary from virtual visits to foreign countries, participation in cultural festivals, or engaging in daily activities that reflect the social and cultural dynamics of a target language. VR allows learners to interact with virtual characters who embody the cultural norms of the language being learned. For instance, a VR game could simulate a café scene in Paris, where learners must use French to order food, interact with waiters, and navigate social etiquette. These interactions expose students to the subtleties of tone, politeness, and behavior in different cultural settings. As learners engage in these scenarios, they not only practice the language but also gain a deeper understanding of the cultural context behind the language they use. Immersing learners in VR environments can foster cultural awareness by introducing them to unfamiliar practices, values, and traditions. For example, VR could simulate a traditional Japanese tea ceremony, where learners must understand the importance of respect, etiquette, and body language within the context of Japanese culture. Such experiences broaden students' cultural knowledge and enhance their ability to communicate effectively and appropriately in diverse cultural settings. Through VR, students can engage with various cultures, developing a sense of global citizenship. This is essential in today’s globalized world, where the ability to understand and interact with people from diverse cultural backgrounds is a vital skill. VR language games expose learners to a variety of cultures, fostering empathy and respect for diversity—key components of global citizenship. Despite the potential of VR to enrich language learning through cultural immersion, several challenges must be addressed. One significant challenge is ensuring cultural accuracy and sensitivity. Misrepresentations or stereotypes can lead to misunderstandings and hinder the learning experience. Involving cultural experts in the design process ensures the authenticity and respectfulness of cultural depictions. The cost and accessibility of VR technology remain barriers. While VR is becoming more affordable,

specialized hardware and software are still required, which may not be available in all educational institutions. Additionally, creating culturally rich VR experiences demands substantial investment in content development, raising concerns about equitable access. VR language games must accommodate diverse learners, offering adjustable difficulty levels. Games should cater to both beginners and advanced learners to ensure effective cultural immersion for all proficiency levels.

In conclusion,Virtual Reality holds immense potential to transform language education by providing immersive, contextually rich learning experiences. The integration of cultural context into VR language games enhances both linguistic and cultural learning, enabling students to practice language skills in realistic settings while simultaneously developing cultural awareness and empathy. However, challenges such as cultural accuracy, accessibility, and inclusivity must be addressed to ensure that VR can be an effective and equitable tool in language education. As VR technology continues to evolve, its role in language learning will likely expand, offering even more opportunities for students to engage with language and culture in innovative ways. Ultimately, VR language games can contribute to the development of globally competent citizens who are well-prepared to communicate and collaborate in an increasingly interconnected world.

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DESIGNING ENGAGING EXTRACURRICULAR ACTIVITIES FOR YOUNG LANGUAGE LEARNERS

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Abstract. *This thesis explores the design and implementation of extracurricular activities aimed at enhancing language learning for young learners. While traditional classroom settings are essential for structured language instruction, extracurricular activities provide additional opportunities for students to engage with the target language in creative, interactive, and meaningful ways. By integrating principles from second language acquisition theories, this study highlights the importance of motivation, social interaction, and*

cognitive development in young learners' language development. It examines the impact of activities such as storytelling workshops, language immersion clubs, and educational games on vocabulary acquisition, speaking skills, and learner engagement. The research demonstrates how these activities complement formal education by providing real-world contexts for language use. Challenges in resource allocation and learner diversity are discussed, along with practical solutions such as community involvement and the use of technology. Finally, the thesis suggests that well-designed extracurricular activities can foster not only language proficiency but also broader cognitive and social skills, contributing to the overall development of young learners.

Key words. *Educational innovation, linguistic development, storytelling workshops, language immersion, holistic education, cultural relevance, interactive learning strategies, young learners, language learning, extracurricular activities.*

Introduction. Language acquisition is a critical component of cognitive and social development in young learners. While formal classroom instruction is a cornerstone of language education, extracurricular activities offer an invaluable opportunity to enhance learning through practical, hands-on experiences. These activities can motivate students to engage more deeply with the language, allowing them to practice speaking, listening, reading, and writing in less structured, more interactive environments (Brown, 2007). This thesis aims to investigate how well-designed extracurricular programs can complement formal language education, foster motivation, and promote cognitive and social development in young learners. The research builds upon established theories of second language acquisition, including Krashen’s Input Hypothesis (1982) and Vygotsky’s sociocultural theory (1978), both of which emphasize the importance of social interaction and meaningful engagement in language learning. The main objectives of this study are to design effective extracurricular activities that promote language skills, address the challenges of diverse learner needs, and provide a framework for educators to integrate these activities into their teaching practices.

The Role of Extracurricular Activities in Language Learning

Extracurricular activities play a significant role in enhancing language learning by offering students opportunities to practice in authentic, low-pressure environments. According to Gardner and Lambert (1972), motivation plays a central role in second language acquisition, and extracurricular activities can stimulate intrinsic motivation by making learning enjoyable and relevant. Activities such as drama clubs, language immersion events, and interactive games can serve as avenues for learners to reinforce their language skills in a social context. Furthermore, Nunan (1999) highlights the importance of providing learners with meaningful tasks that align with their interests and cognitive capabilities. For young learners, engaging them in interactive activities that foster creativity, problem-solving, and collaboration can strengthen both linguistic and social skills.

Characteristics of Effective Language Learning Activities

Effective extracurricular language learning activities share several key characteristics: interactivity, adaptability, and cultural relevance. Skehan (1998) discusses how cognitive approaches to language learning involve active engagement, which can be facilitated through tasks that require problem-solving and interaction. Activities such as storytelling workshops and group discussions not only promote speaking and listening skills but also build students' confidence and collaborative abilities. Cultural relevance is another essential aspect. Wright, Betteridge, and Buckby (2006) argue that incorporating cultural elements into language learning activities helps students see the language as a living, dynamic tool for communication. For example, themed events or cultural immersion experiences allow learners to practice the language in real-world contexts, making the learning experience more meaningful and engaging.

Designing Extracurricular Programs for Young Learners

Designing effective extracurricular activities requires careful consideration of the learners' developmental stages, language proficiency levels, and interests. According to Vygotsky (1978), activities should be designed within a “zone of

proximal development," where learners are challenged but can still succeed with support. Age-appropriate tasks that balance structure and creativity, such as language games, role-playing, and collaborative projects, can effectively stimulate young learners' language development. One example of such an activity is the language immersion club, where students are encouraged to use only the target language in a social setting. This approach, supported by Swain (2000), emphasizes the importance of output in language acquisition, as learners are required to produce the language actively rather than passively receiving input.

Addressing Challenges and Finding Solutions

While extracurricular activities offer significant benefits, there are challenges to their implementation, such as limited resources, time constraints, and varying learner needs. As Taylor (2020) points out, educators may struggle to find the time or resources to plan and execute effective extracurricular programs. Solutions can include leveraging technology, collaborating with community organizations, and involving parents to provide additional support. For example, online language learning platforms and apps can supplement in-person activities, offering flexible learning opportunities. Community-based programs, such as after-school clubs or summer camps, can also provide valuable contexts for language use, allowing for greater diversity and inclusivity in the learning environment.

Case Studies and Best Practices

Case studies from various educational contexts demonstrate the effectiveness of extracurricular activities in enhancing language acquisition. Lee (2021) reports a study in Korea where after-school language clubs led to a 40% improvement in students' speaking proficiency over a six-month period. Similarly, Garcia (2019) found that community-based storytelling programs in Spain significantly boosted young learners' vocabulary retention, highlighting the role of interactive, context-rich activities in supporting language learning.

Conclusion. Extracurricular activities are an essential tool in the language education of young learners, offering opportunities to practice and enhance

language skills in dynamic, engaging ways. By incorporating principles from second language acquisition theories, such as motivation, interaction, and cognitive development, these activities can complement formal language instruction and provide learners with authentic, real-world language experiences. However, challenges such as resource limitations and diverse learner needs must be addressed through innovative solutions, including technology integration and community partnerships. Ultimately, this thesis advocates for the inclusion of extracurricular activities as a key component of language education, contributing not only to language proficiency but also to broader cognitive, social, and emotional development.

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BRIDGING LINGUISTICS AND LINGUOCULTURAL STUDIES: A SYNERGISTIC PERSPECTIVE

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Abstract. *This article explores the interplay between linguistics and linguocultural studies, emphasizing their combined role in understanding language as a cultural phenomenon. By integrating linguistic structures with cultural contexts, these disciplines provide insights into how language reflects societal values, traditions, and identities. The discussion highlights the benefits of this interdisciplinary approach in enhancing language education, translation studies, and cross-cultural communication.*

Keywords. *Linguistics, linguocultural studies, cultural identity, interdisciplinary studies, language and culture.*

Introduction. Language is more than a system of symbols and rules; it is a living representation of culture, encapsulating a community's history, values, and worldview. Linguistics, the scientific study of language, has traditionally focused on analyzing structural aspects such as phonetics, syntax, and semantics. However,

understanding a language in isolation from its cultural context often leads to an incomplete picture. This is where linguocultural studies come into play, bridging the gap between linguistic structures and cultural meanings. By integrating linguistics and linguocultural studies, researchers and practitioners can uncover deeper connections between language use and cultural expression. Such a perspective is particularly relevant in today's globalized world, where effective cross-cultural communication is essential.

Main Part. The relationship between linguistics and linguocultural studies lies in their shared focus on language as a tool for communication and cultural expression. Linguistics examines language structures, while linguocultural studies explore the cultural meanings within those structures. This synergy is particularly evident in semantics and pragmatics, where words and phrases often carry cultural significance beyond their literal meanings. Idioms, proverbs, and metaphors vary across languages, reflecting unique cultural experiences. Understanding these features requires analyzing both linguistic structures and the cultural contexts in which they arise, improving cross-cultural communication. Linguocultural studies also highlight how language reflects identity and societal values. For example, honorifics in Japanese or Korean express respect and hierarchy, while formal and informal pronouns in Spanish or French reveal relational dynamics. Such elements show how language embodies cultural norms and traditions. Practically, this integration is crucial in language education and translation. Teaching cultural context alongside language helps students use expressions appropriately, fostering cultural competence. In translation, understanding cultural nuances ensures the intended meaning is preserved, especially in literature where style and cultural references are key.

Conclusion. The integration of linguistics and linguocultural studies offers a powerful framework for understanding language in all its complexity. By examining the structural aspects of language alongside its cultural dimensions, this interdisciplinary approach provides a holistic perspective on how language

functions as both a communication tool and a cultural artifact. This synergy has significant implications for language education, translation, and cross-cultural communication, offering practical solutions to real-world challenges. In a globalized world, where language serves as a bridge between cultures, the combined insights of linguistics and linguocultural studies are indispensable.

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THE ROLE OF CULTURAL UNDERSTANDING IN ACHIEVING PROFICIENCY IN LANGUAGE LEARNING

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Abstract. *Language is more than a system of grammar and vocabulary; it is deeply embedded in the culture that shapes and sustains it. Understanding the cultural context of a language is essential for achieving fluency and authentic communication. This article explores the significance of learning language through culture, focusing on how cultural immersion, communication styles, and cultural nuances enhance language acquisition. By integrating cultural understanding into language learning, individuals gain not only linguistic competence but also the ability to connect with the people and traditions behind the language.*

Keywords. *Language learning, cultural immersion, communication styles, cultural context, cultural awareness, intercultural competence, language acquisition, bilingualism, global communication.*

Introduction. Language learning is often approached as an academic task focused on grammar rules, vocabulary memorization, and syntax. However, true mastery of a language requires an understanding of the cultural framework in which it operates. Culture and language are inseparable; language reflects the history, values, and norms of its speakers. Learning a language without its cultural context can lead to miscommunication and a superficial understanding. This article discusses the importance of integrating cultural learning into language education, highlighting the benefits of this approach for effective communication and cultural awareness.

The Interconnection Between Language and Culture. Language is a living representation of culture, reflecting its speakers' values, traditions, and worldviews.

Cultural norms influence how people use language, including tone, gestures, and social etiquette. For instance, addressing someone in Spanish requires choosing between "tú" and "usted," reflecting levels of formality and respect rooted in cultural values. Without understanding these nuances, learners may inadvertently offend or confuse native speakers.

Similarly, idiomatic expressions and humor often rely on cultural knowledge. Phrases like "kick the bucket" in English or "avoir le cafard" in French carry meanings tied to cultural experiences. Mastering a language involves grasping these subtleties, which go beyond dictionary definitions.

The Role of Cultural Immersion. Cultural immersion is a powerful method for acquiring a language in its natural context. Living in a community where the language is spoken exposes learners to real-life situations, regional dialects, and social norms. Immersion enables learners to develop an intuitive understanding of the language's rhythm, intonation, and non-verbal cues.

For example, interacting with locals at markets or participating in cultural festivals provides insights that cannot be gained through textbooks. Immersion also encourages thinking in the target language, a critical step toward fluency. Through cultural exposure, learners acquire practical skills and develop a deeper appreciation for the traditions and values of the community.

Communication Styles and Cultural Norms. Every language has its unique communication style, influenced by cultural values. For instance, directness is valued in Western cultures, while indirect communication is common in Asian cultures, where politeness and subtlety are prioritized. Understanding these styles helps learners adapt their language use to different contexts.

In some cultures, maintaining eye contact shows confidence, while in others, it may be perceived as disrespectful. Similarly, expressions of emotion vary across cultures. For instance, Mediterranean cultures embrace expressive gestures and speech, whereas Scandinavian cultures often prefer more reserved communication.

Learning these patterns enhances cross-cultural understanding and reduces the risk of miscommunication.

Benefits of Cultural Context in Language Learning. Learning a language within its cultural context offers numerous advantages. It enriches the learning experience, making it more engaging and meaningful. Engaging with authentic materials, such as literature, films, and music, helps learners connect emotionally with the culture. Cultural context also promotes empathy and global awareness. By comparing the target culture with their own, learners gain a broader perspective and develop intercultural competence. This understanding is essential in today's globalized world, where effective communication across cultures is increasingly important.

Moreover, cultural learning enhances language retention. When learners associate words and phrases with cultural experiences, they are more likely to remember them. This approach transforms language learning into a holistic and enjoyable process.

Conclusion. Language learning is not merely an academic exercise; it is a cultural journey. By embracing the cultural context of a language, learners can achieve fluency and meaningful communication. Cultural immersion, understanding communication styles, and engaging with authentic materials enhance the learning experience, making it more profound and memorable. As globalization connects people across borders, the ability to communicate with cultural sensitivity has become essential. Learning language through culture fosters not only linguistic proficiency but also empathy, respect, and a deeper understanding of the world. It is a transformative process that enriches both personal and professional lives, bridging gaps between diverse communities.

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LANGUAGE, CULTURE, AND TRANSLATION IN MODERN LINGUISTICS: COMPARATIVE APPROACHES

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Abstract. *This article explores the intricate relationships between language, culture, and translation within modern linguistics, emphasizing comparative methodologies. The interdependence of language and culture is a central theme, highlighting how translation serves as a bridge for cultural exchange while simultaneously presenting unique challenges due to cultural nuances.*

Key words. *Comparative linguistics, Cultural context, Game technology, educational subject, educational principle.*

Introduction. Overview of language, culture, and translation as key aspects of linguistics. Importance of comparative approaches in understanding these relationships.

4. Comparative Approaches in Translation Studies

Comparative linguistics as a tool to analyze language pairs and cultural differences. Case studies demonstrating how comparative approaches can aid in understanding translation issues, such as in literary and technical texts.

5. Challenges in Translating Cultural Nuances

Exploration of specific examples where cultural context is critical for accurate translation.Strategies to address untranslatable cultural elements, such as adaptation, borrowing, and explanatory translation.

6. Conclusion

Summary of the importance of integrating language, culture, and translation in linguistics.Future directions for research in comparative linguistics and translation studies.

The study of methodological literature on this issue has shown that teaching is an active interaction between teachers and students, and it cannot be one-sided. The success of the educational process depends significantly on the teacher.

In local schools, the modernization processes in foreign language teaching have created a situation in which teachers are given the right and opportunity to independently choose a model for building their teaching courses, educational aids, and other instructional materials. In such a situation, the teacher must select the methods that best fit the pedagogical realities and specific conditions of foreign language teaching.

It is evident that each teacher, when choosing approaches and methods for teaching grammar, is guided by their personal experience. However, based on the results of experimental and practical work, we can conclude that using various techniques within communicative, inductive, and deductive methods yields positive results and undoubtedly helps improve the effectiveness of grammar teaching.

As the education system sets the goal of fostering independent thinkers, well-rounded, mature individuals, we, as future teachers, can contribute by further refining the ways of effectively using innovative technologies in teaching. These

strategies not only improve language proficiency but also enrich the learning experience, making it more engaging, relevant, and meaningful for students. Incorporating culture into second language learning is essential for developing comprehensive language skills and intercultural competence. By understanding and embracing the cultural context, learners can achieve greater language proficiency and become effective communicators in a globalized world. Cultural integration not only helps in learning the language but also builds empathy, open-mindedness, and global citizenship. As students learn to navigate different cultural norms and practices, they gain confidence and adaptability, which are valuable skills in today's interconnected society. Moreover, cultural competence enhances the practical use of language skills. Learners are better equipped to use the language in various real-life situations, from casual conversations to professional interactions. This holistic approach to language learning makes the experience more engaging and meaningful, motivating students to continue their studies and deepening their appreciation for the culture. In summary, integrating cultural aspects into language instruction enriches the learning process, making it more dynamic and relevant. By combining language and cultural education, teachers can prepare students not only to speak a new language but also to understand and appreciate the diverse world around them. This comprehensive approach ensures that learners are well-prepared for the challenges and opportunities of a globalized environment, promoting effective communication, mutual understanding, and cultural respect.

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MODERN IN LINGUISTICS AND CULTURAL STUDY BASIC CONCEPTS OF SCIENCE AND THEIR LANGUAGE UNITS IN LEARNING CHARACTERISTICS

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Abstract. *This article, first of all, focuses on the general views on linguistic and cultural studies. Also, the ways of creating new terms in linguistics and cultural studies are widely explained with specific examples, and they are compared in English and Uzbek, and their similarities and differences are shown. At the same time, In linguo-cultural studies, special attention is paid to compounds, new terms, their emergence, and examples in English and Uzbek languages are given.*

Key words. *Text, precedent units, grammar, semantics, cognitology, psycholinguistics, linguo-cultural science, logo-episteme.*

Introduction. Nowadays, the work related to the emergence of new areas and the study of the text problem is rapidly developing in the science of linguistics. From this point of view, today, in the analysis of texts, especially precedent units, researchers rely on the achievements of a number of directions, such as grammar,

semantics, cognitology, psycholinguistics, linguistics and culture. The purpose of this is to determine the role of the individual factor who creates speech and perceives it in linguistic activity, on the other hand, of the text semantic, linguistic and cultural features more deeper is learning. So matter as present in the day linguistics everyone's science attention pulling Linguistic and cultural issues related to the concept of language and culture are being researched by many linguists, but they have not found a complete solution.

The main part. The methodological basis of issues related to the relationship between language and culture, the problem of culture reflection in language, began only in recent years .

A number of works are being carried out in this direction in Uzbek linguistics. In particular, the works of M. Nasrullayeva, G. Yergasheva, K. Rakhimov, A. Nurmonov's "Linguocultural Studies in the Uzbek Language", N. Mahmudov's "In Search of Ways for the Perfect Study of Language", N. Sayidrakhimova's " Scientific Study of Linguocultural Studies" are among the preliminary works in Uzbek linguistics that focus on a number of issues such as the scientific substantiation of linguocultural studies and the reflection of culture in language. to be based on circle some "Reflections", "Components of Linguistic and Cultural Studies".

Linguistics – "language and of culture". organic relatedness, his formation and phenomena that reflect its development - a separate scientific field that studies language and culture together. It is a general science that arose between the sciences of cultural studies and linguistics, and studies such phenomena as the interaction and connection of language and culture, the formation of this connection and its reflection outside language and language as a whole system. is engaged in learning.

Recently, the term and concept of "logoepistema" have begun to be used in linguistics. Professor VG Kostomarov, VVKrasnykh, VVProkhorov, NNNTatarinova and appeared in the works of others. The term logoepisteme, in

simple terms, is “the trace of language in culture and of culture in language.”

The term logoepistema is derived from the Greek words "logos - language, teaching" and "epistema" - a set of knowledge that leads to knowing, understanding. For example: "who put the television on the student" in Uzbek language, "he is preparing to enter the conservatory at the cannery", "what will happen to the ten sheep", "living is good, living is better ", "Be a Kyrgyz puppy rather than an Uzbek puppy!" etc. The following linguistic features of logoepistema can be mentioned.

Logoepistema the word word compound, talk and text using can be expressed. Logoepistema is known to belong to a specific language. Indicates the text or situation that created it. In the process of communication, it is not created again, it is updated. He may experience some changes in the process of communication. It reflects some cultural knowledge. It has a semiotic and symbolic character. Because it is an element of the language system used in society. It is hermeneutic in nature because it requires familiarity with a culture's artifacts or texts to understand it. It has a didactic character, because in the process of studying it, a person gets to know the culture.

Linguistics practical side is that she is the language collective to the experience directed is understood as a conceptual tool. In the works of EISheygal and VA Buryakovskaya, lingoculturology is described as a process that studies "individual objects of the conceptual image in the world and the understanding of public consciousness and language from the point of view of the object of their understanding." of OIKourova to his opinion according to language, culture, language and of culture language and cultural values in itself reflection which makes systems shaped mutually effect learning linguistics is a department. Linguistics and culture main concepts: linguistic-cultural paradigm, cultural concept, the world of the landscape linguistic image, concept and others.

Summary. Thus, we cannot say that the current theoretical and

methodological foundations of this science have been fully researched. Because there is currently no clear opinion among scientists about the status of linguistic and cultural science. The study of linguistic and cultural studies is usually language and culture ensures that there is an organic connection with There are also a number of works aimed at determining the linguistic and cultural characteristics of certain concept.

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THE IMPORTANCE OF CULTURAL EXPRESSIONS IN TRANSLATION

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Abstract. *This paper explores the role of intercultural relationships within the translation process, emphasizing the need for translators to possess strong intercultural competence.The study highlights the necessity of accounting for cultural differences through examples, including the translation of realia, idiomatic expressions, proverbs, and religious terms.*

Keywords. *Intercultural relations, cultural barriers, figurative expressions, adaptation, idioms, proverbs.*

Introduction. The proper application of linguistic and cultural knowledge in translation is one of the most pressing challenges in the field. This paper aims to examine how literary translation can effectively convey language and culture while maintaining their essence. A thorough analysis of linguistic elements in foreign texts plays a vital role in the linguistic and cultural evaluation of translations. Understanding cultural differences often requires knowledge of the underlying folk mentality of the source text. The ability to apply lexical, grammatical, and stylistic techniques that adhere to translation norms significantly enhances the quality of translation. Translation is more than a linguistic exercise; it is a cultural bridge that connects people from diverse backgrounds. Cultural expressions, encompassing idioms, metaphors, customs, and traditions, present unique challenges and opportunities for translators. These expressions often carry meanings deeply rooted in the source culture, making literal translation insufficient or even misleading. Translators must navigate the complex interplay between preserving the authenticity of the source text and ensuring its accessibility to the target audience.

Representation of Intercultural Connections in Translation. Translation plays an indispensable role in showcasing and fostering intercultural connections by enabling the exchange of language, ideas, and traditions across diverse communities. It is far more than the straightforward conversion of words from one language to another; it acts as a cultural bridge that conveys values, beliefs, customs, and unique expressions intrinsic to each society. In this process, the translator becomes a mediator who not only interprets linguistic content but also ensures that the cultural depth and context of the source language are preserved and understood within the target culture.

Intercultural connections through translation highlight the interdependence of societies and promote mutual respect and understanding. These connections are

crucial in a globalized world where the blending of cultures increasingly defines communication, literature, business, and diplomacy. Translation reflects the richness and complexity of human interactions, showcasing how seemingly disparate cultures can find common ground while celebrating their differences.

Conclusion. Translation is a profound means of connecting cultures, fostering understanding, and bridging differences in an increasingly interconnected world. It goes beyond the mere exchange of words, embodying the exchange of values, traditions, and perspectives that shape societies. Through the careful handling of cultural nuances and the faithful representation of the source material's essence, translation becomes a powerful tool for promoting intercultural harmony.By reflecting the richness of intercultural relations, translation not only preserves the unique identity of diverse cultures but also enhances global communication and cooperation. It acts as a unifying force, enabling us to learn from one another and appreciate the beauty of diversity. In doing so, translation contributes to a world where cultural barriers dissolve, and mutual respect and understanding thrive.

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DIFFERENCES AND SIMILARITIES IN GRAMMAR, SYNTAX AND MORPHOLOGY ACROSS LANGUAGE

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Abstract. *Comparing the grammar, syntax, and morphology of various languages reveals both shared traits and distinct features that influence how languages are taught and learned. Grammatical rules, which determine sentence structure, can vary widely—for instance, English follows a subject-verb-object (SVO) order, whereas Japanese typically uses a subject-object-verb (SOV) structure. Syntax, or how words are organized into sentences, may differ as well, with some languages emphasizing word order for meaning while others rely on inflections or word endings. Morphology, which deals with how words are formed, shows how languages differ in areas like verb conjugations, noun cases, or gender distinctions.*

Keywords. *Comparative linguistics, grammatical elements, grammatical concepts, language instructor, target language, morphological changes.*

Introduction. In foreign language teaching, understanding the grammatical, syntactical, and morphological differences and similarities between languages is essential for effective learning. Comparative linguistics, which focuses on analyzing the structures of different languages, helps educators pinpoint common difficulties learners may encounter when moving from their native language to a new one. By examining how languages form sentences, organize words, and use grammatical elements, teachers can adjust their methods to better meet the needs of their students.

Grammar: Variations and Similarities

Grammar encompasses the rules for organizing words and constructing sentences. While every language has a grammatical structure, the rules are unique to each language. For example, English and French both use a subject-verb-object

(SVO) sentence structure, which can help English speakers learning French. However, languages like Japanese and Korean follow a subject-object-verb (SOV) pattern, which may present challenges for learners used to SVO.

Syntax: Sentence Construction

Syntax refers to the arrangement of words in sentences. The order of components like subjects, verbs, and objects can vary greatly between languages, impacting how learners construct sentences. In English, the subject usually comes before the verb ("The cat eats"), while in German, the verb typically appears second in main clauses but moves to the end in subordinate clauses ("Ich weiß, dass die Katze isst" – I know that the cat eats).

Morphology: Word Formation

Morphology deals with the way words are formed. Languages differ in how they build words, whether through inflection, derivation, or compounding. For instance, in English, plurals are generally formed by adding "-s" (e.g., "cats"), while in Arabic, plurals often follow more complex patterns known as "broken plurals." Additionally, some languages, like English and Mandarin, depend on word order to convey meaning, while others, such as Russian or Finnish, use morphological changes (like case endings) to express grammatical relationships.

Commonalities Across Languages

Despite these differences, there are also notable similarities in grammar, syntax, and morphology, particularly among languages within the same family. For instance, Romance languages (like French, Spanish, and Italian) share many structural and vocabulary similarities, which can make transitioning from one to another easier. These languages often have comparable verb conjugations and gendered nouns, helping learners recognize patterns and accelerate their learning.Even languages from different families tend to share some universal grammatical concepts. Most languages, for example, distinguish between singular and plural forms, and many use articles or other determiners with nouns.

The Role of Comparative Linguistics

Comparative linguistics offers a valuable framework for language instructors, enabling them to highlight the differences and similarities between the learner's native language and the target language. By pointing out these contrasts, learners can gain a clearer understanding of why some aspects of the foreign language may feel easier or more difficult. On the other hand, an English speaker learning Russian may find the case system challenging, but appreciate the similarities in word order and sentence structure.

Conclusion. A deep understanding of the differences and similarities in grammar, syntax, and morphology is crucial for both language learners and instructors. Comparative linguistics sheds light on areas where learners might experience positive or negative transfer from their native language, and teachers can use this knowledge to tailor their lessons accordingly. By examining language structures in comparison, both educators and students can more effectively navigate the complexities of learning a foreign language.

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THE INTERSECTION OF INTERCULTURAL COMPETENCE AND SOCIAL RESPONSIBILITY IN LANGUAGE EDUCATION

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Abstract. *Intercultural competence enables students to understand cultural differences, communicate effectively, and navigate diverse social contexts. This competence is deeply connected to social responsibility, as it empowers learners to engage with global issues ethically. This abstract explores how language education can bridge intercultural competence with social responsibility, emphasizing the role of educators in creating inclusive, empathetic, and culturally sensitive learning environments that prepare students for global citizenship.*

Keywords. *Intercultural competence, social responsibility, language education, global citizenship, empathy, cultural sensitivity, ethical communication.*

Language education has traditionally focused on grammar, vocabulary, and communication skills. However, as the world becomes increasingly interconnected, language teaching has expanded to emphasize intercultural competence—enabling students to understand and appreciate cultural diversity. Intercultural competence is not just about knowing a language but also about being able to navigate cultural differences with respect and empathy. At the same time, the concept of social responsibility has emerged as a crucial aspect of global education. Social responsibility involves understanding one's ethical obligations within the broader community, which includes respecting cultural differences and working towards a more equitable world. As language learners become aware of cultural differences and gain insights into diverse worldviews, they are also encouraged to take responsibility for their actions, especially in intercultural contexts. By integrating both intercultural competence and social responsibility, language education can

cultivate global citizens who not only speak a language but also use it to foster understanding and social change.

Intercultural Competence and Its Role in Social Responsibility - Intercultural competence is defined as the ability to communicate effectively and appropriately with people from different cultural backgrounds. This competence goes beyond language proficiency and includes an awareness of cultural norms, values, and communication styles. In the context of language education, intercultural competence equips students with the tools needed to engage with cultural differences, navigate diverse social environments, and foster meaningful connections with people from various backgrounds. Social responsibility, on the other hand, emphasizes the ethical and moral obligations individuals have toward others, particularly in a globalized society. In the context of language education, this means fostering awareness of how communication and actions can affect others, both locally and globally. By promoting intercultural competence, language education empowers students to engage in socially responsible actions—whether it be through fostering understanding, advocating for social justice, or addressing global challenges such as poverty, inequality, and climate change. The more students understand cultural differences, the more likely they are to develop empathy and engage in ethical behavior. In a world marked by cultural diversity, students who possess intercultural competence are more likely to act responsibly by respecting others' values, perspectives, and needs. This is especially important in a global context where actions can have far-reaching consequences.

Teaching Strategies for Promoting Intercultural Competence and Social Responsibility

To effectively promote both intercultural competence and social responsibility, language educators can implement several strategies in the classroom. First, integrating authentic cultural materials such as films, music, literature, and current events allows students to engage with diverse perspectives and real-world issues. This exposure not only enhances their language skills but also provides them with

insights into the values, norms, and challenges faced by different communities. Project-based learning is another powerful tool. By working on projects related to global issues, students can apply their language skills to real-world situations, such as collaborating on environmental initiatives or addressing human rights concerns. These projects provide students with the opportunity to develop intercultural competence while fostering a sense of social responsibility as they work toward solutions to global challenges. Another key strategy is the creation of a classroom environment that values diversity and encourages open dialogue. Educators can facilitate discussions on social responsibility and ethical communication, encouraging students to reflect on how their words and actions impact others. By incorporating these discussions into language lessons, teachers can help students develop a sense of responsibility not just in their local communities but on a global scale.

In conclusion, the intersection of intercultural competence and social responsibility in language education is a crucial aspect of preparing students for active, ethical engagement in a globalized world. By fostering intercultural competence, language educators can help students understand and appreciate cultural differences, enabling them to communicate effectively across cultures. At the same time, promoting social responsibility ensures that students recognize the ethical implications of their actions and words.

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CULTURALLY RESPONSIVE TEACHING IN LANGUAGE EDUCATION

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Abstract. *This article explores the principles and practices of culturally responsive teaching (CRT) in language education. It examines the significance of recognizing and integrating students' cultural backgrounds, the challenges educators face in implementing CRT, and effective strategies for fostering an inclusive learning environment. Through research, case studies, and insights from educators, this article provides a comprehensive overview of how culturally responsive teaching can enhance language education.*

Keywords. *culturally responsive teaching, language education, inclusivity, cultural diversity, teaching strategies, educational equity.*

Introduction. Culturally responsive teaching (CRT) is an educational approach that recognizes the importance of including students' cultural REFERENCES in all aspects of learning. Gay (2010) emphasizes that, in language education, this approach is particularly vital, as language is not only a means of communication but also a reflection of cultural identity. The challenge lies in

creating a classroom environment that respects and values diverse cultural backgrounds while facilitating language acquisition. This article aims to highlight the importance of CRT in language education, discuss the challenges educators encounter, and offer strategies to implement CRT effectively.

Materials and Methods

This research article investigates the implementation of culturally responsive teaching in language education. It examines the pedagogical frameworks, cultural barriers, and communicative strategies that teachers must navigate to create inclusive classrooms. Through a review of relevant literature, case studies, and interviews with language educators, Villegas and Lucas (2002) identify common challenges and effective practices in culturally responsive language teaching.

Importance of Culturally Responsive Teaching in Language Education

Culturally responsive teaching enhances student engagement and achievement by validating students' cultural identities. Ladson-Billings (1994) notes that it creates a learning environment where all students feel valued, which is particularly important in language education, where students may face additional barriers due to language proficiency and cultural differences.

Enhancing Engagement and Motivation

When students see their cultures reflected in the curriculum, they are more likely to engage with the content. Banks (2016) argues that culturally relevant materials, such as texts, media, and examples from students' own lives, can motivate learners and enhance their language acquisition.

Building Cultural Competence

CRT equips students with the skills to navigate and appreciate diverse cultures. Nieto (2010) highlights that in language education, this involves teaching not only the language but also the cultural nuances that accompany it, fostering intercultural communication skills.

Cultural Challenges in Language Education

One of the primary challenges in implementing CRT in language education is the diverse cultural backgrounds of students. According to Paris (2012), differences in cultural norms, values, and communication styles can create misunderstandings and hinder effective learning. For instance, students from collectivist cultures may be less likely to participate in discussions than those from individualistic cultures, which can affect their language practice opportunities. Educators must also be aware of their own cultural biases and assumptions, which can influence teaching practices and student interactions. Failing to acknowledge these biases may lead to a disconnect between the teacher's expectations and the students' experiences, further complicating the learning process.

Strategies for Culturally Responsive Teaching

To address the cultural challenges in language education, educators can adopt several strategies. First, integrating cultural content is crucial. Banks (2016) suggests incorporating texts, examples, and materials that reflect the diverse cultures of students to make learning more relevant and engaging. Second, building relationships is vital. Gay (2010) emphasizes that establishing strong relationships with students is crucial for effective language learning. Educators should take the time to learn about their students' backgrounds, interests, and experiences to create a supportive and trusting classroom environment. Third, encouraging collaborative learning is beneficial. Villegas and Lucas (2002) state that group work and collaborative projects can help students learn from each other’s cultural perspectives. Such interactions not only enhance language skills but also foster cultural appreciation and respect. Lastly, flexible teaching methods are essential. According to Nieto (2010), adapting teaching methods to accommodate diverse learning styles and cultural contexts may involve using visual aids, storytelling, and interactive activities that resonate with students’ cultural backgrounds.

Results

The implementation of culturally responsive teaching practices has shown promising results in language education. Students report feeling more engaged and valued when their cultural backgrounds are acknowledged in the curriculum. Educators observe improvements in student participation, language proficiency, and overall classroom dynamics when culturally responsive strategies are employed.

Discussion

The insights gained from this research highlight the need for ongoing professional development in culturally responsive teaching. Educators must be equipped with the tools and knowledge to effectively integrate CRT principles into their language teaching practices. Additionally, fostering a school-wide culture of inclusivity and respect for diversity is essential for sustaining these efforts. Future research could explore the long-term impacts of culturally responsive teaching on language acquisition and student identity formation, as well as the role of technology in facilitating culturally responsive practices.

Conclusion. Culturally responsive teaching in language education is not merely an instructional strategy; it is a commitment to recognizing and valuing the diverse cultural backgrounds of students. This article has outlined the challenges educators face and the strategies that can be employed to create inclusive learning environments. By embracing CRT, educators can enhance language education, promote equity, and empower students to connect their cultural identities with their language learning experiences.

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THE ROLE AND MAIN TASKS OF LINGUOCULTURAL SCIENCE IN CONTEMPORARY LINGUISTICS

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Abstract. *This article explores the field of linguocultural science, emphasizing its critical role in modern linguistics. It examines the intersection of language and culture, focusing on how cultural identity, worldview, and communication are shaped by linguistic structures and practices. Key theoretical underpinnings, such as Humboldt's views on language and nationhood and the Sapir-Whorf hypothesis of linguistic relativity, are highlighted. By investigating these linguistic-cultural connections, the article underscores the importance of understanding cultural nuances for effective intercultural communication.*

Key words. *Linguocultural, linguistic, concept, task, intercultural communication, methods.*

Introduction. Linguistics is a field that explores the relationship between language and culture, emerging at the crossroads of linguistic and cultural studies. Alongside traditional methods from these foundational disciplines, it incorporates

new approaches developed during the evolution of lingo-cultural science. The different parts of the structure mentioned above are all closely connected to people, showing how important humans are in understanding concepts. This connection helps explain anthropocentrism, the idea that humans are central to language. The individual is always present, either directly or indirectly, in the meaning of any concept, because language depends on people the goal of linguocultural studies is to understand and describe culture through language. In intercultural communication, understanding each other and learning from different experiences is essential for recognizing and emphasizing national traits. Linguoculturology studies language at various levels, helping to explain both concepts and culture. This field looks at how language creates cultural images, using culturally important elements and specific language units found in texts. The main goal of linguocultural studies is to identify and explain the unique aspects of a language while examining its role as a part of culture. A key focus of this field is the cognitive side of linguistics, which includes how human thinking and mental processes interact with language. This often involves studying specific types of language, such as the language used by certain social groups, in their cultural and situational contexts, offering valuable insights from both linguistic and cultural viewpoints.

In linguistics, linguocultural science emerged as a result of the anthropocentric paradigm. This field began in the last quarter of the 20th century, though its foundations were laid by W. von Humboldt in the 19th century. In his work On the Differences in the Construction of Human Languages and Its Influence on the Spiritual Development of Mankind, Humboldt proposed the idea that language and a people's character are deeply connected. He argued that "different languages, by their nature, influence knowledge and feelings, essentially reflecting different worldviews," and that "the uniqueness of a language affects the essence of a nation." Humboldt believed that studying language should encompass everything that history and philosophy link to the inner world of a person. This

view highlights how language shapes perception and the unique culture embedded within it. He concluded that even people speaking the same language may misunderstand each other due to cultural differences.

The real world is, in many ways, unconsciously shaped by the norms of the group." Currently, there is no universally accepted definition of culturology, its exact status, subject matter, or methods. However, it is clear that linguocultural research focuses on studying language in close connection with culture. In linguoculturology, we study how the structure of language reflects the culture and history of a language community. Every group of people has its own language and culture, which are closely connected to how they think and their sense of identity. When someone speaks their native language, they show their connection to their society and express their way of thinking through their words. So, by looking at how a group speaks, we can better understand their behavior and way of life. This study looks at the way language is used to express the worldview of the speakers. The structure of the language, its words, and how they are put together, all shape how people see the world. Linguoculturology studies how language can reflect cultural meanings, especially when people choose words that are important to their culture. A "lacuna" is a cultural concept in one language that may not be fully understood by people who speak other languages. It represents an idea or experience unique to a particular culture, which might be hard for others to grasp during communication. These gaps in understanding between cultures are an important area of study in linguoculturology.

Conclusion. In conclusion, linguoculturology highlights the close relationship between language, culture, and worldview. It shows how language reflects cultural identity and influences how people perceive and interact with the world. Concepts like lacunae and linguokulturama reveal the cultural gaps that can lead to misunderstandings between different language communities. By studying these differences, we gain a deeper understanding of how language shapes human experience and helps us navigate intercultural communication more effectively.

Ultimately, linguoculturology emphasizes that language is not just a tool, but a window into the unique cultural perspectives of each group.

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IMPROVING SOCIOCULTURAL COMPETENCE WITH THE HELP OF TECHNOLOGY

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Abstract. *In the current era of globalization, sociocultural competence is gaining importance in the development of every student. The article devoted to the study of the use of technologies in the assessment of sociocultural competence in schoolchildren and its advantages. Virtual simulations, interactive platforms and artificial intelligence technologies help to develop students' ability to understand cultural differences and communicate effectively in society.*

Key words. *Technologies, sociocultural competence, education, assessment, artificial intelligence.*

Introduction. Today, technology plays an important role in all areas of education, including the development and assessment of sociocultural competence. Sociocultural competence forms students' social and cultural skills in society, fostering their ability to navigate and succeed in diverse cultural and social environments. This competence is not only crucial for fostering mutual understanding and respect among people but also serves as an important basis for students' future success on a global scale. However, there are significant challenges in effectively evaluating sociocultural competence through traditional methods, as these approaches often lack precision, inclusivity, and adaptability to individual needs. Modern technologies, such as digital platforms, artificial intelligence, and virtual simulations, are transforming this process by offering innovative tools to enhance assessment methods and provide personalized learning experiences. These advancements are paving the way for more dynamic, interactive, and equitable approaches to developing sociocultural competence.

Main part

Advantages of technologies

Technologies have a positive impact on the sociocultural competence assessment process in several ways. For instance, virtual simulations with the help of virtual simulations, students can practically experience cultural situations in real life. For example, various interactive games about cultural differences teach students to communicate with people with different worldviews.

Interactive online platforms

Interactive platforms, such as Duolingo or Culture Buff, allow students to actively participate in the process of learning the culture of other nations. These tools allow not only learning, but also assessment of student understanding.

Artificial intelligence tools

Artificial intelligence technologies analyze students' written or oral communication and show where they need to improve. AI algorithms provide students with directions based on individualized advice.

Challenges and solutions

The main challenge is rare utilization of some technologies. To solve this problem, it is necessary to increase access to technologies in educational institutions. Qualification of teachers: In order to effectively use technologies, teachers must undergo special trainings.

Conclusion. Today, technology plays an important role in all areas of education, including the development and assessment of sociocultural competence. Sociocultural competence forms students' social and cultural skills in society, fostering their ability to navigate and succeed in diverse cultural and social environments. This competence is not only crucial for fostering mutual understanding and respect among people but also serves as an important basis for students' future success on a global scale. However, there are significant challenges in effectively evaluating sociocultural competence through traditional methods, as these approaches often lack precision, inclusivity, and adaptability to individual needs. Modern technologies, such as digital platforms, artificial intelligence, and virtual simulations, are transforming this process by offering innovative tools to enhance assessment methods and provide personalized learning experiences. These advancements are paving the way for more dynamic, interactive, and equitable approaches to developing sociocultural competence in students.

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DESIGNING VIRTUAL FIELD TRIPS FOR PRIMARY SCHOOL LEARNERS; STRATEGIES FOR PROMOTING LANGUAGE ACQUISITION AND CULTURAL IMMERSION

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Abstract. *Virtual field trips(VFTs) have merged as a powerful tool in modern education, blending technology and pedagogy to create immersive learning experiences. Unlike traditional field trips, which require physical travel to specific locations, VFTs leverage digital platforms to transport learners to remote or culturally significant destinations. These virtual excursions often use multimedia elements such as video tours, interactive maps, and augmented reality to provide a rich and engaging exploration of place sand ideas. In the context of language education, virtual field trips hold particular promise by offering learners an opportunity to engage with authentic linguistic and cultural content in a dynamic and accessible format.*

Keywords. *Virtual filed trips, language acquisition, immersion, theoretical knowledge, goal-oriented activities, cultural etiquette, gestures, naturalistic language, methodology.*

Introduction. Virtual field trips (VFTs) play a pivotal role in language acquisition by creating immersive, authentic environments that simulate real-life language use. Through the integration of technology and pedagogical strategies, VFTs bridge the gap between theoretical knowledge of a language and its practical application. This section explores how VFTs align with established theories of language acquisition and their impact on the development of linguistic skills. Language acquisition is deeply rooted in interaction and context. Theories such as Krashen's In put Hypothesis emphasize the importance of comprehensible in put—language that is slightly above a learner's current proficiency level but still understandable. VFTs provide abundant opportunities for such input, as they expose learners to naturalistic language use in various settings. For instance, a virtual tour of a bustling Parisian café might involve listening to conversations, reading menus, and observing cultural customs, all of which contribute to an intuitive grasp of vocabulary, syntax, and pragmatics. A critical advantage of VFTs is their ability to facilitate cultural immersion, an essential component of language learning. Understanding the cultural context of a language enhances pragmatic skills, enabling learners to use language appropriately in different social situations. For example, a virtual visit to a traditional Chinese tea ceremony not only introduces learners to relevant vocabulary but also teaches them about cultural etiquette, gestures, and the symbolic meanings behind phrases and actions. This cultural awareness fosters a deeper connection to the language and increases learners' confidence in using it.

VFTs are also aligned with task-based language teaching (TBLT), a methodology that emphasizes learning through meaningful tasks. Through scenarios like booking a hotel room, shopping at a local market, or navigating a

transportation system, VFTs offer realistic, goal-oriented activities that mirror real-world interactions. These tasks integrate the four language skills—listening, speaking, reading, and writing—providing a comprehensive framework for skill development. Moreover, VFTs support the Out put Hypothesis ,which high lights the necessity of language production for acquisition. By engaging students in tasks such as narrating their virtual experiences, role-playing scenarios, or conducting guided discussions ,VFT encourage learners to practice speaking and writing in meaningful ways. These activities provide opportunities to experiment with language use, receive feedback, and refine their communicative competence.

Additionally, VFTs promote motivation and engagement, key factors in successful language acquisition. The interactive and visually stimulating nature of VFTs captures learners' interest, making the language learning process enjoyable and less intimidating.

C**onclusion.** Virtual field trips are a valuable tool in language acquisition, offering learners immersive experiences that blend linguistic, cultural, and interactive elements. By aligning with key theories of language learning and addressing multiple skill areas, VFTs provide a holistic approach to mastering a new language. As technology continues to advance, the potential for VFTs to revolutionize language education remains immense, making them an indispensable component of modern pedagogy.

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CULTURAL AND LINGUISTIC DIVERSITY IN PRIMARY SCHOOL LEARNERS

https://zenodo.org/records/14878890

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Abstract. *Global migration has led to changes in social, cultural, linguistic, and political connections, as well as challenges in formal education. One of the primary goals of multicultural education is to approach all persons from an equal distance.*

Creating inclusive educational environments fosters a sense of belonging, promotes unity and integrity, and closes the success gap for students from diverse linguistic and cultural backgrounds through equitable chances. This study aims to contribute to existing research by giving information on the issues of linguistic and cultural diversity, as well as techniques used to address them.

Keywords. *culture, intercultural education, multicultural teaching competence, obstacles, cultural awareness.*

According to Snyder and Hoffman (2002), the cultural variety of the student population in the United States is increasing, whereas it is decreasing among teachers. In today's traditional, elementary, and public schools, 83.5% According to the National Center for Education Statistics (2004), 42% of students are non-White, including Black, Hispanic, Asian/Pacific Islander, and American Indian/Alaska Native. The majority of teachers are White. Irvine (1990) and Ladson-Billings (2001) suggest that the cultural gap between teachers and students

has a significant impact on academic and social outcomes for students from varied backgrounds. This study requires a strong understanding of words such as culture, monocultural, multicultural, cultural diversity, multicultural education, and cultural discontinuity.

Merriam Webster Online defines culture as a racial group's traditional ideas, social structures, and material qualities. He defines multiculturalism as reflecting or adapting to multiple cultures. According to the standards found in the Council of Europe's Common European Framework of Reference for Languages (2001), scholars emphasize the importance of teachers having the necessary skills to create an environment of curiosity and inquiry and guide learners toward developing a multicultural mindset due to the ever-changing nature and force of culture (Byram, Gribkova, and Starkey, 2002). Attitudes regarding linguistic and cultural diversity must be examined in the classroom, and teachers play a critical role in transforming this context.

Addressing cultural and linguistic diversity in education begins with awareness. When teachers take into account students' cultural backgrounds and language skills while designing curricula and activities, they create more inclusive and effective learning environments. This process involves understanding and valuing the unique identities of students, learning about their cultures, and showing genuine appreciation for their backgrounds. By modeling respect and acceptance, teachers encourage students to embrace diversity and develop a sense of belonging. To make lessons meaningful, educators should connect classroom learning with students' lives outside of school. Incorporating examples that reflect their cultural and personal experiences helps students engage more deeply with the material. Adapting teaching methods to accommodate different communication styles, learning pREFERENCES, and abilities ensures that lessons reach a wider range of learners. Additionally, encouraging students to relate the benefits of lessons to their own lives makes education more relevant and impactful. Inviting guest speakers from diverse backgrounds can also broaden students' perspectives and

enrich the classroom experience. For linguistically diverse students, collaboration with ESL teachers or interpreters can be invaluable. Group work provides a supportive environment for practicing language skills, making communication less intimidating. Visual aids such as written notes, diagrams, and images can enhance comprehension, while previewing lesson materials gives English language learners an opportunity to familiarize themselves with new concepts in advance.Creating inclusive and responsive learning environments goes beyond the classroom. Engaging families and the larger school community fosters a holistic approach, leading to better outcomes for all students. By embracing diversity in every aspect of teaching, educators can empower students to thrive both academically and personally.

Conclusion. Cultural and linguistic diversity significantly influences the learning experiences and outcomes of primary school students. Recognizing and valuing this diversity is essential for creating inclusive and effective educational environments. When teachers take the time to understand their students' cultural backgrounds and language abilities, they foster respect, acceptance, and a sense of belonging among learners. By tailoring lessons to connect with students' lives and adapting teaching methods to accommodate diverse learning styles, educators ensure that all students have equal opportunities to succeed.

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THE IMPACT OF CULTURAL AND LINGUISTIC DIVERSITY ON ASSISTING COMPENSATORY COMPETENCE IN HIGH SCHOOL LEARNERS

https://zenodo.org/records/14878904

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Abstract. *This coursework explores the impact of cultural and linguistic diversity (CLD) on fostering compensatory competence in high school learners. Compensatory competence refers to the ability to adapt and overcome learning challenges, particularly those arising from linguistic and cultural barriers. Drawing on key educational theories such as Vygotsky's Sociocultural Theory, Cummins' framework on multilingual competence, and Bourdieu's Cultural Capital Theory, the study highlights how diversity can act as both a challenge and an opportunity in education. The analysis demonstrates that inclusive pedagogical practices, including culturally responsive teaching, differentiated instruction, and collaborative learning strategies, play a crucial role in supporting CLD learners. These approaches not only address linguistic gaps but also promote critical thinking and cross-cultural understanding. However, systemic challenges such as teacher training gaps, limited resources, and implicit biases must be addressed to fully realize the potential of diverse classrooms.*

Keywords. *Cultural diversity in education, Linguistic diversity,Compensatory competence, Culturally responsive teaching.*

Introduction. The globalized nature of modern societies has brought cultural and linguistic diversity (CLD) to the forefront of educational discourse, especially in high school settings. Students from varied cultural backgrounds and linguistic communities often face unique challenges as they navigate through standardized education systems. These challenges include language barriers, cultural misunderstandings, and difficulties adapting to unfamiliar learning environments. To address these issues, the concept of compensatory competence has gained significance, highlighting the skills and strategies that enable learners to adapt, compensate for, and overcome academic obstacle .Compensatory competence, particularly in culturally and linguistically diverse learners, is essential in ensuring equity in education. It encompasses a learner's ability to bridge gaps in communication, participation, and comprehension, often using innovative and adaptive techniques. However, fostering such competence requires educators to understand and embrace the cultural and linguistic assets students bring to the classroom, rather than viewing them as deficits.

The learning environment by exposing students to varied perspectives, fostering critical thinking, and promoting global awareness. Diverse classrooms enable students to**:**

Develop empathy and understanding by engaging with peers from different cultural backgrounds. Improve communication skills as they navigate cross-cultural and multilingual interactions. Access diverse problem-solving approaches, which enhances creativity and collaboration. Research shows that students who learn in multicultural settings are better prepared for globalized work environments, making diversity an asset to education.

Challenges Faced by CLD Learners

Despite its benefits, cultural and linguistic diversity presents significant challenges in high school education, including:

Language Barriers: Limited proficiency in the language of instruction can hinder comprehension, participation, and academic performance.

Cultural Misalignment: Differences between students' home cultures and school expectations can lead to misunderstandings, low self-esteem, and reduced engagement.

Social Integration: CLD learners may experience feelings of isolation or discrimination, which can impact their motivation and learning outcomes.

These challenges underline the need for targeted strategies to build compensatory competence and address learning gaps. Strategies for Assisting Compensatory Competence

Culturally Responsive Teaching

Culturally responsive teaching involves acknowledging and valuing students' cultural backgrounds as part of the learning process. Teachers can:

Conclusion**.** The increasing cultural and linguistic diversity in high school classrooms presents both challenges and opportunities for educators. This coursework has demonstrated that while diversity can pose barriers to academic achievement, it also offers a wealth of resources to enhance compensatory competence when approached with effective strategies.

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EXAMINING HOW LINGUISTIC DIVERSITY MIRRORS CULTURAL INTERACTIONS

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Abstract. *This article explores how linguistic diversity mirrors cultural contact, migration, and globalization. Through the lens of corpus linguistics and anthropological analysis, the article examines how languages evolve due to cross-cultural interactions, showcasing the role of language in shaping cultural identity. By analyzing case studies and linguistic data, this paper argues that the ways in which languages borrow, adapt, and influence one another reveal key aspects of cultural blending and transformation.*

Keywords. *Linguistic Diversity, Cultural Interaction, Language Contact, Linguistic Borrowing, Code-Switching, Cultural Identity, Globalization.*

Introduction. Language is a living thing that changes according to the cultures who use it. When analyzing linguistic variation across many societies, the interaction between language and culture becomes very clear. Languages change, borrow, and adopt aspects from other cultures as a result of cross-cultural interactions, whether through migration, trade, or globalization. This article explores how cultural relationships can be reflected in language diversity. Deeper understanding of the nature of cultural exchanges and their effects on society values, social hierarchies, and collective identities can be obtained by investigating how linguistic patterns alter as a result of exposure to other languages.

Language is a dynamic entity that evolves in response to the cultures that speak it. The interplay between language and culture is particularly evident when examining linguistic diversity across different societies. As cultures come into contact—whether through migration, trade, or globalization—languages adapt, borrow, and incorporate elements from one another. This article investigates how

linguistic diversity can mirror the interactions between different cultures. By exploring how linguistic patterns change through contact with other languages, it is possible to gain deeper insights into the nature of cultural exchanges and their impact on societal values, social hierarchies, and collective identities.

One of the most direct ways in which linguistic diversity reflects cultural interaction is through linguistic borrowing. When two cultures come into contact, their languages often exchange words, expressions, and syntactic structures. For example, the influence of French on English, particularly after the Norman Conquest in 1066, resulted in an infusion of French vocabulary into the English language. Words like "court," "government," and "royal" are remnants of this linguistic exchange. The presence of these loanwords is a testament to the historical, political, and cultural interactions between England and France.

Similarly, the spread of the English language worldwide, particularly through British colonization, has led to the emergence of various English dialects in regions such as India, Africa, and the Caribbean. In each case, the interaction of English with local languages has produced hybrid forms of speech that reflect both the linguistic and cultural influences at play. These dialects not only carry the linguistic features of English but also reflect local customs, beliefs, and identities (Kachru, 1992).

Additionally, the spread of technology and social media has accelerated linguistic contact across national borders, leading to the creation of online communities where people from diverse linguistic backgrounds communicate in hybridized forms of language. These online interactions further emphasize how linguistic diversity is shaped by cultural interactions in the digital age. Social media platforms, such as Twitter and Facebook, provide examples of how languages evolve rapidly in response to new cultural contexts, such as the adoption of internet slang, memes, and hashtags, which often blend various linguistic features (Crystal, 2006).

Linguistic diversity serves as a mirror to cultural interactions, revealing how languages evolve and adapt through contact with other cultures. From linguistic borrowing and code-switching to the development of hybrid languages in globalized contexts, language acts as a dynamic reflection of cultural exchange. As societies continue to interact and influence one another, the study of linguistic diversity will remain essential for understanding the deep, complex connections between language, culture, and identity. Through the analysis of linguistic data, researchers can uncover the cultural forces at play and contribute to a deeper understanding of the ways in which language shapes and is shaped by cultural interactions.

Conclusion: Linguistic diversity reveals how languages evolve and adapt through cultural interactions, from borrowing to hybrid languages. Studying linguistic diversity is crucial for understanding the complex connections between language, culture, and identity, as it helps uncover cultural forces and contributes to a deeper understanding of language.

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METHODOLOGY FOR DEVELOPING SOCIO-CULTURAL COMPETENCE IN PRIMARY SCHOOL STUDENTS

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Abstract. *This article discusses the methodology for managing socio-cultural competence in secondary school students. Socio-cultural competence is an important part of the educational process and plays an important role in the further development of students' contribution to society, the assimilation of cultural people and mutual communication. The need to take into account the assistance of students and the assistance of young people when using didactic tools is proven on the basis of examples.*

Keywords. *pedagogical technology, innovative technology, education, didactic tool, education, competence.*

Introduction. In an increasingly interconnected and multicultural world, the development of socio-cultural competence is essential for young learners to successfully navigate diverse social and cultural environments. Socio-cultural competence encompasses a range of skills, attitudes, and knowledge that enable individuals to understand, appreciate, and effectively interact with people from different cultural backgrounds. For primary school students, this competence lays the foundation for fostering inclusivity, mutual respect, and global awareness, which are critical in shaping responsible and empathetic citizens of the future. The early years of education are a crucial period for cultivating socio-cultural awareness and skills, as young learners are highly impressionable and open to exploring diverse perspectives. Primary school teachers play a pivotal role in guiding students through this process by creating engaging and interactive learning experiences that introduce them to various cultures, traditions, and social norms.

This necessitates the adoption of effective pedagogical methodologies tailored to the developmental needs of children and aligned with modern educational objectives.

Main part. One of the current educational capabilities is the development of physical knowledge and skills in students, but also as a comprehensively developed person. Help, testing. The development of socio-cultural compilations in students is one of the processes of using education. Socio-cultural competence includes the ability of a person to behave correctly in society, to understand cultural people, to communicate sincerely and qualitatively with others. Observing competencies in children is an important factor for their active participation in social life in subsequent educational processes.

Effective methods, methods and management analysis of socio-cultural competencies in primary school students. At the same time, the role and importance of teachers in this process are also considered. Experiments and methodological descriptions aimed at developing this compensation in the educational process are described. The development of socio-cultural competence has not only a natural situation, but also practical value, contributes to the improvement of education and serves to educate the future generation as a mature individual.

The restoration of socio-cultural competence in primary school students is an important process, which serves to develop students' understanding of their place in society, respect for national and universal people, and activity in communication and cooperation. The main points are given about the methodology for monitoring production competence:

Socio-cultural competence is the ability to communicate and learn in society in the form of correct communication and study, national customs, and adaptation to various cultural and social environments. To monitor socio-cultural competence in primary school students, the following are taken into account: Game methods: Children learn about national and international studies through games. For

example: Role-playing games (for example, staging folk customs and holidays). Discussion of issues related to the life of society.

Integrated creation: Integration of socio-cultural topics into other subjects (native language, literature, history, and fine arts). For example: Analysis of folk tales and epics in literature lessons. Transformation of folk crafts in the visual arts.

Practical exercises: Excursions. Organizing trips to cultural and historical monuments, introducing students to national culture through visits to museums. Organizing holidays and treats. Bringing national holidays, folk traditions and other cultural programs to the classroom.

Conclusion. Monitoring socio-cultural competence serves the personal and social development of students. This process depends on the correct organization of the methodology, the creativity of the teacher and the active participation of students. Today, we can find many programs aimed at creating daily textbooks, developing their creative abilities, and developing logical thinking in students. Currently, the movement and attention to interactive methods in the educational process, increasing the level of education, is increasing day by day. Classes using modern technologies help students consolidate the knowledge they are acquiring.

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THE IMPACT OF CULTURAL DIVERSITY ON ANALYSIS SOCIOCULTURAL COMPETENCE IN PRIMARY SCHOOL STUDENTS

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Abstract. *This article examines the influence of cultural diversity on the development and assessment of sociocultural competence in primary school students. Sociocultural competence, vital for global citizenship, entails understanding, respecting, and communicating across cultural boundaries. By analyzing the opportunities and challenges posed by diverse classrooms, the paper explores practical strategies for fostering inclusivity and assessing competence effectively. It underscores the importance of teacher training, tailored curriculum, and innovative evaluation methods to ensure the holistic development of students' sociocultural skills.*

Key Words. *Cultural diversity, sociocultural competence, primary education, inclusivity, assessment methods, globalization, teacher training.*

Introduction. In an increasingly globalized world, primary education plays a pivotal role in equipping students with sociocultural competence. This skill enables them to navigate cultural diversity effectively, fostering mutual respect and understanding. The formative years of education are critical for cultivating empathy, adaptability, and collaboration, especially in multicultural settings. This article addresses the significance of cultural diversity in shaping sociocultural competence and highlights strategies for overcoming challenges in its assessment.

Main Text. Cultural diversity enriches the educational environment by exposing students to a variety of traditions, languages, and perspectives, fostering critical thinking, empathy, and tolerance. In primary schools, where young minds are highly impressionable, such exposure helps students develop an appreciation

for global interconnectedness and a respect for differences. Activities like celebrating cultural holidays, engaging in intercultural dialogues, and learning about global traditions enable students to broaden their worldviews and cultivate essential sociocultural skills. These early experiences prepare them for global citizenship and harmonious social integration. Despite its benefits, cultural diversity poses significant challenges in the assessment of sociocultural competence. Language barriers are a major issue, particularly for students who are not proficient in the instructional language, limiting their ability to express cultural understanding and communicate effectively. Cultural stereotypes and biases among students and teachers can further hinder accurate assessment, leading to prejudiced perceptions and unfair evaluations. Additionally, the absence of standardized criteria and assessment tools introduces subjectivity, making it difficult to measure sociocultural competence consistently. Resource constraints, including limited access to culturally inclusive materials and trained educators, further exacerbate the problem. Addressing these challenges requires the adoption of innovative strategies. Culturally responsive teaching is paramount; educators must tailor their methods to respect and integrate diverse cultural backgrounds. Role-playing and simulations offer practical and immersive ways to assess students' ability to navigate intercultural situations. Portfolios showcasing students' creative works, projects, and reflections provide a dynamic and comprehensive view of their sociocultural skills. Moreover, group projects and collaborative activities involving students from various backgrounds foster teamwork, empathy, and adaptability. Continuous professional development for teachers, including training on cultural sensitivity and inclusive teaching techniques, is essential to ensure effective assessment and learning outcomes. Teachers and parents play a critical role in promoting and assessing sociocultural competence. Educators must create an inclusive classroom environment that encourages open dialogue and mutual respect among students. Meanwhile, parents can reinforce these values at home by participating in school-organized cultural events and supporting their children's

understanding of diverse traditions. Collaboration between schools and families strengthens the foundation for developing sociocultural competence, ensuring students are well-equipped to thrive in a multicultural world. By addressing these elements comprehensively, primary education can serve as a powerful platform for developing students' sociocultural competence and preparing them to contribute positively to an increasingly interconnected and diverse society.

Conclusion. The role of cultural diversity in primary education is critical in shaping the sociocultural competence of students, which is essential for their personal development and ability to contribute meaningfully to a globalized society. As students encounter a world increasingly interconnected through technology, trade, and migration, their ability to understand, respect, and collaborate across cultural boundaries becomes a fundamental life skill. This article has emphasized that cultural diversity offers immense opportunities for fostering empathy, mutual respect, and global awareness, but it also presents challenges that educators must address strategically. One of the significant benefits of cultural diversity in schools is the enhancement of students' worldview and critical thinking. Exposure to various cultures and traditions allows young learners to appreciate differences and question stereotypes, fostering a mindset that values inclusivity and tolerance. Activities like celebrating diverse cultural holidays or participating in group projects involving peers from different backgrounds enrich students' learning experiences and lay the groundwork for harmonious social interactions in adulthood. Furthermore, such exposure not only broadens students' understanding of the world but also instills a sense of pride in their own cultural heritage, which is crucial for building self-esteem and identity. Despite its advantages, integrating cultural diversity into the curriculum and assessing sociocultural competence are not without challenges. Language barriers, cultural stereotypes, and the lack of standardized evaluation tools often hinder effective teaching and assessment. Additionally, resource limitations, including insufficiently trained teachers and a lack of culturally inclusive materials,

exacerbate these difficulties. These challenges underscore the need for innovative teaching practices and robust support systems to ensure equitable opportunities for all students, regardless of their cultural background.

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STRATEGIES FOR LEARNING LANGUAGES WITH SIMILAR AND DIFFERENT CULTURES

https://zenodo.org/records/14879021

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Abstract. *Learning a new language becomes more effective when learners consider the cultural similarities and differences between their native language and the target language. Cultural aspects such as communication styles, traditions, and values significantly influence language learning. For instance, languages with shared cultural elements (e.g., French and Spanish) provide learners with relatable contexts, whereas drastically different cultures (e.g., English and Chinese) may require strategies focused on bridging gaps in understanding. By tailoring teaching strategies to account for these cultural variations, learners can enhance their linguistic and intercultural competence.*

Keywords. *intercultural communication, cultural context, language acquisition, teaching strategies, linguistic competence.*

Introduction. The role of culture in language learning cannot be underestimated, as it shapes how people think, communicate, and use language. For learners, understanding the cultural background of a target language improves not only their vocabulary and grammar but also their ability to use the language appropriately in various contexts. This paper explores strategies for teaching languages that share cultural similarities with the learner's native language, as well as strategies for teaching languages from entirely different cultural backgrounds.

Learning Languages with Similar Cultures. When learning a language from a culturally similar background, learners often find it easier to grasp idiomatic expressions, social norms, and communication styles. For example, Romance languages such as Spanish, French, and Italian share numerous grammatical and lexical similarities, which allow learners to transfer their knowledge from one language to another.

Effective Strategies

- Leveraging Common Structures: Teachers can highlight shared grammatical patterns, such as similar verb conjugations or sentence structures.
- Cognates and Vocabulary Building: Introducing cognates (words with similar forms and meanings, e.g., "information" in English and "información" in Spanish) can accelerate vocabulary acquisition.
- Cultural Immersion: Encouraging students to engage with media, such as films or books from the target culture, fosters both linguistic and cultural understanding.

Learning Languages with Different Cultures. Languages from vastly different cultures, such as Arabic for English speakers or Korean for Uzbek learners, present unique challenges. These include differences in syntax,

pronunciation, and cultural norms. Overcoming these challenges requires strategies that address not only linguistic differences but also cultural nuances

- Bridging Cultural Gaps: Teachers should introduce the cultural context behind phrases and idioms to help learners understand their proper usage.
- Visual and Contextual Learning: Using visual aids, role-play, and context-driven activities helps learners relate unfamiliar concepts to their experiences.
- Focus on Pronunciation and Script: For languages with different writing systems, such as Japanese or Russian, prioritizing script familiarity and phonetics is essential.

Intercultural Competence and Its Role. Intercultural competence involves understanding the social norms, traditions, and communication styles of the target culture. Developing this competence allows learners to navigate linguistic and cultural differences effectively.

Examples of Intercultural Strategies: Role of Politeness: Teaching how politeness levels vary across cultures, such as honorifics in Korean or formal titles in German; Cultural Case Studies: Analyzing real-life scenarios where cultural misunderstandings occur can prepare learners for cross-cultural interactions

Conclusion. Learning a language is not just about mastering grammar and vocabulary - it also involves understanding the cultural dynamics that shape communication. While languages with similar cultures offer advantages through shared structures and cognates, learning languages from different cultures requires strategies that bridge linguistic and cultural gaps. By integrating these strategies into language teaching, learners can achieve greater linguistic fluency and intercultural awareness.

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THE IMPORTANCE OF CULTURAL AWARENESS IN SHAPING SOCIOCULTURAL COMPETENCE AMONG SCHOOL LEARNERS

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Abstract. *Cultural awareness is a vital component of education in today's globalized world. This article explores its role in enhancing sociocultural competence among school students. It delves into the concept of cultural awareness, its integration into middle school curricula, and the associated benefits for students' interpersonal and cognitive skills. Through theoretical frameworks, case studies, and practical strategies, this paper emphasizes the importance of equipping students with the ability to understand and respect diverse cultures. The research concludes with recommendations for educators and schools to foster inclusivity and prepare learners for a multicultural society.*

Key words. *Cultural awareness, curriculum, educational strategies, language skills, social interaction.*

Introduction. Cultural awareness and sociocultural competence are critical components in modern education, promoting inclusivity and understanding in diverse learning environments. Cultural awareness refers to recognizing and understanding the differences and similarities between cultures, including one's

own. It involves being mindful of cultural values, beliefs, and practices, and how they shape individuals' behaviors and perspectives.

Sociocultural competence, on the other hand, is the ability to navigate and engage effectively within diverse cultural and social contexts. It encompasses communication skills, empathy, and the capacity to adapt to cultural norms and expectations. In education, sociocultural competence equips educators and students to interact respectfully and productively across cultural lines.

Dr. Geneva Gay conducted pivotal research on culturally responsive teaching (CRT), a framework aimed at addressing the needs of diverse student populations. In her work during the late 1990s and early 2000s, Gay focused on urban classrooms in the United States, particularly in Seattle, Washington. She observed how teachers' understanding and incorporation of students' cultural backgrounds influenced their academic outcomes and engagement.

One study analyzed the teaching practices of educators who integrated cultural REFERENCES into lesson plans, such as using culturally relevant examples in math problems or incorporating multicultural literature in English classes. The research revealed that students from diverse cultural backgrounds showed increased participation, motivation, and comprehension when their cultures were respected and reflected in the curriculum.

Gay also examined how professional development on CRT improved teachers' abilities to connect with students and address biases. Her findings demonstrated that culturally responsive strategies not only enhanced academic success but also fostered stronger teacher-student relationships. This research underscored the importance of cultural awareness in shaping equitable and effective education, influencing how CRT is implemented across the U.S. and globally. Gay’s research highlighted that teaching is not a culturally neutral act and that educators must consciously adapt their methods to meet the needs of all learners. Her work continues to inspire educational policies and practices,

emphasizing the vital role of cultural awareness in fostering sociocultural competence and student achievement.

The followings can show some of the useful aspects of cultural awareness in developing sociocultural competence at schools:

- **Foundation of Understanding:** Cultural awareness helps students recognize and appreciate the diversity of cultural values, beliefs, and practices around them.
  - **Building Respect:** It fosters respect for others' cultural backgrounds, preventing prejudice and stereotyping.
  - **Improved Communication:** Cultural awareness enhances students' ability to communicate effectively with individuals from various cultural contexts.
- **Reducing Conflicts:** By understanding cultural norms and behaviors, students are better equipped to resolve misunderstandings or conflicts.
- **Strengthening Collaboration:** Sociocultural competence built on cultural awareness encourages teamwork in multicultural settings.
- **Preparing for Global Citizenship:** Students learn to engage in a globalized world where cultural diversity is the norm.
- **Critical Thinking Development:** Awareness of cultural perspectives enhances critical thinking and problem-solving in diverse situations.
- **Encouraging Open-mindedness:** Students become open to new ideas and experiences from different cultures.
- **Improving Social Skills:** Students develop sociocultural competence by learning appropriate social behaviors in various cultural settings.
- **Strengthening Emotional Intelligence:** Understanding emotions within cultural contexts contributes to emotional intelligence.

Conclusion. Cultural awareness is a critical foundation for shaping sociocultural competence among school students. It fosters empathy, respect, and open-mindedness, enabling students to navigate and thrive in diverse cultural

settings. By promoting inclusivity and reducing biases, cultural awareness ensures equitable opportunities for all learners, creating a more harmonious school environment. This understanding equips students with essential life skills, such as effective communication, collaboration, and global citizenship. Ultimately, nurturing cultural awareness in education lays the groundwork for a socially cohesive and culturally enriched future.

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THE IMPACT OF CULTURAL DIVERSITY ON DEVELOPING COMPETENCE IN MIDDLE SCHOOL LEARNERS

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Abstract. *The importance of education in the context of globalization, emphasizing the interaction between teachers and students for the acquisition of knowledge, skills, and cultural values. With the increasing influence of globalization, it is essential for educators to prepare students for cross-cultural communication, especially when interacting with people from other countries. This preparation includes teaching students the norms and etiquette of foreign cultures, which they learn through foreign language education. Additionally, the text distinguishes between the concepts of "competence" and "competency," with "competence" being broader and involving not only cognitive and technical skills but also ethical, social, and behavioral components. It highlights how cultural diversity in education enhances cognitive abilities, academic achievement, and critical thinking, while fostering cultural competence and global awareness. Exposure to diverse cultures equips learners with the skills needed for effective interaction in a multicultural society and helps them develop a sense of responsible citizenship.*

Key words. *Cultural Diversity, Multicultural Education, Cultural competence, Culturally Responsive Teaching, Cross-cultural education, Ethnic studies, Intercultural education, Equity in education, Global citizenship education, cultural sensitivity.*

Introduction. It should be noted that the learning process in modern education implies interaction between a teacher and students in order for students to acquire certain knowledge, skills, abilities and introduce them to the values of a particular culture. Due to the fact that the processes of globalization have an undeniable impact on the life of society, it is important for the teacher to prepare students for communication with representatives of other countries in accordance

with the norms and etiquette accepted in foreign culture, which students will learn about in the course of learning a foreign language. The creation of such public relations certainly helps to accelerate the process of adaptation and self-realization in the system of social relationships.

The essential difference between "competence" and "competence «is the fact that "competence" is usually used when describing the abilities and abilities of a person who could increase the effectiveness of his work in a particular field. Based on the fact that "competence" includes not only cognitive and operationally technological components, but also motivational, ethical, social and behavioral, it must be recognized that the concept of "competence" has a narrower meaning than "competence". Therefore, you can do conclusion, "competence" is the possession of a certain competence by a person. Being two basic concepts of the competence approach, «competence" and "competence" have many differences. Having studied the main ideas of the competence approach formed by L.O. Filatova, it is possible to clearly distinguish her two main concepts. Competence combines the intellectual and skill components of education, while "competence" represents holistic worldview, values. Cognitive and academic merits: The incorporation of cultural diversity into education helps to develop learners' cognitive abilities. It is also beneficial to the learners for their academic excellence. Exposure to diverse cultures enhances cognitive skills and academic performance. Studies suggest that learners in culturally diverse environments demonstrate improved critical thinking, problem-solving abilities, and academic achievement (Gurin et al., 2002). Enhanced cultural competence: The incorporation of cultural diversity into education enhances the learners' ability to adjust to a multicultural society. Exposure to cultural diversity fosters cultural competence, equipping learners with the ability to interact effectively in a multicultural society (Banks, 2009). This includes understanding different perspectives, communication styles, and social practices, which are valuable skills in various personal and professional contexts of our country Global awareness and citizenship: The incorporation of cultural

diversity into education enhances the ability of the learners to develop the notion of responsible citizenship. Cultural diversity in education contributes to the development of global awareness and responsible citizenship. Learners exposed to diverse perspectives are more likely to appreciate the interconnectedness of global issues and develop a sense of social responsibility (Chang et al., 2016).

Conclusion. Another difference is that competence mean the ability to mobilize acquired knowledge, skills, experience and ways of behaving in a specific situation, which is the opposite characteristic of "competence", which describes the potential manifested situationally. However, it should be noted that, despite the significant differences, "competence" and "competence", are complementary and mutually conditioned concepts.

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USING SELF-REFLECTION AND PEER FEEDBACK TO FOSTER LINGUISTIC AND CULTURAL AWARENESS IN MIDDLE SCHOOL LEARNERS

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Abstract. *This article explores how self-reflection and peer feedback can enhance compensatory competence in middle School learners while fostering linguistic and cultural awareness. By integrating these strategies into foreign language lessons, educators can help students develop both language skills and an understanding Of cultural contexts. Practical techniques and examples of classroom implementation are discussed, highlighting the connection between linguistic and linguocultural competence.*

Keywords. *Self-reflection, peer feedback, compensatory competence, linguistic awareness, cultural awareness, linguocultural studies.*

Language learning goes beyond mastering vocabulary and grammar; it involves understanding cultural nuances that shape communication. The integration of linguistic and cultural studies focuses on This dual aspect, enabling students to become effective communicators. Middle school learners, being at a formative stage, benefit significantly from activities that encourage them to think critically about both language and culture.

This article examines how self-reflection and peer feedback can be utilized to enhance compensatory competence in middle school students. These strategies promote deeper engagement with linguistic and cultural elements, helping learners develop a more comprehensive understanding of communication.

The Role of Cultural Awareness in Language Learning

Cultural awareness is essential for effective communication. Understanding the social and cultural context behind words and phrases allows students to adapt their language use in various situations. For instance, teaching polite expressions alongside their cultural origins helps learners navigate social interactions more effectively.

Encouraging Self-Reflection in Linguocultural Contexts

Self-reflection enables learners to evaluate their language use and culturerel understanding. Teachers can design activities that prompt students to analyze their performance in role-playing scenarios or cultural discussions. For example, after completing a dialogue exercise based on a specific cultural tradition, learners can reflect on their choice of words and actions to determine their alignment with cultural norms.

Promoting Peer Feedback for Collaborative Learning

Peer feedback fosters collaboration and allows students to learn from one another. In group activities, such as translating culturally rich texts, learners can discuss and evaluate how effectively cultural meanings were conveyed. This process not only strengthens their linguistic skills but also deepens their appreciation of cultural diversity.

Classroom Strategies for Developing Compensatory Competence

1. Cultural Role-Plays: Students perform dialogues in culturally significant contexts, such as traditional markets or celebrations. Following the activity, they can share reflections and suggestions for improvement.

2. Comparative Cultural Projects: Assignments comparing cultural practices in their native and target languages encourage learners to explore cultural nuances while developing communication skills.

3. Translating Cultural Texts: Learners work on translating idiomatic expressions or cultural references, discussing their approaches with peers to ensure cultural meaning is retained.

Overcoming Challenges

Introducing self-reflection and peer feedback into linguocultural activities may pose challenges, such as a lack of experience in evaluating cultural elements. To address this, teachers can provide clear guidelines, examples, and support throughout the process.

Incorporating self-reflection and peer feedback into foreign language instruction offers an effective way to enhance both linguistic and cultural awareness in middle school learners. These methods encourage students to think critically about their language use and engage deeply with the cultural aspects of communication. By fostering compensatory competence, educaTors prepare learners for meaningful intercultural interactions and lifelong language learning.

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THEORETICAL FRAMEWORK OF SOCIOCULTURAL COMPETENCE AND GLOBALIZATION

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Abstract. *This article explores the theoretical framework of sociocultural competence within globalization, emphasizing intercultural communication, empathy, and adaptability. It examines the impact of globalization on education, providing strategies for educators and policymakers to foster sociocultural awareness and global competence while addressing associated challenges and opportunities.*

Key words. *Sociocultural competence, high school learners, intercultural communication, global education, assessment frameworks.*

Introduction. In today's interconnected world, education goes beyond academics to focus on developing sociocultural competence. This involves the ability to effectively navigate and engage with diverse cultural and social contexts. As global societal changes unfold, high schools must prepare students for cross-cultural interactions and mutual respect. Sociocultural competence includes understanding cultural norms, appreciating diversity, and effective communication across cultures. Thus, education must systematically incorporate a structured approach to instill these skills. This article examines theoretical foundations, methods for cultivating sociocultural competence, and assessment strategies for high school learners.

Main part. Sociocultural competence is a vital skill for high school learners, as it prepares them to interact effectively in a culturally diverse world. This competence integrates cultural awareness, communication skills, and emotional intelligence, enabling individuals to navigate complex social environments. The

theoretical foundation of sociocultural competence lies in understanding cultural norms, fostering mutual respect, and developing empathy. Researchers emphasize that learners must not only acquire knowledge about different cultures but also internalize values that promote harmonious coexistence.

Assessing sociocultural competence in high school learners requires a structured framework. Such a framework must capture both the observable behaviors and the intrinsic attitudes of students toward diversity. Effective assessment involves identifying key areas, such as students' ability to engage in respectful communication, resolve cultural misunderstandings, and exhibit adaptability in unfamiliar social contexts. Teachers can use tools like group discussions, reflective essays, and role-playing scenarios to evaluate these competencies.

Despite its importance, the assessment of sociocultural competence presents challenges. High schools often lack resources or trained educators capable of implementing comprehensive assessments. Additionally, sociocultural skills can be difficult to measure objectively, as they involve subjective experiences and personal growth. To address these challenges, educators must adopt innovative strategies, such as collaborative projects that simulate real-world cultural interactions. Training programs for teachers are equally essential, ensuring they possess the skills to foster and evaluate sociocultural competence effectively.

By integrating sociocultural competence into educational practices, high schools can help learners develop the empathy, flexibility, and communication skills needed to thrive in a globalized world. A well-designed assessment framework not only evaluates these abilities but also encourages their continuous development, paving the way for socially responsible and culturally aware citizens.

Conclusion. The theoretical framework of sociocultural competence highlights its critical role in navigating the complexities of globalization. By fostering cultural awareness, empathy, and adaptability, education systems can prepare learners to thrive in a diverse and interconnected world. Innovative

pedagogical and assessment strategies are essential to overcoming the challenges associated with promoting sociocultural competence, ensuring that future generations are equipped to contribute to a harmonious global society. Moreover, addressing systemic barriers and fostering a culture of inclusivity can amplify the impact of sociocultural education, paving the way for sustainable global development. The journey toward a more empathetic and culturally aware world begins with education, making it imperative for stakeholders to prioritize sociocultural competence in policy and practice.

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SOCIOLINGUISTICS IN ENGLISH LANGUAGE INSTRUCTION AND METHODS FOR ENHANCING SOCIOLINGUISTIC COMPETENCES

https://zenodo.org/records/14879074

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Abstract. *The article discusses sociolinguistics, its significance in teaching English, and the most effective strategies for improving sociolinguistic competencies, along with findings from global research studies.*

Keywords. *Sociolinguistics, Anthropology, ELT, Language attitude, Language and culture, Sociolinguistics competence*

Introduction. Sociolinguistics examines how various aspects of community life — such as cultural norms, assumptions, and context — affect language and its usage. It often intersects with the sociology of language, which looks at how language influences society. Additionally, sociolinguistics is closely linked to pragmatics and linguistic anthropology. Historically, the field has explored how language varieties differ among groups separated by social factors (like ethnicity, religion, status, gender, education level, and age) or geographic barriers (such as mountains, deserts, or rivers). These studies also investigate how variations in language use and perceptions about that use can reflect and shape social or economic class distinctions. Since language usage differs across locations and social classes, sociolinguistics focuses on studying these socialists. Researchers can investigate sociolinguistic phenomena through methods such as interviews with native speakers, matching tests, and observational studies of dialects and speech patterns [1].

The term sociolinguistics has various meanings for different people, and there is no single accepted definition. Not everyone whose work is labeled as sociolinguistic agrees with the label, and those who do may focus on different aspects. However, three primary approaches can be identified: the social and linguistic perspective, social realist linguistics, and socially constituted linguistics. Each of these can be related to linguistic theory. In language teaching, the key role of sociolinguistics is to provide students with appropriate guidelines for speaking and writing, as well as to enhance their awareness of sociolinguistic issues and the socio-cultural shifts that occur between languages. It examines the connection between language and society to gain a deeper understanding of language structure and its role in communication [2].

According to Amin, language dynamics in multilingual societies offer an intriguing topic for sociolinguistic study. Additionally, Bayyurt highlights that there are both positive and negative attitudes towards various language uses in society, providing examples. A person with a positive attitude is eager to use the dominant language in their community, whereas a negative attitude reflects a lack of enthusiasm or reluctance to use one's native language. People's attitudes towards their own language and other languages influence their speech and behavior. A general attitude toward things, people, institutions, events, and abstract concepts like language is referred to as linguistic attitude [3]. In my opinion, a neutral attitude towards language should also be considered and acknowledged. This is because sometimes people's attitude towards language is neither entirely positive nor negative; it can be neutral. Generally, the concept of culture encompasses the way of life, artistic expression, language, religion, and traditions of a society. Therefore, when we use the term “culture”, it is essential to recognize that cultural interactions are the outcomes of socially driven processes.

Case studies are highly effective student-centered teaching strategies for enhancing the sociolinguistic skills of future English language teachers. They provide a solid foundation for developing students’ intercultural and

sociolinguistic competencies, as well as their critical thinking, problem-solving, communication, and other life skills. The term “case study” refers to a variety of issues presented for consideration, where students must decide how to address challenging situations. By engaging students with complex cultural issues, case studies allow teachers to assess their ability to analyze, evaluate, and apply knowledge. These studies also help students improve their oral and written communication, teamwork, and collaboration skills. The research method used in a Case Studies study combines descriptive and explanatory elements to explore the development of sociolinguistic competence in future English teachers through self-study. It is crucial for the teacher to make students aware of the problem and the need for a solution, which involves presenting a problem situation.

Conclusion. Integrating sociolinguistics into English language teaching allows students to develop a more profound understanding of linguistic diversity. By exploring the wide range of English dialects and accents spoken worldwide, students can develop an appreciation for the cultural and historical contexts that influence language use. This approach fosters an inclusive and tolerant attitude towards linguistic diversity, which is a crucial value in today’s interconnected world.

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INTEGRATING LINGUOCULTURAL STUDIES INTO MIDDLE SCHOOL CURRICULUM TO DEVELOP SOCIOLINGUISTIC COMPETENCE

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Abstract. *The article explores how integrating linguocultural studies into middle school curricula can promote students' sociolinguistic competence. By combining language learning with cultural education, students acquire the skills necessary for effective communication in diverse contexts, boosting their intercultural understanding and practical communication abilities. It also discusses methods for implementing this approach in language teaching, emphasizing its relevance in today's globalized society.*

Keywords. *Linguocultural studies, sociolinguistic competence, middle school curriculum, intercultural communication, language teaching, pragmatics.*

Introduction. Enhancing sociolinguistic competence is a crucial component of language learning, especially in today's interconnected world, where successful communication requires knowledge of both language and its cultural background.. "Sociolinguistic competence has been an integral part of communicative competence in that it includes learning pragmatic and sociolinguistic knowledge about how to use language linguistically and socially appropriately" [1]. Middle school students, being at a pivotal stage of cognitive and social development, can greatly advantage from embedding linguocultural studies into their language learning experience. This article examines methods for incorporating linguocultural approaches into middle school curricula to enhance sociolinguistic competence.

Main part. Linguocultural studies explore the relationship between language and culture, focusing on how cultural norms influence language use and how

language impacts cultural behaviors. “Linguocultural studies emphasizes the inseparable relationship between language and culture, recognizing that they mutually influence and shape each other.” [2] Incorporating linguocultural studies into the classroom helps students gain a deeper understanding of the cultural basis of communication. For middle school learners, this approach extends beyond teaching grammar and vocabulary by including cultural elements of language, such as idiomatic expressions, politeness strategies, and non-verbal communication cues.

Strategies for integrating linguocultural studies:

1. Contextualized language learning:

Lessons should feature real-life situations that reflect various cultural contexts. Activities like role-playing, dialogues, and multimedia resources, including films or authentic materials, allow students to practice culturally appropriate language use.

2. Teaching pragmatic skills:

Pragmatics, the study of language use in context, is essential for building sociolinguistic competence. Middle school students can learn how to interpret and use language based on the situation, audience, and cultural norms. For example, cultural variations in greetings, requests, and apologies should be explicitly taught.

3. Project-based learning:

Assigning projects that encourage students to research different cultures fosters curiosity and intercultural awareness. Students can explore traditions, customs, and communication styles of a target culture, presenting their findings through discussions or presentations. “Project-based learning (PBL) is an active student-centred form of instruction which is characterised by students’ autonomy, constructive investigations, goal-setting, collaboration, communication and reflection within real-world practices. It has been explored in various contexts and in different phases of schooling, from primary to higher education”. [3]

4. Use of technology:

Digital tools and online platforms can facilitate global connections by linking students with peers from other countries. Virtual exchanges or pen-pal programs provide opportunities to practice sociolinguistic skills with native speakers, offering real-world intercultural communication experiences. However, it is important to consider Nicholas Carr's insightful perspective on the use of technology: "The Net's interactivity gives us powerful new tools for finding information, expressing ourselves, and conversing with others. But it also turns us into lab rats constantly pressing levers to get tiny pellets of social or intellectual nourishment." [4]

Conclusion. Incorporating linguocultural studies into middle school curricula marks a significant advancement in language education. By fostering sociolinguistic competence, students develop the ability to navigate the complexities of intercultural communication with assurance. This method equips educators to prepare students for global citizenship, enabling them to bridge linguistic and cultural divides effectively.

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HOW LEARNING A LANGUAGE HELPS YOU UNDERSTAND A CULTURE

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Abstract. *Learning a language is not just a cognitive process; it is a gateway to understanding the culture and worldview of its speakers. Language serves as a reflection of societal values, traditions, and historical experiences. By mastering a language, individuals gain access to cultural nuances embedded in expressions, idioms, and communication styles, enabling a deeper appreciation of the community's way of life. This paper explores the intrinsic connection between language and culture, emphasizing how learning a new language fosters cross-cultural understanding, empathy, and global awareness. Additionally, it highlights the role of language in shaping identity and preserving cultural heritage, making it a vital tool for bridging cultural gaps in an increasingly interconnected world.*

Key words. *Language, culture, worldview, linguistic, social, outlook, perspective, communication, sociocultural*

Language is more than just a means of communication; it is a cultural treasure trove that reflects the history, values, and traditions of its speakers. When you learn a new language, you gain access to a deeper understanding of the culture that shapes it. From idioms and proverbs to everyday expressions, language reveals how people think, interact, and view the world around them. This connection between language and culture makes language learning a powerful tool for fostering empathy, breaking down stereotypes, and building meaningful cross-cultural relationships. In an increasingly globalized world, understanding a culture through its language has become not only an enriching personal experience but

also a valuable skill for navigating diverse communities and perspectives. This paper delves into how learning a language bridges cultural gaps, promotes mutual respect, and enhances our appreciation of the complexities of human societies.

Lev Vygotsky's sociocultural theory emphasizes that learning and cognitive development is deeply rooted in social interactions and cultural contexts. According to this theory, language is not just a means of communication but also a fundamental tool for cognitive development and the transmission of cultural knowledge. In his theory there are some key concepts like "social interaction as the basis for learning". Vygotsky argued that learning is inherently a social process, interactions with others, particularly within a cultural context, help individuals internalize knowledge. Language, as a social tool, is both a medium for learning and a product of cultural exchange, allowing learners to absorb and reproduce cultural norms and behaviors. Or "Zone of Proximal Development (ZPD)". The ZPD refers to the range of tasks that an individual cannot accomplish independently but can achieve with the guidance of a more knowledgeable other, such as a teacher, peer, or mentor. Language learning occurs most effectively within the ZPD, where learners are guided through cultural and linguistic concepts by interacting with fluent speakers or engaging in collaborative activities. By linking language acquisition to social and cultural interactions, Vygotsky ' s Sociocultural Theory underscores that learning a language is also learning a culture, shaping how individuals perceive and engage with the world.

Another theory from Edward Hall about high-context and low-context cultures explains how cultures differ in their communication styles. For instance, high-context cultures (e.g., Japan, Arab countries): communication relies heavily on context, nonverbal cues, and implicit understanding. On the other hand low-context cultures like the United States, Germany, communication is explicit, direct, and relies on language itself. Learning the language of a high- or low-context culture equips learners with the tools to interpret communication styles and cultural subtleties more effectively.

By integrating these theories, it becomes evident that learning a language is not only a process of mastering grammar and vocabulary but also an immersive journey into the cultural realities of its speakers. These perspectives underline the intricate link between language and culture, highlighting the transformative potential of language learning in fostering global understanding. In addition to these theories there are some real experiences which shows how learning new languages effect to your culture and outlook.

Learning another language is not just about acquiring vocabulary and grammar; it is a transformative process that opens the door to understanding the intricacies of another culture. Language is deeply intertwined with cultural values, norms, and ways of thinking, acting as a bridge to a community's worldview. Through linguistic structures, idioms, and expressions, learners gain insight into how people perceive time, relationships, emotions, and social hierarchies in their cultural context. Moreover, language learning fosters empathy and adaptability by encouraging learners to see the world from different perspectives. Immersion in a new linguistic environment, whether through interaction with native speakers, cultural traditions, or literature, enables individuals to experience firsthand how language shapes daily life and identity. This process aligns with theories such as the Sapir-Whorf Hypothesis, which argues that language influences thought and cultural understanding, and Vygotsky' s Sociocultural Theory, which highlights the role of social interaction in learning and development.

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CHET TILLARNI O'QITISHDA QIYOSIY TILSHUNOSLIKNING AHAMIYATI

SIGNIFICANCE OF THE LINGUOCULTUROLOGY IN TEACHING

https://zenodo.org/records/14879170

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Abstract. *This article examines the important role of linguistics in the field of foreign language teaching. The study examines the importance of integrating cultural aspects in language teaching and its impact on language learners' competence and cultural awareness. By examining the interrelationship between language and culture, this study linguistic culture science edge language to education input advantages to illuminate focused.*

Key words. *Linguistics, foreign language, language culture, culture, foreign languages.*

In the field of linguistics, the study of language goes far beyond grammar and syntax; it contains a multifaceted tapestry of cultural nuances and social subtleties. Language is deeply connected to culture - it reflects the beliefs, values, traditions and history of a society. Thus, the importance of understanding the cultural context of language cannot be overestimated, especially in foreign language teaching. Linguistics, a branch of linguistics that focuses on the interaction between language and culture, plays a central role in language teaching. By integrating linguistic and cultural studies into foreign language teaching, teachers teach not only language skills, but also a deeper understanding of socio-cultural factors that shape linguistic expressions. Linguistic competence is no longer limited to grammatical accuracy and vocabulary knowledge; it now includes a deeper understanding of cultural nuances and sociolinguistic contexts. Globalization is blurring borders and to different nationalities belongs to people in binding continuing, the importance of cultural sensitivity and awareness in language learning cannot be overemphasized.

Main part

Linguistics is a field that studies the complex interactions between language and culture science language to learners purposeful language about wide comprehensive and thin in giving insights important have This research to linguistic and cultural studies about there is uses a mixed-method approach that combines qualitative literature analysis and quantitative data collection through surveys and language proficiency assessments.

The study focused on language learners at different levels to assess the impact of linguistic and cultural studies on their language skills and cultural competence. The results show the significant benefits of integrating linguistic and cultural studies into foreign language teaching. Language learners who are exposed to the cultural aspects of the language being studied demonstrate higher levels of competence and cultural awareness. Language is cultural context to understand through student’s language diversity deeper to understand and more subtle communicative competence develop. Discussion department research explores the implications of the results for foreign language teachers and curriculum developers. This highlights the importance of incorporating linguistics into the language teaching methodology to improve students' language proficiency and intercultural communication skills. In addition, the study explores potential challenges and future research directions in the field of linguistics in foreign language teaching.[3]

Linguistics plays an important role in teaching foreign languages in the field of linguistics. It focuses on the relationship between language and culture, language in cultural contexts deep root shot and to communicate how influence that it will emphasizes. Speak up understanding the linguistic and cultural aspects is essential for effective language teaching and learning. Some reasons that indicate the importance of linguistics in teaching foreign languages within the framework of linguistics:

Linguistics helps students develop cultural competence by understanding the cultural norms, values, and practices embedded in the language they are learning

Understanding the cultural foundations of a language enriches the learning experience, making language acquisition more interesting, meaningful and memorable for students. Linguistics allows to compare the linguistic and cultural phenomena of different languages and cultures, which allows students to form a broader perspective on linguistic diversity, intercultural similarities and differences.

In conclusion, this study emphasizes the integral role of linguistics in teaching foreign languages within linguistics. Cultural elements in language teaching integration through teachers of student's language knowledge, cultural sensitivity and can develop intercultural competence. This study contributes to the growing body of literature on the importance of linguistics and culture in foreign language teaching and advocates its widespread introduction into language teaching practice.

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ENHANCING GRAMMAR INSTRUCTION THROUGH COMPARATIVE LINGUISTICS

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Abstract. *Comparative linguistics, which explores similarities and differences between languages, provides valuable tools for teaching grammar. This article discusses how comparing linguistic structures helps students understand grammar more effectively, reduces errors, and supports language acquisition. Additionally, it examines the role of comparative linguistics in designing targeted teaching strategies that bridge gaps between learners' native languages and the target language.*

Keywords. *Comparative linguistics, grammar instruction, error analysis, language teaching strategies, linguistic structures.*

Introduction. Grammar forms the backbone of any language, serving as the system that organizes communication. However, teaching grammar effectively remains a challenge for educators, especially when students struggle with structures unfamiliar to their native language. According to Ellis (1997), comparative linguistics offers insights into these challenges by analyzing the structural differences and similarities between languages. By using this approach, teachers can address common grammar errors and design lessons that cater to specific learner needs**.**

Main Text

1. Understanding Structural Differences

Comparative linguistics enables educators to identify and explain grammatical structures that differ between the students' first language (L1) and the target language (L2). For instance, Uzbek lacks definite and indefinite articles, which are

integral to English grammar. Students may omit articles in sentences, such as saying “I read book” instead of “I read *a* book.” By explicitly teaching the function of articles and comparing them to similar concepts in Uzbek, students gain a deeper understanding of how grammar conveys meaning. Richards and Rodgers (2014) emphasize that such targeted instruction helps learners grasp abstract grammatical concepts more effectively.

2. Enhancing Error Analysis

Error analysis, a technique supported by comparative linguistics, involves identifying patterns in student errors and addressing their root causes. For example, English learners often struggle with subject-verb agreement, saying “She go to school” instead of “She goes to school.” A comparative approach might highlight that Uzbek verbs are not conjugated based on the subject, unlike in English. Lado (1957) explains that this understanding allows teachers to focus on recurring errors systematically.

3. Promoting Cross-Linguistic Awareness

Understanding how different languages express similar ideas helps students learn grammar more easily. For example, in both Uzbek and English, verbs change to show when actions happened. In English, we use auxiliary verbs, such as in the sentence "She has written a letter," while in Uzbek, the verb form "yozgan" shows that the action is completed.

By pointing out these similarities, students can relate what they already know in their native language to the new language, which makes it easier to understand new grammar. Cook (2008) points out that recognizing these links increases students’ confidence and motivation in learning.

Focusing on both the similarities and differences between languages helps students better understand how each language works. Teachers can use exercises like translating sentences or comparing grammar rules to help students connect their knowledge of both languages.

4. Designing Targeted Teaching Strategies

Comparative linguistics supports the development of teaching strategies that address learners' specific needs. Techniques like contrastive analysis involve comparing L1 and L2 to predict potential challenges and design lessons accordingly. For instance, introducing verb tense systems in English might begin with a comparison to Uzbek verb forms, making complex grammar concepts more accessible to learners. Krashen (1985) emphasizes that such comparative approaches facilitate a deeper understanding of language structures and promote more effective learning outcomes.

Conclusion. Comparative linguistics is a powerful tool for enhancing grammar instruction. By leveraging cross-linguistic analysis, educators can identify and address specific grammar challenges, reduce common errors, and design targeted teaching strategies. As globalization continues to emphasize multilingual communication, integrating comparative linguistics into grammar instruction equips students with the skills needed for effective language use in diverse contexts.

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DEVELOPING CULTURAL AWARENESS THROUGH EXTRACURRICULAR ACTIVITIES IN PRIMARY SCHOOL FOREIGN LANGUAGE LEARNERS

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Abstract. *This article delves into the significance of extracurricular activities in fostering cultural awareness among primary school foreign language learners. It explores how these activities, beyond the traditional classroom setting, provide immersive opportunities for students to engage with target language cultures. The article discusses a range of extracurricular activities, including language clubs, cultural festivals, virtual exchanges, and project-based learning, and their potential to enhance cultural understanding, intercultural competence, and language proficiency. It also highlights the importance of teacher training and support in implementing effective extracurricular programs. By providing practical examples and insights from research, this article aims to inspire educators to incorporate culturally rich extracurricular activities into their language teaching practices.*

Keywords. *Cultural awareness, foreign language learning, primary education, extracurricular activities, intercultural competence, language proficiency.*

Introduction. In today's interconnected world, cultural awareness has become an essential skill for individuals to navigate diverse societies and global challenges. Foreign language learning offers a unique avenue to develop cultural understanding, as language and culture are inextricably linked (Byram, 1997). While traditional classroom instruction provides a solid foundation, extracurricular activities offer a dynamic and engaging platform to deepen cultural awareness and enhance language proficiency. This article explores the potential of extracurricular

activities in fostering cultural awareness among primary school foreign language learners.

Cultural awareness, the ability to understand and appreciate cultural differences and similarities, is a crucial aspect of foreign language learning. It involves recognizing and respecting diverse values, beliefs, customs, and behaviors (UNESCO, 2017). Understanding cultural contexts enhances language proficiency by providing learners with the background needed to grasp linguistic expressions and idiomatic language, making the learning process more meaningful (Littlewood, 1981). Moreover, cultural awareness equips learners with intercultural competence, enabling them to communicate effectively and appropriately with people from different cultural backgrounds (Byram, 1997). It also fosters empathy and a sense of global citizenship, aligning with UNESCO's goals of preparing learners for the challenges of the 21st century (UNESCO, 2017). Extracurricular activities provide students with engaging, immersive, and practical opportunities to explore different cultures. Language clubs offer informal settings for practicing language skills through cultural events like cooking workshops, music performances, and movie nights, enhancing both linguistic and cultural exposure (Oxford, 1990). Cultural festivals allow students to showcase their language skills while appreciating diverse traditions through activities such as traditional dances, crafts, and foods, aligning with communicative language teaching principles that emphasize real-world application (Littlewood, 1981). Virtual exchanges use technology to connect students with peers globally through video calls or collaborative projects, fostering authentic communication and cultural understanding (Tomlinson, 2011). Additionally, project-based learning enables students to delve deeply into cultural topics through activities like creating cultural presentations or multimedia content, further enhancing their language skills (Tomlinson, 2011).For extracurricular activities to be effective, teachers need adequate training and resources. Cultural competence training equips educators to handle cultural topics sensitively and accurately, ensuring content is presented inclusively and respectfully (Byram,

1997). Developing lesson plans that integrate extracurricular activities with language learning objectives ensures alignment with curriculum goals (Oxford, 1990). Teacher networks for sharing resources and ideas can inspire innovative activity designs and facilitate implementation (Tomlinson, 2011). Additionally, parental involvement strengthens the impact of these activities by supporting student participation and extending learning beyond the classroom (UNESCO, 2017). To successfully implement these impactful extracurricular activities, teachers require adequate training and support, encompassing several key areas: cultural competence training, equipping teachers with the knowledge and skills to sensitively and accurately teach about diverse cultures; curriculum development, enabling teachers to create culturally relevant lesson plans and activities aligned with the language curriculum; resource sharing, facilitating implementation through teacher networks exchanging ideas and best practices; and parental involvement, strengthening program impact by encouraging parental participation in extracurricular activities (Oxford, 1990). This holistic approach ensures that students develop not only linguistic skills but also intercultural communicative competence.

Conclusion Extracurricular activities are instrumental in fostering cultural awareness among primary school foreign language learners. By offering authentic language use opportunities and cultural immersion, these activities enhance language proficiency, intercultural competence, and global citizenship. Teacher training and community involvement are essential to the success of such programs. As educators adopt culturally rich extracurricular activities, they empower students to become empathetic and informed global citizens.

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THE SIGNIFICANCE OF COMPARATIVE LINGUISTICS IN FOREIGN LANGUAGE INSTRUCTION

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Abstract. *The article focuses on the study of foreign language instruction through a comparative lens. The author discusses the theoretical and practical importance of this approach and highlights the insights of various scholars who have contributed to the advancement of the comparative study method in foreign language education.*

Keywords. *Linguistics, Comparative Linguistics, Foreign Language Teaching, Cultural Insights, Teaching Methods*

Introduction. In our increasingly interconnected world, the ability to communicate multiple languages has become a highly sought-after skill. As language learners strive to find effective teaching methods, comparative linguistics stands out as a valuable approach that can significantly enhance language instruction. This article explores the importance of comparative linguistics in the

context of foreign language teaching, highlighting its advantages for both instructors and students.

Main Part. Comparative linguistics is the study of the similarities and differences between languages, often focusing on their historical evolution, structural aspects, and phonetic systems. By analyzing these features, linguists can trace the development of languages and identify general roots, which can be particularly convenient in understanding language families. This discipline not only provides insights into individual languages but also fosters a deeper appreciation for the complexities of human communication.

Comparative linguistics is essential for grasping how languages develop, evolve, and relate to various cultures and societies. It examines words in different languages that share a common etymological background. It also involves analyzing the phonetic systems of languages to uncover both similarities and differences. Additionally, it looks at how words are structured and formed across different languages. The interactions between speakers of different languages can lead to mutual influences. Linguists observe regular patterns of sound changes that occur in specific linguistic contexts, aiding in the reconstruction of proto-languages. Moreover, the borrowing of words from one language to another can significantly impact comparative linguistic studies.

Incorporating comparative linguistics into foreign language curricula can lead to more effective and engaging lesson plans. By integrating comparisons between the target language and students' native languages, educators can create context-rich learning experiences that resonate with learners' backgrounds. Language is deeply intertwined with culture. Comparative linguistics explores a framework for exploring cultural nuances that influence language use. By examining idiomatic expressions, social norms, and historical contexts, students gain a more holistic understanding of the language they are learning, making their assignments more relevant and fuller of meaning. The insights gained from comparative linguistics can be integrated with other disciplines such as anthropology, history, and

sociology. This interdisciplinary approach enriches the learning experience by allowing students to see language as a living entity shaped by various factors beyond mere vocabulary and grammar.

While the benefits of comparative linguistics in foreign language teaching are clear, educators must also be mindful of potential challenges. Overemphasizing similarities may lead to misconceptions about differences that are crucial for accurate communication. Moreover, teachers should be cautious not to assume that all students have the same level of proficiency in their native language, individual backgrounds can vary widely.

Conclusion. The article emphasizes the significance of comparative studies in foreign language instruction, illustrating how this approach can enhance pedagogical practices and improve language learning outcomes. It highlights the contributions of various scholars to the field, suggesting that a comparative lens allows educators to identify effective strategies, understand diverse educational contexts, and adapt methodologies to better meet the needs of learners. Ultimately, the article advocates for a more integrated and reflective practice in foreign language education, encouraging educators to draw on insights from different systems and cultures to enrich their teaching and foster more effective language acquisition.

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THE EDUCATIONAL BENEFITS OF COMPARATIVE LINGUISTICS TO ENHANCE THE LANGUAGE ACQUISITION

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Abstract. *This article contains comments on the methodology of teaching foreign language classes. In the lessons, information is given about the formation of independent thinking of students based on the use of foreign language and mother tongue and several advantages of this.*

Key words. *foreign language, mother tongue, listening, speaking, reading, writing, skills, pedagogy.*

Introduction. Comparative typology deals with the theory and practice of languages. The tasks of comparative typologies are to determine the commonality of similarities and differences in the language system. Comparative typology is of particular importance in improving the teaching of foreign languages. Comparing one subject with another is one of the most powerful means of understanding the world around us. The entire progress of the theoretical half of human knowledge about external nature has been achieved, in fact, in comparing objects and phenomena by similarity.

Comparative study is also of great theoretical importance, since the comparative method has a certain value not only for presenting the facts of a

foreign language in the process of teaching it, but also for scientific analysis and description of any language, including the native one, since comparing the facts of different languages allows you to better notice , characterize and comprehend the specific features of each language, and this, of course, is an important prerequisite to discover and comprehensively study the internal signs of language development. The importance of comparative study was also pointed out by such outstanding linguists.

Main part

Paying great attention to the comparative study of languages, V. N. Yartseva writes comparison is always inevitably included in the knowledge of the studied material. Even in studies that aim to describe any language as a closed system with plans lying outside and as, for example, is the case when comparing the plan of expression and the plan of content. Therefore, the comparison can be rolled up in the most universal way of studying the language material. Over the past hundred and fifty years, since the emergence of comparative historical linguistics, there has been a curious shift in the object of linguistic science has changed its temporal correlation. At the first stages of the development of the comparative historical linguistics and many years later, the main subject of study was ancient languages and early periods in the history of modern languages. Interest in the past, in stories, remained dominant in the science of language for a very long time, until the first decades of the last century. However, interest in modern languages has been growing noticeably in linguistics since the 70s of the XIX century. The young grammarians have already proclaimed the need for maximum the appeal to the language in its real existence, i.e. to the modern language. Nevertheless, it was precisely on the young dogmatic soil already at the beginning of the twentieth century. In different countries, the works of the largest scientists appear, seeking to describe the structure of a modern language as a certain system. In the foreign languages of knowledge of recent decades, there has been a revival of interest in theoretical problems, which for a long time were on the periphery of linguistic

science in many countries or even almost forgotten. The definition of the subject of comparative typologies is related to the definition of the subject of linguistic typologies in general. Comparative typology is one of the main sections of linguistic typology. It compares a limited number of language systems. The minimum limitation can be reduced to binary. The comparative typology is distinguished on the basis of a number of modifying factors, which include:

1. Indifference to genetic kinship and systemic proximity;
2. An understandable or contextual approach to comparison;
3. The limited number of languages being compared;
4. An inter-level approach to comparison;
5. Between language invariants;
6. The relative limitations of typological operations;
7. Minimality of the reference language;
8. Indifference to deep-surface identity..

Conclusion. Comparison (or juxtaposition) is one of the main methods of learning a language. However, depending on the object and purpose (direction) of the study, various branches of linguistics using the method of comparing languages are distinguished. The relationship between these industries can be represented as follows:

1. Comparative or comparative historical linguistics sets the task of determining the degree of kinship, community of origin of languages. The ultimate goal of comparative genetic analysis is to restore the basic language from which the languages under study developed, and the establishment of the laws by which this development took place.

2. Areal linguistics compares languages, regardless of their degree of kinship, in order to identify common elements in them, formed as a result of the mutual influence of the cultures themselves and those behind them or the influence of third languages on them. The object of such study is borrowed elements in languages, language contacts, language unions, and bilingualism. If comparative genetic

linguistics explores the primary kinship of languages, then areal is their secondary means, the affinity formed as a result of the actions of external linguistic factors. For example: the languages of the Central Asian republics (Uzbek, Karakalpak, etc.).

3. Comparative and typological linguistics studies languages regardless of their kinship in order to identify similarities and discrepancies in their structures, ways of expressing the same meanings and differences in the functions of the same type of elements of the language structure. Typological similarities are not directly related to the genetic relationship of languages. For example: you can compare German and Uzbek, English and Karakalpak languages.

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THE IMPORTANCE OF COMPARATIVE LINGUISTICS IN TEACHING A FOREIGN LANGUAGE

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Abstract. *In this article, the author explores in detail the definition and role of Comparative linguistics in language learning and teaching coupled with providing examples from comparative studies of different languages undergoing language development.*

Key words. *comparison, similarities and differences, borrowings, language families, language evolution.*

Introduction. What is Comparative Linguistics? Linguistics is the scientific study of language. Comparative Linguistics is the study of human language as a species-specific phenomenon in all facets of its occurrences. Why are languages the way they are? How come there are both remarkable similarities and extreme differences in the languages of the world? How do languages change? Comparative Linguistics is chiefly interested in general patterns that shape each and every language, both in their current structure (synchrony) and in their historical developments (diachrony).

Main body. In other words, Comparative Linguistics is a discipline that seeks to formulate general principles of language. The kinds of principles that are studied in Comparative Linguistics cover the nature of the language faculty and the architecture of grammar, the evolution and history of language families and language areas, general patterns in the acquisition of languages by children and adults, and the relationship of languages with social and cultural structures on the one hand, and with patterns in cognition and the brain on the other hand. An education in Comparative Linguistics includes the study of the key dimensions

along which languages tend to be organized:- phonetics (the study of speech production and perception)- phonology (how sounds or gestures function together in differentiating words)- morphology (the formation and composition of words)- syntax (the formation and composition of sentences)- semantics (the study of meaning)- pragmatics (how context influences meaning)**Language development.** A language is a process that "lives" its own life, reacting to the surrounding world. Sometimes it is necessary to look at the historical development of a given country, in order to understand the emergence and disappearance of some terms in a certain language.

In France when one addresses an unmarried woman, he or she says "mademoiselle", in Spain – "señorita", in England – "Miss". In Germany one used to say "Fräulein". Why is this form out of use nowadays? What was the reason for such significant change? Fräulein according to its structure presents a diminutive form of the word Frau (woman). In the beginning of the twentieth century, Fräulein were working women, who had a bad salary. After their marriage they normally stopped working (because their husband earned enough money or he did not allow his wife to work) and then they were called Frau. In the fifties, after the Second World War, there remained many unmarried women, who did not have children. They thought it was improper to be addressed with the diminutive suffix "lein". They brought forward the argument that for men there exists only one form "Herr". They achieved their purpose and, in the seventies, it was decided to address all women with Frau.

It has already been mentioned, that languages keep developing constantly. For example, in the recent years the German language has been borrowing a lot of English (American) words. Unconsciously Germans use a lot of anglicisms in their speech. For example, many English verbs are used with typical German verb endings –en and –ieren (to check — checken, to load — loaden, to involve — involvieren, to realize — realisieren). A lot of English adjectives are used in Germany in their original form. They have become a part of German sentences,

preserving the English way of writing. (“Das ist echt cool”. — “It’s really cool”. “Clever gemacht”. —“Clever made”. “Er sah happy aus”. — “He looked happy”.) Some English prefixes are used with German words. For example, one says “Ex-Frau” (ex-wife). Anglicisms are used in different expressions: “nicht ganz fit sein” (“not to be fit”), “viel Power haben” (“to have a lot of power”).

Conclusion. It is evident that language regions are groups of languages that impacted one another during times of intense language interaction, according to areal comparative linguistics. A foreign language process heavily relies on comparative linguistics although languages in the world diverse because of cultural differences, borrowings from each other help to understand and learn the language in a short term.

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THE CONTRIBUTION OF COMPARATIVE LINGUISTICS TO FOREIGN LANGUAGE TEACHING

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Abstract. *This article explores the significance of comparative linguistics in teaching foreign languages. The main objective is to demonstrate how analyzing the similarities and differences among languages can improve the effectiveness of language teaching. The study emphasizes the impact of comparative linguistics on vocabulary acquisition, grammar learning, and cultural understanding. By integrating these principles into language education, teachers can develop strategies that cater to diverse learner needs while fostering global communication and multilingualism.*

Key Words. *Comparative linguistics, foreign language teaching, multilingualism, grammar, cultural understanding, vocabulary acquisition.*

Introduction: Teaching foreign languages in today's globalized world requires innovative and inclusive methods. Comparative linguistics, the study of relationships between languages, offers valuable insights into language teaching. By comparing vocabulary, grammar structures, and cultural contexts, this field provides tools for designing effective lessons. This article examines how comparative linguistics aids in addressing common challenges in language learning, helping educators create meaningful and adaptable teaching strategies.

Main Part:

Vocabulary Development: One of the most significant contributions of comparative linguistics is in vocabulary acquisition. By identifying cognates—words with shared origins—teachers can help students connect new words with those in their native language. For instance, an English learner with a background in Russian might recognize that "information" (English) and "информация"

(Russian) share a root. Such connections reduce anxiety, making the learning process more accessible and engaging.

Understanding Grammar: Grammar often poses challenges for language learners. Comparative linguistics helps by highlighting similarities in structures across languages. For example, English and Uzbek both use subject-verb-object sentence structures, which can ease the learning process for Uzbek students studying English. Moreover, understanding differences, such as the use of articles in English compared to their absence in Uzbek, allows educators to focus on areas where students might need additional support.

Cultural Context: Languages reflect their cultures, and understanding cultural nuances is key to effective communication. Comparative linguistics emphasizes this connection by encouraging the inclusion of cultural elements in lessons. For example, teaching Japanese honorifics or English idioms alongside their cultural significance deepens students' understanding of how language operates in social contexts. This approach promotes cross-cultural competence and prepares students for real-world interactions.

Borrowing and Language Contact: Languages influence each other through cultural and historical contact, resulting in the borrowing of words and phrases. For instance, English has borrowed terms like "karaoke" from Japanese and "tsar" from Russian. Teaching the origins and evolution of these loanwords provides students with a broader perspective on linguistic diversity and historical connections. It also fosters curiosity and a deeper appreciation of how languages evolve through interaction.

Global Perspective and Multilingualism: Comparative linguistics encourages students to view languages as interconnected rather than isolated. This global perspective helps learners become more empathetic and adaptable. For instance, understanding the shared Indo-European roots of English and German can motivate students to explore both languages, fostering multilingualism.

Additionally, such an approach prepares students for a world where cross-cultural communication is increasingly essential.

Conclusion. Comparative linguistics plays a vital role in foreign language education by offering insights into vocabulary, grammar, and culture. It bridges gaps between languages, helping students learn effectively while promoting cross-cultural understanding. Incorporating this field into teaching strategies creates inclusive, engaging, and globally relevant language lessons. Ultimately, comparative linguistics not only enhances language acquisition but also prepares students to communicate confidently in a multilingual world.

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USING COMPARATIVE LINGUISTICS TO DEVELOP EFFECTIVE TEACHING MATERIALS

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Abstract. *Comparative linguistics plays a crucial role in teaching foreign languages by providing insights into the structural, lexical, and phonological differences and similarities between languages. Understanding these aspects enables educators to develop effective teaching strategies tailored to students' linguistic backgrounds, minimizing interference and enhancing comprehension. Comparative analysis helps identify common patterns, easing the learning process by leveraging familiar concepts from the learners' native language. Moreover, it promotes cultural awareness and appreciation, as language is inherently tied to culture. This paper discusses the significance of comparative linguistics in foreign language pedagogy, emphasizing its impact on curriculum design, error analysis, and multilingual competency development. By integrating comparative approaches, educators can foster a more efficient and engaging learning environment, ultimately equipping students with the tools to navigate linguistic diversity.*

Key words. *Language, aspects, comprehension, linguistic, culture, analysis, diversity, emphasizing.*

Introduction. Language is a fundamental tool for communication, bridging cultural and social divides. In an increasingly interconnected world, the ability to learn and teach foreign languages has become essential for fostering global understanding and collaboration. However, the process of acquiring a new language often presents challenges, particularly when linguistic structures differ significantly between the learner's native language and the target language. Comparative linguistics, as a field of study, provides valuable insights into these

differences and similarities, offering a systematic framework for analyzing languages.

By exploring phonological, morphological, syntactic, and semantic patterns across languages, comparative linguistics equips educators with strategies to address learners' specific needs. For instance, it can help identify areas of potential difficulty, such as false cognates or grammatical structures absent in the learner's native language, while also leveraging familiar patterns to facilitate easier comprehension. Furthermore, integrating comparative linguistic techniques in teaching fosters a deeper understanding of both the target language and the learner's native tongue, enhancing overall language proficiency.

This paper aims to highlight the importance of comparative linguistics in teaching foreign languages, examining its role in curriculum design, error correction, and the promotion of multilingualism. By recognizing the interconnectedness of languages, educators can create more effective, inclusive, and culturally responsive teaching practices.

Comparative linguistics is a vital field that examines the similarities and differences between languages, providing valuable insights for foreign language teaching. By understanding how languages relate to one another in terms of phonology, morphology, syntax, and semantics, educators can develop effective teaching methodologies that address learners' specific needs.

One of the key advantages of applying comparative linguistics in teaching is its ability to highlight areas of potential difficulty for students. For instance, linguistic features that do not exist in a learner's native language can pose challenges, while similarities can serve as bridges to understanding new concepts. Additionally, comparative linguistics helps identify and mitigate language transfer issues, such as interference or fossilization, by anticipating errors rooted in learners' first language structures.

Beyond its pedagogical benefits, comparative linguistics promotes cross-cultural awareness by demonstrating the interconnectedness of languages and the

cultures they represent. This approach encourages learners to appreciate linguistic diversity, making language acquisition a more enriching experience.

Comparative linguistics is an essential tool in the effective teaching of foreign languages. By analyzing the similarities and differences between languages, it enables educators to identify potential challenges and opportunities for learners. This approach helps minimize language interference, address common errors, and leverage linguistic patterns to facilitate easier acquisition of the target language.

Moreover, the application of comparative linguistics fosters cultural understanding and appreciation by highlighting the interconnectedness of languages and their cultural contexts. It not only enhances linguistic proficiency but also encourages learners to adopt a more global perspective.

Conclusion. Incorporating comparative linguistic principles into foreign language education leads to more targeted, efficient, and engaging teaching practices. As language remains a critical medium for communication and cultural exchange, the role of comparative linguistics in shaping multilingual and culturally aware individuals cannot be overstated.

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THE SUBSTANTIAL SIDES OF THE CONTRASTIVE LINGUISTICS, COMPARING THE STRUCTURES AND VOCABULARIES IN DIFFERENT FOREIGN LANGUAGES.

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Abstract. *Comparative linguistics plays a pivotal role in the effective teaching of foreign languages by analyzing the similarities and differences between languages. This study explores the significance of comparative linguistics in understanding linguistic structures, enhancing cultural awareness, addressing interference and error patterns, and facilitating multilingual education. By comparing the native language (L1) and the target language (L2), educators can design instructional strategies that simplify complex linguistic concepts and bridge cultural gaps. Additionally, comparative analysis helps identify and mitigate common learner errors caused by language interference. The findings highlight how integrating comparative linguistics into language teaching not only accelerates acquisition but also fosters intercultural competence, making it an invaluable asset in modern education.*

Key words. *Comparative linguistics foreign language teaching linguistic structures language interference cultural awareness multilingual education language acquisition intercultural competence.*

Introduction. In the field of language learning and teaching, various branches of linguistics play a crucial role. One of these is comparative linguistics, which focuses on analyzing the similarities and differences between languages to identify their shared and unique features. Comparative linguistics is particularly valuable in teaching foreign languages, as it helps develop effective instructional methods and addresses the challenges learners face. By drawing parallels between the native language and the target language, educators can enhance learners' comprehension and facilitate a smoother acquisition process.

This article explores the significance of comparative linguistics in foreign language instruction, emphasizing its benefits for understanding linguistic structures, cultural nuances, and the cognitive processes involved in language learning.

Main body. Comparative linguistics is an essential field in language teaching, particularly in foreign language instruction, as it focuses on analyzing the similarities and differences between languages. This analysis offers valuable insights into linguistic structures, cognitive processes, and cultural elements, enabling educators to create effective teaching strategies.

One of the core contributions of comparative linguistics is its role in understanding the structural differences between languages. For instance, phonology, morphology, syntax, and semantics often vary significantly between a learner’s native language (L1) and the target language (L2). These variations can present challenges for learners but also opportunities for educators to create targeted lessons. For example, English has a subject-verb-object (SVO) word order, while Uzbek follows a subject-object-verb (SOV) structure. Teaching learners to identify and adapt to this difference improves their ability to construct sentences accurately in the target language.

Another critical area of comparative linguistics is its ability to enhance cultural understanding. Language is a reflection of culture, and understanding how linguistic features encode cultural values helps learners appreciate the context in

which the target language is used. For example, English often employs indirect expressions of politeness, such as modal verbs ("Could you pass the salt?"), while Uzbek tends to use direct expressions. Highlighting these differences not only aids communication but also fosters respect for cultural diversity.

Comparative linguistics also helps address interference, a phenomenon where learners apply rules or patterns from their native language to the target language. Such interference can lead to errors in pronunciation, grammar, or word choice. For instance, Uzbek learners may struggle with English articles, which do not exist in their native language. Through comparative analysis, educators can design exercises that help learners understand and practice using articles effectively, such as distinguishing between definite and indefinite forms.

Lastly, comparative linguistics underscores the interconnectedness of languages, promoting the idea that no language exists in isolation. This perspective helps dismantle biases and encourages learners to approach language learning with an open mind. It also instills confidence in learners by demonstrating that mastering a foreign language is an achievable goal with the right strategies and tools.

Conclusion. Comparative linguistics serves as a powerful tool in foreign language education, providing valuable insights into linguistic structures, cultural nuances, and learner-specific challenges. By leveraging the principles of comparison, educators can enhance the effectiveness of their teaching methods and foster a deeper understanding of both the target language and its cultural context.

Moreover, comparative linguistics not only facilitates language acquisition but also promotes intercultural communication and multilingual proficiency, making it an essential component of modern language education. As global interactions continue to expand, the role of comparative linguistics in equipping learners with the skills to navigate diverse linguistic landscapes remains indispensable.

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THE FUNCTION OF COMPARATIVE LINGUISTICS IN IMPROVING THE EFFECTIVENESS OF FOREIGN LANGUAGE INSTRUCTION

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Abstract. *This article aims to investigate how comparative linguistics aids in enhancing the teaching and learning of foreign languages. By analyzing language structures, phonetics, and semantics across various languages, comparative linguistics offers valuable insights that help in developing effective teaching approaches. The study reviews theoretical viewpoints and practical applications, emphasizing its significance in overcoming linguistic obstacles encountered by learners.*

Key words. *Comparative linguistics, teaching of foreign languages, the process of language acquisition, the study of phonetics, grammar rules, cultural understanding, education in multiple languages, and challenges in linguistics.*

Introduction. In our globalized society, the need for foreign language proficiency has increased significantly. Comparative linguistics, a discipline that

studies the differences and similarities among languages, is essential in the realm of foreign language education. By exploring grammar, phonetics, and vocabulary patterns, comparative linguistics allows educators to devise teaching methods that close linguistic gaps. This article explores how findings from comparative linguistics improve language acquisition and teaching effectiveness.

Theoretical Foundations. Comparative linguistics examines language structures to identify universal grammar principles, as suggested by Noam Chomsky. Uzbek researcher G. Makhkamova points out that grasping typological characteristics aids in developing teaching methods specific to each language (Makhkamova, 2018, pp. 45-48). Such frameworks enable teachers to customize lessons according to their students' native languages.

Practical Applications in Teaching. Comparative linguistics helps recognize common mistakes resulting from language interference. For instance, learners of English often struggle with articles and tenses due to structural differences in their native languages. J. Jalolov (2014) contends that emphasizing comparative syntax clarifies intricate grammar rules, thus minimizing confusion for students (Jalolov, 2014, pp. 101-105).

Addressing Pronunciation Issues. Phonetic analyses bring to light pronunciation difficulties that students encounter. Sh. Ashurov (2016) emphasizes that identifying these pronunciation trends allows teachers to create activities that improve pronunciation precision (Ashurov, 2016, pp. 89-92). This is especially critical for languages that have distinct phonetic characteristics, such as English and Uzbek.

Cultural and Semantic Insights. Languages are closely linked to cultural elements. Comparative linguistics reveals cultural subtleties that enhance learners' grasp of idiomatic phrases and semantic variations. This method not only aids language comprehension but also nurtures cross-cultural understanding.

Conclusion. Comparative linguistics is a vital resource in the teaching of foreign languages. By highlighting both linguistic similarities and differences, it

equips educators with effective strategies for addressing challenges. The fusion of linguistic theory with practical teaching techniques creates a richer and more effective learning environment. Uzbek researchers, such as J. Jalolov and G. Makhkamova, highlight the importance of developing specific and efficient teaching strategies. Incorporating these perspectives improves not only language skills but also cultural awareness, promoting a holistic approach to learning foreign languages.

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THE ROLE OF COMPARATIVE LINGUISTICS IN LANGUAGE TEACHING METHODS

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Abstract. *This article discusses the role of comparative linguistics in the methodology of foreign language teaching, the history of its development as a discipline, the types of modern methods used in the methodology of foreign language teaching, and their use.*

Keywords: *methodology, innovation, foreign language, communication, skills, competence, didactics, intercultural dialogue.*

Introduction. In the first half - middle of the twentieth century, the problem of contact between two languages in methodology was interpreted as the problem of using the native language to gradually get rid of it while mastering a foreign language. In this form, it was thoroughly examined in the works of E. Otto and H. Flagstad. Thus, the requirement to eliminate the native language from the process of teaching a foreign language, put forward in the second half of the nineteenth century, was replaced by the directly opposite requirement to rely on the native language as an auxiliary factor designed to facilitate the process of teaching a foreign language.

Main part. For a long time, the use of the native language in studying a foreign language was associated with the didactic principle of conscious learning. It was assumed that students should be aware of the various properties of the studied phenomenon of the foreign language (historical and etymological data, systemic relations, interlingual parallels), and the comprehension of all this material should inevitably be carried out with the help and based on the native language and result in the comprehension of the "deep" essence of both languages. Such an interpretation of the principle of consciousness led to substituting practical speech activity in the classroom with theorizing, comparing and comparing two languages. Such an implementation of the principle of consciousness, carried out supposedly by the general educational goals of teaching, in reality, did not serve these goals, and especially not the goals of practical acquisition of a foreign language.

The revision of the content of the didactic principle of consciousness to the methodology of teaching foreign languages was carried out in the works. In the methodological works it was shown that the most effective way of implementing the principle of consciousness in teaching a foreign language and, consequently, the way of achieving the general educational goals of teaching consists in practical proficiency in the oral and written forms of a foreign language.

The problem of the relationship between two languages in the process of teaching a foreign language contains at least three aspects:

1) interference of existing experience in the native language,

2) its positive transfer

3) the use of the native language as an auxiliary tool during foreign language classes.

In the works of authors who at one time criticized the translation-grammar methods of teaching, in which the falsely interpreted principle of consciousness found its expression, the question of the role of the native language was associated mainly only with the third of the above-mentioned aspects.

The identification of all cases of interference, as well as all cases of useful transfer, is achieved as a result of a thorough comparison of the two languages at all levels: phonetic, morphological, syntactic, and textual.

Based on the experience of teaching foreign languages, an approximate classification of phenomena of the studied foreign language against the background of the native language was developed:

1) identical,

2) partially identical

3) completely different.

The comparative method is aimed at finding similarities in languages, for which it is necessary to filter out differences. Its goal is to reconstruct the former by overcoming the existing. The comparative method is fundamentally historical and pragmatic. Its main technique: using auxiliary diachronic, to establish different

cuts of synchrony "under the asterisk". The comparative method must fundamentally de-individualize the languages under study in search of reconstructing the proto-reality. ... The comparative method, on the contrary, is based only on synchrony, tries to establish the differences inherent in each language separately, and must be wary of any similarity, since it pushes towards leveling the individual and provokes the substitution of the alien with one's own. Only a consistent definition of contrasts and differences between one's own and the alien can and should be a legitimate goal of comparative language research. ... Unlike the comparative method, the comparative method is fundamentally pragmatic, it is aimed at certain applied and practical goals, which in no way removes the theoretical aspect of considering its problems.

Conclusion. The influence of the native language on the acquisition of a foreign language can be both favorable and inhibiting. The latter occurs when the influence of the native language manifests itself spontaneously and remains uncontrollable, "when the teacher ignores the native language or uses it ineptly." On the contrary, the peculiarities of the native language taken into account in advance and the corresponding techniques help to use favorable moments and minimize interfering ones. Comparison of two grammars in terms of operations shows which rules are subject to replacement (differences) and which do not need it (similarities). Although the area of similarities between two different languages may be quite insignificant, it nevertheless does not require the formation of educational actions-exercises. In addition, similarities of a partial nature can be used as a transitional stage to mastering differences. The area of differences is the area of interference, i.e. the area of true educational difficulties and probable errors. In this sense, the statement is true that to master a foreign language means to master its difficulties. Defining them in advance and reflecting them in the system of exercises is one of the most important tasks of the methodology.

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THE RELEVANCE OF COMPARATIVE LINGUISTICS IN FOREIGN LANGUAGE EDUCATION

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Abstract. *The discipline of comparative linguistics, which systematically investigates the correspondences and divergences among languages, is of paramount significance in the sphere of foreign language pedagogy. By elucidating linguistic patterns and exploring cross-linguistic interactions, this field equips educators with essential insights to address learners’ challenges and optimize their linguistic proficiencies. This article delves into the theoretical underpinnings and pedagogical implications of comparative linguistics, with particular emphasis on phonological, morphological, syntactic, and semantic aspects, as well as their cultural and cognitive ramifications. The integration of comparative linguistic principles into instructional methodologies has the potential to profoundly enhance language acquisition and teaching efficacy.*

Keywords. *Comparative linguistics, foreign language education, cross-linguistic influence, linguistic interference, second language acquisition*

Introduction. The teaching of foreign languages necessitates an intricate understanding of how learners assimilate new linguistic systems, often in juxtaposition to their native language. The discipline of comparative linguistics, which scrutinizes the interrelations and discrepancies between languages, offers an invaluable framework for navigating this complex process. Through the systematic comparison of linguistic features, educators can preempt potential obstacles and devise pedagogical strategies that facilitate language acquisition. This paper critically examines the multifaceted contributions of comparative linguistics to foreign language education, underscoring its role in addressing linguistic interference, fostering positive language transfer, and creating pedagogically sound instructional resources.

Main Part

1. Unveiling Linguistic Parallels and Divergences

Comparative linguistics serves as a pivotal tool in discerning the structural affinities and dissimilarities between a learner's native language (L1) and the target language (L2). These insights are instrumental in:

- Identifying linguistic parallels that can expedite the learning process (e.g., cognates such as nation in English and nación in Spanish).
- Anticipating error-prone areas, including false cognates (actual in English versus actual in Spanish, meaning "current").
- Addressing structural discrepancies, such as divergent syntactic orders (e.g., Subject-Verb-Object in English versus Subject-Object-Verb in Japanese).

2. Mitigating Cross-Linguistic Interference

Cross-linguistic interference, wherein the structural properties of the L1 adversely affect the acquisition and use of the L2, constitutes a prevalent barrier in

foreign language learning. Comparative linguistics offers a systematic approach to predict and address such phenomena:

- Phonological interference: Learners may encounter difficulties producing phonemes absent in their L1 repertoire (e.g., English speakers struggling with the guttural sounds of Arabic).
- Morphosyntactic interference: The direct transference of grammatical structures from L1 to L2 often results in syntactic anomalies or lexical errors (e.g., a Spanish speaker erroneously omitting the auxiliary verb in English past tense constructions).

By systematically analyzing these influences, educators can develop interventions that minimize the deleterious effects of negative transfer and amplify the benefits of positive transfer.

3. Integrating Comparative Linguistics in Pedagogical Practices

The application of comparative linguistics within the classroom can take diverse forms, including:

- Contrastive analysis: Explicitly juxtaposing L1 and L2 structures to elucidate linguistic similarities and differences.
- Error analysis: Employing diagnostic assessments to identify and address error patterns originating from cross-linguistic interference.
- Interactive activities: Designing language games and collaborative tasks that highlight cross-linguistic contrasts, fostering both cognitive engagement and active participation.

Such practices not only enhance learners' linguistic accuracy but also cultivate their ability to navigate multiple linguistic systems with greater proficiency.

Conclusion . In summary, comparative linguistics constitutes an essential resource in the field of foreign language pedagogy, offering both theoretical insights and practical strategies to address the multifaceted challenges of language acquisition. By analyzing the interconnections and divergences between languages,

educators can devise pedagogical approaches that align with learners' cognitive and linguistic profiles, preempt common errors, and harness cross-linguistic synergies. The integration of comparative linguistics into educational practices not only augments linguistic competence but also fosters intercultural sensitivity, thereby equipping learners with the skills to thrive in an increasingly globalized world.

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THE BENEFITS OF COMPARATIVE LINGUISTICS FOR TEACHERS AND LEARNERS

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Abstract. *Comparative linguistics, which examines similarities and differences between languages, is an essential tool in foreign language education. This paper highlights its benefits for teachers and learners. For*

educators, it helps predict linguistic challenges, address errors, and design effective lessons. For learners, it aids in recognizing similarities, understanding differences, and building confidence. Furthermore, it promotes cultural and linguistic awareness, learner independence, and multilingual inclusivity. By integrating comparative linguistics into teaching, educators can enhance the effectiveness of language learning and foster appreciation for linguistic diversity.

Keywords. *Comparative linguistics, foreign language education, cross-linguistic transfer, learner independence, linguistic diversity, cultural understanding, multilingual education*

Introduction. Language learning is a complex process influenced by the similarities and differences between the learner's native language and the target language. Comperative linguistics, the scientific study of these linguistic parallels and contrasts, offers valuable insights for educators and learners. By understanding cross-linguistic influences, educators can design more effective teaching strategies, while learners can navigate the challenges of acquiring a foreign language with greater ease. This article explores the practical benefits of comperative linguistics in enhancing language teaching and learning experiences.

Main Text

1. Benefits for Teachers :

Comparative linguistics equips teachers with tools to address learner needs effectively:

Predicting Challenges: Teachers can identify common obstacles, such as phonological or grammatical differences, and prepare focused interventions.

Addressing Errors: Cross-linguistic knowledge enables teachers to recognize and correct mistakes caused by language transfer.

Designing Lessons: Lessons can be tailored to emphasize the contrasts and overlaps between the native and target languages, facilitating a structured learning process.

2. Benefits for Learners

For learners, comperative linguistics simplifies and enriches the language acquisition process:

Leveraging Similarities: Recognizing shared elements, such as cognates or parallel grammatical structures, speeds up learning and builds confidence.

Understanding Differences: Awareness of distinctions between languages helps avoid common errors and deepens comprehension.

Building Confidence: By seeing connections between what they already know and the new language, learners feel more capable and motivated.

3. Fostering Awareness and Autonomy

Comparative linguistics nurtures cultural understanding and independent learning:

Cultural Awareness: Studying linguistic differences reveals insights into cultural norms and communication styles, fostering effective interaction.

Learner Autonomy: Students develop critical thinking skills, enabling them to analyze patterns and address their own linguistic challenges independently.

4. Multilingual Inclusivity

In diverse classrooms, comperative linguistics bridges linguistic gaps:

Celebrating Diversity: It promotes respect for all linguistic backgrounds, creating an inclusive and supportive learning environment.

Building Connections: Highlighting shared linguistic features across multiple languages fosters a sense of unity among learners.

Conclusion. The integration of comperative linguistics in foreign language education benefits both teachers and learners. For educators, it enhances teaching strategies, while for learners, it simplifies language acquisition and builds confidence. Additionally, it fosters cultural appreciation

and supports independent learning, making it an indispensable tool in multilingual and multicultural contexts.

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THE ROLE OF COMPARATIVE LINGUISTICS IN TEACHING FOREIGN LANGUAGES

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Abstract. *This thesis examines the role of comparative linguistics in teaching foreign languages. Comparative linguistics, as a branch of study, analyzes similarities and differences between languages, which aids in understanding*

linguistic structures and improving teaching methodologies. By identifying patterns, cognates, and grammatical parallels, educators can design more effective strategies that facilitate language acquisition. The thesis also explores practical applications of comparative linguistics in curriculum development and classroom activities, emphasizing its contribution to overcoming common learning challenges and fostering linguistic competence.

Keywords. *Comparative linguistics, Foreign language teaching, Linguistic structures, Cognates, Language acquisition, Curriculum development.*

Introduction. Language learning has always been a key factor in fostering global communication, understanding, and cooperation. As the world becomes increasingly interconnected, effective methods for teaching foreign languages are more vital than ever. Crystal (2003) mentions that one such method involves leveraging the principles of comparative linguistics, a field dedicated to studying similarities and differences between languages.

Understanding Comparative Linguistics

Comparative linguistics focuses on analyzing linguistic elements such as phonology, morphology, syntax, semantics, and pragmatics across languages. Ellis (2008) says by identifying shared characteristics and structural variations, linguists gain insights into the relationships between languages and their historical evolution. These findings have direct implications for foreign language teaching, as they provide educators with a framework to understand learners' linguistic backgrounds and the potential challenges they may face.

For instance, comparative linguistics can reveal why certain language learners struggle with specific sounds or grammatical structures. Lado (1957) explains that a native Japanese speaker learning English may find it difficult to differentiate between the /l/ and /r/ sounds because these phonemes do not exist distinctly in Japanese. Recognizing such challenges enables teachers to design targeted interventions.

Enhancing Language Teaching through Comparative Linguistics

Identifying Similarities and Differences

One of the primary benefits of comparative linguistics is its ability to highlight linguistic similarities and differences. Odlin (1989) mentions these insights allow educators to draw attention to areas of transfer between a learner's native language (L1) and the target language (L2). Positive transfer occurs when elements of L1 facilitate learning in L2, such as cognates—words that share similar forms and meanings across languages (e.g., *information* in English and *información* in Spanish). Negative transfer, or interference, happens when differences between languages lead to errors. Wardhaugh (1970) says that teachers equipped with this knowledge can anticipate common mistakes and develop strategies to address them.

Facilitating Grammar Instruction

Comparative linguistics plays a critical role in teaching grammar by offering a systematic way to compare and contrast grammatical structures. For example, English relies on word order for sentence meaning (subject-verb-object), while Russian uses inflections and allows more flexible word order. Yule (2016) mentions that understanding these differences helps teachers explain why certain constructions may feel unnatural to learners and provides tools for teaching alternative ways of structuring sentences.

Improving Pronunciation Skills

Phonological differences between languages often pose significant challenges for language learners. Crytal (2003) explains that comparative linguistics aids in identifying these challenges, enabling teachers to focus on specific areas. For example, Arabic speakers may struggle with English vowel sounds, which are more varied than those in Arabic. Teachers can use phonetic comparisons to design exercises that address these pronunciation gaps, fostering more accurate and confident communication.

Vocabulary Acquisition

The study of etymology, a subfield of comparative linguistics, can enrich vocabulary teaching. Learners often find it easier to remember words when they understand their historical and linguistic roots. For instance, knowing that many English words are derived from Latin and French can help learners recognize patterns and make educated guesses about unfamiliar vocabulary.

Conclusion. The role of comparative linguistics in teaching foreign languages is invaluable. By bridging the gap between linguistic theory and practical application, it enhances the effectiveness of language instruction. From identifying potential challenges to facilitating cultural understanding, comparative linguistics equips educators with the tools to create dynamic and inclusive learning environments. As global communication continues to grow in importance, integrating comparative linguistics into language teaching will remain a cornerstone of effective education.

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THE TASKS OF COMPARATIVE LINGUISTICS

https://zenodo.org/records/14879284

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Abstract. *This article provides information about the current tasks comparative linguistics in the process of language study, its brief history, components and the linguists who contributed to the development of comparative linguistics.*

Key words*: comparative linguistics, comparative - historical linguistics, typology, contrastive linguistics, similarities and differences.*

Introduction. The Rise of the Comparative Method

Through voyages, conquests, trading, and colonialization from the sixteenth century onward, Europe became acquainted with a wide variety of languages. Information on languages from Africa, Asia, and America became available in the form of word lists, grammars, dictionaries, and religious texts, and attempts at classifying these languages followed. Large-scale word collections for language comparisons were a notable feature of the centuries after the Renaissance. Some landmarks were Konrad Gesner 1555, Gottfried Wilhelm Leibniz 1717, Johann Christoph Adelung 1782, 1806, Lorenzo Hervás y Panduro 1784, 1800, Peter Simon Pallas 1786, among others. These played an important role in the development of comparative linguistics.

Main Body: Why do we need comparison?

Comparison is a universal mental operation which enables us to define the similarities and difference, equality and inequality, identify and opposite. All of our knowledge is the result of comparison of different things and their properties with other similar things and their properties. In linguistics we should distinguish

internal and external comparison. External comparison means systematic comparing of two or more languages and in this cause comparison becomes a methods of linguistic investigation. Internal comparison units beginning from phonemes to text. Comparative Linguistics consists of three components – Comparative - historical linguistics, Typology and Contrastive linguistics.

The task of Comparative – historical linguistics

Comparative historical linguistics is a branch of linguistics that studies the relationships between languages and their historical development. It involves comparing languages to identify their similarities and differences, which can help reconstruct their ancestral forms and understand how they evolved over time. It is diachronic and investigates languages in these aspects: language families, phonetic, lexical, grammatical changes. the representatives of comparative historical linguistics are France Bob, Rasmus Rusk, Jacob Grimm and others who lived in the XVII - XIX centuries.

The task of Typology

The tasks of typology are as follows:

1) classification of the languages of the world;
2) to establish linguistic universals
3) to establish types of forms;
4) to work out metalanguages for comparing languages.

The representatives of Typology are V.Humboldt, A.Schleicher, J.Greenberg, Yu.V.Rozhdesvensky, B.Uspensky and others .In classification of languages different typologists precede from different linguistic features - morphological, syntactical, phonological etc. For example: B. Uspensky analyzed how language functions as a system of signs and its role in shaping cultural phenomena. Another Russian linguist is Y.V. Rozhdestvensky. He examined various language families, comparing their phonological, morphological, and syntactic structures. His research assisted refine methods for tracing the development of languages and their historical connections.

The Tasks of Contrastive Ling

In Contrastive linguistics we usually compare m other tongue and the foreign language we are learning. The Theoretical Tasks of Contrastive Linguistics:

1) To establish similarities and differences between the languages compared;

2) To fix the features of both languages escaped from the attention of linguists in the process of internal comparison of these languages;

3) To define the tendencies existing in both language;

4) To define the interlanguage equivalents;

5) To fix loan elements, if the languages compared are permanently in contact with each other;

6) To explain the reasons of the similarities and differences between the units compared as far as possible;

In Europe the earliest works on comparative linguistics appeared in XIX - XX centuries. In Central Asia the earliest work on comparative linguistics appeared in XI century. It was Diwan Lughat al - Turk (The Vocabulary of Turkic People) written by Mahmud al- Kashgari. The second earliest work on comparative linguistics in Central Asia was Muhakamat ul-Lughatayn (Thoughts on vocabularies) written by Alisher Navoi, great Uzbek poet, statesman, founder of the Uzbek literary language.

Conclusion. Comparative linguistics has played an important role in the issue of language since ancient times and it continues. It is not wrong to say that comparative linguistics is the most correct way to study the language in depth in all aspects. And this has been proven by linguists through their scientific research over the year.

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THE SIGNIFICANCE OF COMPARATIVE LINGUISTICS IN FOREIGN LANGUAGE LEARNING

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Abstract. *Comparative linguistics plays a critical role in foreign language teaching, helping educators understand how learners' native languages influence their second language acquisition. By analyzing grammar, vocabulary, and phonology, teachers can identify language transfer issues and improve teaching methods. This article explores the significance of comparative linguistics in overcoming challenges in language learning and enhancing grammar, vocabulary, and pronunciation.*

Keywords. *Comparative linguistics, second language acquisition, language transfer, grammar, phonology, vocabulary*.

Introduction. Comparative linguistics studies the similarities and differences between languages, focusing on how a learner's native language (L1) influences the acquisition of a second language (L2). Understanding these connections can help identify and address challenges in language learning, making the process

more efficient. This article explores how comparative linguistics helps with grammar, vocabulary, pronunciation, and language transfer

Grammar and Syntax

Comparative linguistics helps learners avoid grammatical errors by highlighting differences in sentence structure between languages. For instance, English follows a **Subject-Verb-Object (SVO)** order, while Japanese uses **Subject-Object-Verb (SOV)**. Without this awareness, learners may make mistakes in sentence construction. Additionally, certain grammatical features, like **noun gender** in languages such as Spanish or German, might not exist in English or Uzbek, causing confusion for learners. Understanding these differences helps educators design targeted exercises to address specific challenges.

Language Transfer and Interference

Language transfer refers to the influence of L1 on L2 learning. **Positive transfer** occurs when similarities between L1 and L2 make learning easier. For example, English and Uzbek share some sentence structures, aiding learners in acquiring English. **Negative transfer** (or interference) happens when differences between L1 and L2 lead to errors. For instance, Uzbek learners may struggle with English prepositions or word order due to L1 interference. Comparative linguistics helps identify these issues, allowing educators to focus on specific areas where students might face difficulties.

Vocabulary Acquisition

Comparative linguistics is also valuable for teaching vocabulary. Recognizing **cognates**, or words that share similar meanings across languages, helps learners build their vocabulary more quickly. For example, the English word “university” and the Uzbek word “universitet” are cognates, making them easier to remember. However, learners should also be aware of **false cognates**, such as the English word “magazine” (which means “journal” in English) but refers to a “shop” in Russian. Understanding these distinctions can prevent misunderstandings and improve lexical competence.

Phonology and Pronunciation

Pronunciation challenges are common in language learning, especially when there are significant differences between L1 and L2 sounds. For example, Uzbek learners may find it difficult to differentiate between English vowel sounds like "ship" and "sheep." Comparative linguistics helps pinpoint these differences, allowing teachers to focus on areas like **minimal pairs** (e.g., "bat" vs. "bet") or stress and intonation patterns. This approach improves learners' pronunciation and fluency.

Conclusion. Comparative linguistics is an essential tool in foreign language teaching. By analyzing the grammatical, lexical, and phonological connections between languages, educators can better address learners' needs. Understanding how language transfer works and applying comparative linguistics principles allows teachers to design more effective lessons and help students avoid common errors. As language teaching evolves, incorporating comparative linguistics will continue to be vital for successful language acquisition.

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THE ROLE OF COMPARATIVE LINGUISTICS IN ENHANCING FOREIGN LANGUAGE EDUCATION

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Abstract. *Comparative linguistics is a branch of linguistics that studies the similarities and differences between languages, and is of great importance in teaching foreign languages. This field helps educators develop effective teaching methods by comparing language systems, including aspects such as grammar, vocabulary, phonetics, and semantics. This article discusses how comparative linguistics can advance language learning, address student challenges, support cross-linguistic analysis, and enhance cultural awareness.*

Keywords. *Comparative linguistics, foreign language teaching, linguistic analysis, language acquisition, cultural competence.*

Introduction. In the era of globalization, the ability to communicate in several languages is more important than ever. Foreign language education is not only about learning to speak a new language; it also requires an understanding of the structure and cultural peculiarities of the language. Crystal (2003) notes that comparative linguistics, which studies the similarities and differences between languages, provides a systematic study of these peculiarities. For example, by comparing linguistic features such as syntax, phonetics, and semantics, educators can identify patterns that facilitate language acquisition and overcome learning barriers.

Main Text

One of the main effects of comparative linguistics on language learning is vocabulary acquisition. According to Ellis (1997), many languages have cognates, that is, words that have a common etymological root and are similar in form and meaning. For example, English and French have cognates such as information,

nation and culture. Understanding these similarities can help students expand their vocabulary more quickly and easily. At the same time, comparative linguistics helps to avoid false cognates - words that look similar but have different meanings. Lado (1957) notes that the Spanish word embarazada means "pregnant," not "ashamed." Identifying and teaching these differences ensures correct language use. Comparative linguistics also helps develop innovative teaching methods, such as contrastive analysis and error analysis. According to Richards and Rodgers (2014), these approaches involve predicting and systematically correcting common errors by comparing the learner's native language with the target language. For example, a contrastive analysis might reveal that Arabic-speaking learners drop the verb "to be" in English sentences (eg, "She is happy" instead of "She is happy"). Identifying such patterns allows educators to focus on complex areas and makes teaching more effective.

Conclusion. Comparative linguistics provides invaluable tools for improving foreign language teaching. As Richards and Rodgers (2014) point out, by identifying linguistic similarities and differences, educators can develop instructional strategies tailored to students' needs. From vocabulary acquisition to pronunciation and cultural understanding, the insights of comparative linguistics make language learning more effective and interesting. As the demand for multilingual skills increases, the integration of comparative linguistics into foreign language teaching is essential to prepare students to succeed in an increasingly interconnected world.

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TARJIMA JARAYONIDA MADANIYATLARARO MUNOSABATLARNING AKS ETTIRILISHI

ENHANCING CRITICAL THINKING SKILLS IN MIDDLE SCHOOL STUDENTS THROUGH INTERCULTURAL RELATIONS IN THE TRANSLATIONS PROCESS

https://zenodo.org/records/14879377

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Abstract. *Critical thinking is a fundamental educational skill, particularly for middle school students developing abstract thinking abilities. One effective method for fostering critical thinking is through intercultural relations in the translation process. Translation not only involves converting words but also understanding cultural nuances. This paper explores how engaging students in culturally reflective translation tasks enhances critical thinking by fostering analytical skills, encouraging multiple perspectives, and applying knowledge in real-world contexts.*

Key words. *Critical thinking, middle school, intercultural relations, translation, education, analytical skills.*

Introduction. Middle school is a critical stage for developing cognitive skills, including critical thinking. As students transition to abstract thinking, they benefit from activities that challenge them to analyze and evaluate ideas. Intercultural relations in the translation process offer a unique opportunity to engage students in such critical analysis. Translation requires understanding not only language but also the cultural and social contexts that shape communication.

By exploring cultural differences through translation, students reflect on how language conveys cultural values and worldviews. This reflection fosters critical thinking by challenging assumptions and encouraging deeper cognitive engagement.

Main Body. Translation tasks inherently involve cultural reflection. For example, translating the Finnish word *sisu*, which describes perseverance in

adversity, requires understanding its cultural roots. Similarly, idiomatic expressions and cultural references often lack direct equivalents, prompting students to analyze their significance. By working on such texts, students develop analytical skills by examining why certain concepts exist in one culture but not in another. They explore how language reflects different perspectives, fostering deeper understanding and critical analysis.

Critical thinking involves considering multiple viewpoints and exploring diverse solutions. Translation exemplifies this as students decide how to convey meaning across languages. Should they translate literally, adapt the expression to the target culture, or create a new equivalent?

These decisions require evaluating the implications of each choice. Through this process, students learn to approach problems from different angles, weigh alternatives, and justify their solutions—all essential components of critical thinking. Translation activities connect critical thinking to real-world contexts. Translating texts such as news articles or literary excerpts requires students to understand cultural, historical, and political nuances. These tasks help students apply their analytical skills in practical scenarios. Additionally, collaborative translation projects foster communication and teamwork. By sharing ideas and debating interpretations, students refine their understanding and develop interpersonal skills that complement critical thinking.

Conclusion. Integrating intercultural relations into translation tasks enhances critical thinking in middle school students. By engaging in activities that require cultural reflection and problem-solving, students develop analytical skills, consider multiple perspectives, and apply knowledge in meaningful ways. As globalization increases, such skills are crucial for students' academic and social success.

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THE INFLUENCE OF TRANSLATION IN INTERNATIONAL RELATIONS

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Abstract. *The translation process is a complex phenomenon that necessitates interdisciplinary research because it encompasses both cultural difficulties and the human cognitive realm. Also it plays a main role as a connection between two differ cultural countries. In this article I state the main role of translator in international connections, the clear definition of translation and relation and reflection of cross-culture relation in the process of translation.*

Key words. *Ambassador, diplomacy, intercultural relations, international connection, linguistic, translation, mediator.*

Introduction. The demand for and focus on interpreting and diplomacy in governments is rising dramatically as international relations continue to evolve. Language-speaking nations can communicate with one another through translation. Conveying concepts and events across time and location is the aim of translation, which aids in comprehension, application, or defense. Translation is essential to removing linguistic boundaries in a world that is becoming more interconnected by

the day. In many sectors, including business, diplomacy, healthcare, law, management, and education-fields that would be impossible to imagine without international relations-it is a vital instrument**.**

As a result, these fields always need someone who can translate. The internet, foreign media, and travel innovations have made communication between individuals even simpler. Every person must engage with others in order to live freely in such a globalized society and prevent isolation from the rest of the world.

Intercultural communication is therefore essential for everyone. Another important factor in these interactions is diplomacy. An ambassador is a diplomat who upholds amicable ties between nations and serves as a symbol of their nation. They are in charge of their country's economic, social, and political decisions. Through ambassadors, nations negotiate treaties and agreements and participate in international affairs.

Professionally speaking, translators and ambassadors serve as mediators, cultural bridge builders, and authorities in cross-cultural communication. They promote international understanding by making sure that meaning, tone, and cultural context are appropriately translated from one language to another. Translators assist in diplomatic talks, promote global cooperation, and ease the flow of information and cultural exchanges. As essential elements of intercultural communication, language and culture play a crucial role in this process. However, language proficiency by itself does not always equate to effective comprehension and communication. Participants frequently use their own cultural norms and expectations to understand the speech of representatives from other cultures. Misunderstandings may arise, and a total breakdown of communication may result, if cultural standards diverge greatly.

A mediator who can effectively convey information in a different linguistic and cultural environment is necessary to avoid misunderstandings in international relations. The translator bears this responsibility, and their proficiency is crucial to the effectiveness of intergovernmental communication. In addition to being fluent

in two languages, a translator or ambassador needs to be well-versed in the customs and values of both countries. Translation is a kind of cultural communication as well as a language procedure. The inextricable connection between language and values is always a part of the translation process. A country's language both reflects and shapes its culture. The cultural and communicative context of the source material must be taken into consideration by the translator when translating from one language to another.

In translation, two or more cultures interact in the same way as two or more languages do. Understanding the phenomenon of international relations requires recognizing the commonalities and distinctiveness of various cultures. The job of a translator includes representing a different culture and national identity in addition to translating text or conversations between languages. Successful international interactions necessitate not only linguistic proficiency but also familiarity with the customs, values, and conventions of a different cultural setting, as demonstrated by real-world experience. In international relations, this procedure ought to be the main means by which representatives of the opposing parties comprehend one another.

To sum up, translation plays a crucial role in international relations not only as a communication tool but also as a way to build political and cultural ties and alliances between countries. In order to maintain global stability and collaboration, translation quality is crucial. Ambassadors and interpreters are also viewed by officials of other states as emblems of their countries. People in these occupations must therefore approach their work with accountability and patriotism. Translation plays a fundamental role in fostering international relations by breaking down language barriers and facilitating mutual understanding. Effective translation ensures that ideas, agreements, and values are communicated accurately, promoting diplomacy, stability, and collaboration among nations. Translators and ambassadors serve as vital mediators, representing not only language but also the cultural identity of their countries.

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ACHIEVEMENTS AND PROSPECTS OF INTERCULTURAL INTERACTION IN THE TRANSLATION PROCESS

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Abstract. *In order to successfully communicate with representatives of different countries, it is necessary to know not only the appropriate language, but also the rules of foreign culture: behavior, psychology, culture, history of other countries, and most importantly, to understand the mechanism of communication in order to avoid misunderstandings of representatives of other cultures. need this article talks about the importance of intercultural communication, which is becoming increasingly relevant in the world today, and about the features that should be taken into account in the translation process.*

Keywords. *Humboldt, competence, lexical and phonological features.*

Introduction. In the 21st century, areas of linguistics are emerging that study language not only as a tool of communication and the result of thought, but also as a cultural expression of the nation. The foundation for the emergence of

these areas was laid in the scientific works of V. Humboldt, A.A. Potebnya and other scientists. In particular, V. Humboldt said, “The boundaries of the language of my nation determine the boundaries of my worldview”. Language not only performs the function of reflecting existence, but also transforms the existence and environment in which a person lives into his consciousness.

Main text. Intercultural communication is the study and application of knowledge about the “cultural perceptions and symbol systems” of people from different cultures. The intended meaning of any message differs when encoded by a person from one culture and decoded by another. The different meanings of symbols in different cultures also make interpretation difficult. In the application of intercultural communication, this means that people need to be aware of and accept the culture of others when communicating with them, and thus have meaningful communication.

“Intercultural communication” can be defined as interpersonal interaction between members of different groups, which is based on the knowledge and symbolic behavior shared by its members. Linguistic competence, also known as intercultural competence, is the cognitive, productive, and behavioral skills that lead to effective and appropriate communication with representatives of other cultures. Intercultural or intercultural education are terms used to describe training to achieve cultural competence. Cultural competence is the ability to understand, communicate with, and communicate effectively with people from different cultures.

In this process, students choosing the field of translation and translators working in the field should pay attention to the following:

- consider the semantic content, structure and communicative problems of the text;

- identify the main ideas, reflections, relationships;

- determine the connections of the text with extratextual phenomena with real truth;

- identify and take into account the style/register of speech;
- start from the context;
- involve background knowledge (and constantly expand and deepen it);
- use dictionaries, reference books, expert advice;
- check all names unknown to him;
- start from the logic of the word and the text as a whole.
- judge the meaning of the word in the original text by its main meaning.
- rely entirely on bilingual dictionaries.
- leave unconfirmed “doubtful” cases and semantic “wrong words”;
- rely only on assumptions and intuitions that you can verify;
- translate complete expressions and phrases.

To communicate with people of different nationalities, a person must have sufficient knowledge and control.

Conclusion. Language learning or teaching is aimed at developing students' communicative competence, which should not be limited to knowing and understanding only the grammatical, lexical and phonological features of the foreign language being studied, but should also be engaged in studying or teaching the culture of that language. Teachers should not only present and describe to their students how intercultural communication occurs, but also use practical tools, such as games or simulations, that can be implemented in intercultural communication. Effective intercultural and interpersonal (mutual) communication is impossible without a sufficient understanding of them. From birth, a person belongs to many groups and his communicative abilities are formed in them. From this point of view, it is also important to get acquainted with the culture and lifestyle of the people who are learning the language. This is primarily a result of respect and attention to that nation, and secondly, it cannot but affect the atmosphere of relations between states and countries.

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THE IMPORTANCE OF MYTHOLOGY IN THE TRANSLATION PROCESS

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Abstract. *This article explores the complex relationship between mythology and international relations in the translation process. Emphasizes how mythological stories in Uzbek and English literature reflect the historical and cultural contexts of their respective societies. The study examines the role of mythological figures and themes in the formation of cultural identities and values. Analyzing the interplay between mythologies and their cultural significance, the article highlights the importance of understanding these stories, which enables effective communication and fosters mutual appreciation between diverse cultures.*

Key words. *Mythology, history, gods, culture, religion.*

Introduction. Mythology plays a crucial role in forming the cultural narratives of societies. In both Uzbek and English literature, mythological themes mirror the historical and cultural backgrounds of their respective peoples. These myths were essential to ancient Greek religion, showcasing Olympian gods, demigods, and heroes, and were transmitted through oral traditions and later documented in written works, particularly in Homer's "Iliad" and "Odyssey". According to T.Mirzayev and Sh.Turdimov (2021) mythology is founded on stories that explain the origins of the cosmos, nature, humanity, celestial bodies, objects, and various phenomena.

The significance of mythology in both English and Uzbek literature reflects the historical and cultural changes within each society. Each mythology evolves uniquely, closely connected to the worldview, values, and traditions of its people. Mythology plays a crucial role in the translation process, influencing how narratives are conveyed across different cultures. Understanding mythology is essential for several reasons: Cultural Context: Mythological narratives are deeply rooted in the cultural and historical contexts of a society. Translators must grasp these backgrounds to accurately convey the meaning and significance of the myths.

Symbolism and Meaning: Myths often contain rich symbols and themes that may not have direct equivalents in the target language. A deep understanding of these elements is necessary to preserve the original intent and emotional resonance of the narrative.

Intercultural Dialogue: By translating mythological stories, translators facilitate communication and understanding between cultures. This exchange can enhance appreciation for diverse beliefs and traditions.

In English literature, mythology primarily draws from ancient Greek and Roman traditions. The influence of Classical Mythology is widespread, inspiring artists, writers, and scholars throughout Europe and America.For example, Greco-

Roman Mythology: Hamilton(2011) notices that the characters and gods of Greek and Roman mythology, such as Zeus, Aphrodite, Persephone, Apollo, are often found in English literature. Notable figures such as Zeus, Aphrodite, and Persephone frequently appear in the works of authors like Shakespeare and Milton. Milton's "Paradise Lost" incorporates gods and divine characters from Greek mythology, while Shakespeare blends mythology with realism, introducing themes of good versus evil into his narratives.

Additionally, English folklore enriches the mythological landscape with stories about figures like King Arthur and Robin Hood. Epic works such as "Beowulf" and Tolkien's "The Lord of the Rings" further showcase mythological imagery, emphasizing heroism and mythical beings, thereby creating new mythologies that resonate with European cultural traditions.

Uzbek Literature. Uzbek literature is deeply rooted in the ancient beliefs and narratives of Central Asia. It presents a unique fusion of cultures, rich in heroic epics and legends, often influenced by Islamic mythology. The "Quran" plays a significant role in shaping its narratives, introducing legendary figures, prophets, and moral teachings.

Uzbek myths frequently highlight folk beliefs and nature, featuring heroes with exceptional abilities. Works such as "Alpomish"exemplify these themes, depicting mythological characters connected to natural forces and their adventures.

Intercultural Dynamics in Translation. Translating these mythologies requires navigating the distinct historical, cultural, religious, and philosophical contexts of each tradition.

1. Mythological Figures and Gods: In Uzbek mythology, there are Gods that connect nature and man, for example, the God of the forest is considered a blessing of nature and embodies the importance of nature in Uzbek culture and farming practice. In addition, it is possible to say the God of the sky. The God of heaven sometimes represents human spirituality.

English literature draws heavily from Greek and Roman mythology, incorporating many well-known gods and mythological figures. These deities often embody various aspects of human experience, including love, war, wisdom, and fate.

2. Religious Influence: Islamic beliefs significantly influence Uzbek mythology, introducing themes of angels, paradise, and moral challenges. The struggle between good and evil is a central theme, reflecting the moral teachings of Islam.

English mythology, shaped by Christianity, often intertwines Judeo-Christian themes, particularly evident in works like "Paradise Lost," where the conflict between God and the Devil takes center stage.

3. Cultural Contexts: The differences between Uzbek and English mythologies underscore their unique cultural identities. Uzbek narratives focus on harmony with nature and community values, whereas English myths often explore moral complexities and individual challenges.

Conclusion. Translators serve as cultural intermediaries, connecting various mythological traditions. Their role goes beyond mere linguistic translation; it also demands a profound understanding of the cultural subtleties inherent in each myth. Djihane Nihal Abdelmalek(2021) artists, writers and scholars from Europe, America and beyond draw inspiration from Classical Mythology. References and allusions to Greek/Roman myths and heroes can be found everywhere, from film to theatre to everyday conversation. In addition, In translation, it is essential to capture the intercultural dynamics, preserving the core of each mythology while making it comprehensible to a wider audience. By translating, the depth of both Uzbek and English mythologies can be acknowledged, showcasing their distinct features while also uncovering the common human experiences they share.

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CULTURAL NUANCES IN TRANSLATION: A STUDY OF INTERCULTURAL DYNAMICS

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Abstract. *Translation is not merely a linguistic activity; it is a cultural endeavor that requires a deep understanding of cultural nuances. This article explores the challenges and strategies involved in translating across cultures, focusing on how cultural dynamics influence meaning, context, and interpretation. Key areas such as idiomatic expressions, cultural references, and politeness norms are examined to highlight the complexities of intercultural translation. By addressing these challenges, the article underscores the importance of cultural competence in achieving accurate and effective translations that resonate with diverse audiences.*

Keywords. *Translation, cultural nuances, intercultural dynamics, cultural competence, linguistic equivalence, idiomatic expressions.*

Introduction. Translation bridges languages, but it also bridges cultures. Effective translation goes beyond substituting words from one language into

another; it requires sensitivity to cultural context and an understanding of the values, traditions, and beliefs embedded in language. Cultural nuances—subtle differences in meaning, tone, and connotation—often present challenges in translation. This article examines the role of cultural dynamics in translation, focusing on the interplay between language and culture. By exploring key challenges and strategies, it highlights the critical importance of cultural awareness in translation and its implications for intercultural communication.

Main Text. Language is shaped by culture, and words often carry meanings that extend beyond their literal definitions. For example, the English phrase "break the ice" conveys starting a conversation or easing tension, but its cultural meaning may be lost if directly translated into languages without a similar concept. Translators must navigate such cultural nuances to ensure that the intended message resonates with the target audience. This involves not only linguistic knowledge but also an understanding of cultural contexts, traditions, and worldviews.

Idiomatic expressions are among the most challenging aspects of translation because their meanings are often culture-specific. For instance, the French idiom "avoir le cafard" (literally, "to have the cockroach") means "to feel sad" in English. A literal translation would confuse readers unfamiliar with the expression's cultural significance. To address this challenge, translators often use functional equivalence—finding an idiom or phrase in the target language that conveys the same meaning, even if the wording differs. This approach preserves the spirit of the original message while adapting it to the cultural expectations of the audience.

Conclusion. Translation is as much a cultural activity as it is a linguistic one. By addressing challenges such as idiomatic expressions, cultural references, and politeness norms, translators can bridge cultural divides and create meaningful connections between languages and communities. The integration of cultural competence into translation practices ensures that the essence of the original text is

preserved while making it accessible and relatable to diverse audiences. In an increasingly globalized world, understanding and respecting cultural nuances in translation is more important than ever for fostering intercultural communication and understanding.

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CULTURE IN TRANSLATION

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Abstract. *Translation is more than just converting words between languages—it involves transferring cultural meanings as well. Language and culture are closely linked, making it essential for translators to understand both to produce effective translations. This article explores the role of culture in translation, focusing on the difficulties of handling idioms, cultural references, and contextual differences. It highlights the importance of cultural awareness and critical thinking in overcoming these challenges. By ensuring cultural accuracy, translators can promote better communication and understanding across cultures.*

Keywords. *Culture, Translation, Cross-cultural communication, Idioms, Cultural awareness*

Introduction. Translation acts as a bridge between languages and cultures, enabling the exchange of ideas, literature, and traditions. However, it is not simply about replacing words with their equivalents in another language. Translation involves interpreting and conveying cultural values and contexts alongside linguistic meaning.

The concept of "culture in translation" highlights this, emphasizing how vital it is for translators to understand the cultural elements of both the source and target languages. This article discusses the challenges of translating culturally specific concepts, the value of cultural knowledge, and the role of critical thinking in producing meaningful translations.

Critical Thinking

How Language and Culture Are Connected

Language mirrors culture, representing the history, values, and social habits of its speakers. This makes translation a cultural activity as much as a linguistic one. For example, idiomatic expressions are often unique to specific cultures, meaning

they cannot always be translated literally. The Japanese idiom "猿も木から落ちる" (Even monkeys fall from trees) conveys the idea that even experts can make mistakes, a message that might require adaptation to fit into another cultural context. Translators must recognize these cultural nuances and find creative ways to ensure the target language preserves the original intent.

Challenges in Cultural Translation

One of the main difficulties in cultural translation is dealing with ideas or practices that are unfamiliar to the target audience. Examples include unique traditions, religious customs, or historical references. For instance, translating the concept of "Thanksgiving" into a culture unfamiliar with the holiday often requires extra explanation to convey its meaning effectively. Other challenges include sociolinguistic differences, such as levels of politeness or formality. For example, the Korean honorific suffix -nim has no exact English equivalent, forcing translators to find alternative ways to express respect.

Why Cultural Competence Matters

Cultural competence is essential for translators who aim to produce meaningful and accurate work. It involves understanding the cultural values, traditions, and expectations of the target audience. A good translator does more than translate words; they ensure the text's cultural essence is preserved.

For example, when translating a novel, it’s crucial to maintain the author’s voice and reflect cultural details accurately. This might require research into the historical or social background of the text, or even consulting native speakers to ensure authenticity.

The Role of Critical Thinking in Translation

Critical thinking is a key skill for translators as they navigate cultural differences. Translators must evaluate the cultural context of the source text, analyze possible interpretations, and make thoughtful decisions to convey the correct meaning.

For example, legal translation requires precise terminology while also considering the legal and cultural systems of the source and target languages. Similarly, in advertising translation, critical thinking helps adapt slogans or messages so they resonate with the new audience without losing the brand's intent.

Conclusion. Culture is a fundamental aspect of translation, shaping how messages are interpreted and conveyed. Translators must go beyond basic language skills to include cultural knowledge and critical thinking in their work. By addressing cultural nuances and overcoming translation challenges, they can help bridge cultural gaps and improve global communication. In today's interconnected world, where cultural exchanges are frequent, the role of culture in translation is more important than ever. Accurate and culturally sensitive translations can foster understanding and connection across different societies.

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CULTURAL IDENTITY AND ITS REFLECTION IN AUDIOVISUAL TRANSLATION

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Abstract. *By overcoming linguistic and cultural barriers, audiovisual translation (AVT) allows viewers all around the world to enjoy foreign media. However, the process calls for the adaptation and preservation of cultural identity in addition to linguistic transfer. With a focus on localization, dubbing, and subtitling, this article investigates how AVT represents cultural identity. The article emphasizes the significance of striking a balance between authenticity and accessibility by looking at AVT's difficulties and solutions as well as practical examples. In order to maintain cultural diversity in international media, the conversation emphasizes the necessity of cultural awareness and inventiveness.*

Keywords. *cultural identity, audiovisual translation, subtitling, dubbing, localization, intercultural communication*

Introduction. The demand for audiovisual content in all languages and cultures has grown dramatically as a result of globalization. Because platforms like Netflix, Amazon Prime, and YouTube provide movies, TV shows, and documentaries from other cultures, audiovisual translation (AVT) is essential for promoting cross-cultural communication. AVT entails cultural negotiation in addition to language translation to communicate the subtleties of the original content while making it relatable to the intended audience. Audiovisual media heavily relies on cultural identity, which includes values, beliefs, customs, and symbols. Maintaining this individuality while making sure that a wide range of audiences can understand is a problem for translators. The ways that cultural identity is represented in AVT through various techniques, including localization, dubbing, and subtitling, are examined in this article.

Main part. Recognizing Cultural Identity in Video and Audio.

The collective characteristics and customs that characterize a community or a country are referred to as its cultural identity. Films, television series, and digital content are examples of audiovisual media that frequently capture cultural identity through, languages, expressions, idioms, and dialects that represent social standards, symbols. Aural and visual components, including traditional attire or music. Narratives: tales based on historical events, cultural beliefs, and worldviews. Through their stories and visuals, movies like Pan's Labyrinth (2006) and The Farewell (2019) demonstrate cultural identity. To guarantee that the intended audience understands the core of the source material, translating such content necessitates knowledge of the underlying cultural background.

1. The Cultural Effects of Audiovisual Translation Techniques.

Translating spoken language into text that appears on the screen is known as subtitling. The tone and subtleties of the source culture are preserved by keeping the original audio. However, time and space limits frequently cause cultural subtleties to be condensed or left out. For instance, Spirited Away (2001) allowed the audience to understand the cultural meaning of essential Japanese phrases like "senpai" and "onigiri" by preserving them in the subtitling with little explanation. c. Filming. A smooth viewing experience is provided by dubbing, which substitutes translated dialogue for the original audio. However, it can change cultural identity by putting audience relatability and lip synchronization ahead of authenticity. For instance, in order to appeal to a variety of ethnic backgrounds, jokes and cultural allusions in The Simpsons were frequently localized during dubbing.

2. AVT's Difficulties in Reflecting Cultural Identity Preserving cultural nuances.

It's possible that some cultural components, such idioms, historical allusions, and customs, lack exact translations in the target language. A common outcome of this is simplification or omission. For instance, the English subtitles of the

Korean television show Squid Game mistranslated terminology like "oppa" and "jjapaguri," missing their complex connotations pertaining to status and socioeconomic background. c. Play with words and humor. Due to their strong cultural ties, humor and wordplay are challenging to interpret. Jokes need to be adapted in inventive ways by translators without losing their original humor. For instance, in Shrek, jokes that were culturally particular were changed during translation to make sure they would appeal to audiences around the world while retaining the comedy effect in spite of cultural variances.

Conclusion. Since identity is a characteristic of audiovisual media, it is essential to translate it accurately in order to promote understanding among people around the world. The subtitling, dubbing, and localization techniques of audiovisual translation provide special means of striking a balance between accessibility and cultural authenticity. Nonetheless, translators encounter difficulties in maintaining cultural subtleties, modifying humor, and steering clear of prejudices. To overcome these obstacles, one can use innovative tactics, preserve important cultural components, and seek advice from cultural specialists. The importance of AVT in maintaining cultural diversity and fostering cross-cultural interaction is growing as globalization keeps spreading.

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COMPARATIVE LINGUISTICS AND TRANSLATION: HOW KNOWLEDGE OF LANGUAGES HELPS IN TRANSLATION PRACTICE

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Abstract*. The article describes how comparative linguistics helps translators manage structural differences across languages. It focuses on retaining meaning and cultural relevance by examining phonological, syntactic, and cultural changes. It also provides practical answers to translation issues, emphasizing the necessity of cultural awareness in producing accurate and successful translations.*

Keywords. *Comparative linguistics, translation, linguistic structures, cultural nuances, cross-cultural communication*

Introduction. Language serves as both a communication tool and a reflection of a community's culture, history, and values. It is not only a means of exchanging information but also a way of preserving traditions, expressing identity, and sharing worldviews. Comparative linguistics, which studies the similarities and differences between languages, provides crucial insights into how languages function and evolve. By analyzing grammatical structures, vocabulary, and cultural influences, this field helps us better understand the mechanics of language and their interconnections.This knowledge is particularly valuable in translation, where the goal is not just to convert words from one language to another but to accurately convey meaning while preserving cultural and contextual nuances.

Main part. Comparative linguistics is an important tool for comprehending the complexity of translation, especially when working with languages with significant structural variations. For example, English utilizes a Subject-Verb-Object (SVO) sentence structure, but Japanese has a Subject-Object-Verb (SOV) order. Translators must restructure phrases carefully in order to preserve their original

meaning and flow. Beyond structural differences, linguistic gaps can provide additional issues. These arise when an idea in one language does not have a direct counterpart in another. For example, the German word Fernweh indicates a strong desire for distant locations, yet there is no one English phrase that adequately represents this concept. Idiomatic terms also pose challenges since their meanings are frequently related to cultural settings. Phrases like "spill the beans" require careful customization to ensure the intended meaning is understood in the target language. Furthermore, wordplay, analogies, and cultural allusions may necessitate inventive methods to maintain the original text's meaning and emotional effect. Addressing these difficulties requires both language knowledge and cultural sensitivity. Translators must have a thorough understanding of both the source and target languages to ensure that the finished result is accurate, relevant, and culturally suitable. In a globalized society, comparative linguistics improves cross-cultural understanding and clearer communication by overcoming language and cultural divides.

Cultural differences make the procedure much more complicated. Honorifics are used in languages such as Japanese and Korean to show respect and hierarchy, which are not found in English. Translators must compensate by altering tone and context. Similarly, formal and informal pronouns in French and Spanish necessitate novel translation procedures to preserve relational nuances. To address these issues, translators use techniques like transposition (changing grammatical categories), modulation (rephrasing for cultural alignment), and dynamic equivalence. These methods ensure that translations are correct and culturally suitable. Integrating linguistic and cultural information into translation practice improves accuracy and cross-cultural communication. While technology, such as machine translation, helps with the process, human translators are still required to fine-tune cultural nuances and preserve the original text's integrity. This multidisciplinary approach promotes greater understanding in our interrelated world.

Conclusion. Comparative linguistics is useful in translation because it enables translators to manage structural and cultural differences across languages. Translators may assure correct and meaningful translations by examining grammar, syntax, and cultural context. Translators can improve accuracy and cross-cultural comprehension by adhering to its principles and modifying phrases, idioms, and culturally particular words correctly. In today's interconnected and globalized world, effective communication necessitates a mix of language competence, cultural awareness, and sensitivity to subtleties in meaning. This strategy promotes mutual respect and effective communication across different cultures, resulting in better international partnerships.

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REFLECTION OF INTERCULTURAL RELATIONS IN THE TRANSLATION PROCESS

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Abstract. *This article explores the role of intercultural relations in the translation process, emphasizing the complexities of translating not only linguistic elements but also cultural nuances, values, and ideologies. The translator serves as a cultural mediator, bridging the gap between distinct cultural contexts. Through a discussion of challenges such as linguistic untranslatability, cultural adaptation, and the ethical considerations of translation, the article highlights how intercultural awareness shapes the effectiveness and accuracy of translations. The study underscores the significance of cultural sensitivity and the translator's role in conveying meaning while respecting cultural differences.*

Keywords. *Intercultural relations, translation, cultural sensitivity, linguistic untranslatability, cultural adaptation, translator's role, cross-cultural communication.*

Introduction. The translation process is much more than the mere conversion of words from one language to another. It is a dynamic act of intercultural communication, where the translator is tasked with navigating both linguistic and cultural barriers. Translation, therefore, is inherently influenced by the relationships between different cultures, as each culture brings its own unique set of values, beliefs, and contextual meanings to language. This article examines how intercultural relations shape the translation process, focusing on the translator's responsibility to balance the source and target cultures effectively. By exploring the complexities of translating cultural references, beliefs, and values, this work aims to highlight the pivotal role of cultural mediation in ensuring that translations are both accurate and meaningful.

Main Part. The Role of Culture in Translation

Translation is a deeply cultural act that extends beyond simple linguistic conversion. Language, as an expression of culture, carries with it a wealth of cultural context, including social norms, historical backgrounds, and collective experiences. Translators must recognize these cultural elements and find ways to either retain or adapt them in the target language. For instance, the translation of proverbs or idiomatic expressions often requires the translator to consider the cultural significance of these phrases, ensuring that they resonate meaningfully with the target audience. The main challenge here is dealing with concepts that may have no direct equivalent in the target language, such as culturally specific terms or practices.

Translating Values and Beliefs

At the heart of intercultural translation lies the challenge of conveying values and beliefs embedded in language. Every culture is shaped by a set of principles, traditions, and worldviews, which affect how individuals interpret and communicate. For example, in translating literary works, a translator must account for the cultural frameworks influencing characters' actions, emotions, and thoughts. In some cases, these beliefs are so ingrained in the source culture that they might be difficult for a foreign audience to understand. The translator's task is to convey these cultural beliefs in a way that respects the target audience's cultural context, which might require the adaptation or modification of certain aspects of the original text.

The Translator as a Cultural Mediator

Translators do not only translate words; they translate cultures. They must act as mediators between two cultural systems, often making subjective decisions about what should be emphasized, omitted, or altered in the translation. The process is filled with dilemmas that require ethical considerations, such as how to handle sensitive subjects like politics, religion, or taboo topics. The translator's deep understanding of both cultures enables them to make these decisions with

care, ensuring that the target text retains its meaning while aligning with the expectations and sensitivities of the target audience.

Conclusion. The translation process is deeply intertwined with intercultural relations, as it involves not only linguistic conversion but also the transfer of cultural meaning. The translator acts as a bridge, ensuring that the essence of the source text is maintained while also adapting it to the cultural context of the target audience. Cultural sensitivity and awareness are paramount, as translators must navigate between the intricacies of two distinct cultures, considering values, beliefs, and contextual nuances. Challenges such as linguistic untranslatability, cultural adaptation, and ethical considerations highlight the complexity of the task. However, these challenges also present opportunities for creative solutions, allowing translators to shape the way cultures perceive each other through language. In a globalized world, the role of the translator as a cultural mediator has never been more important, ensuring that communication between cultures remains both effective and respectful.

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COMBINING REFLECTIVE TEACHING AND CROSS-CULTURAL EDUCATION IN LANGUAGE LEARNING

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Abstract. *This article examines how integrating self-reflection in teaching with cross-cultural education in second language instruction can improve language proficiency and cross-cultural awareness. It looks at how teaching methods like task-based language teaching can encourage real-world communication and cultural sensitivity. The article also highlights how self-reflection in teaching can support learner independence, inclusivity, and a deeper appreciation of cultural variation, providing a framework for effective second language instruction in diverse settings.*

Keywords. *Self-reflection in teaching, cross-cultural education, second language instruction, cross-cultural awareness, task-based language teaching, inclusive education.*

In recent years, the need to include cross-cultural education in second language instruction has grown, as it helps develop cross-cultural awareness and understanding. Self-reflection in teaching is one approach seen as especially helpful in this context. Self-reflection in teaching involves teachers and students reviewing their experiences to enhance their teaching and learning. In second language instruction, this practice helps learners engage with the language, track their progress, and build cross-cultural awareness. However, traditional language teaching methods often focus on memorization and grammar drills, which may not effectively develop cross-cultural competence or prepare learners for real-world communication in diverse settings. This highlights the need for new teaching methods that combine self-reflection in teaching with cross-cultural education to improve language proficiency and cross-cultural awareness. Recent studies have

shown that self-reflection in teaching can help improve cross-cultural awareness and language learning outcomes. However, more research is needed on how to effectively combine self-reflection in teaching with cross-cultural education in second language instruction. This article aims to explore the role of self-reflection in teaching in second language instruction within the framework of cross-cultural education and suggest new teaching strategies that can integrate these two concepts to boost learners' language skills and cross-cultural awareness. The approach may include developing and testing teaching strategies that combine self-reflection in teaching and cross-cultural education, followed by evaluating their impact on students' language proficiency and cross-cultural competence. Surveys could be used to gather feedback from teachers and students on their experiences with self-reflection in teaching and cross-cultural education, as well as their views on its effectiveness. Future research should expand on these findings and provide stronger evidence on the benefits of using self-reflection in teaching and cross-cultural education in second language instruction to guide the development of more effective teaching methods in this area. Combining self-reflection in teaching with cross-cultural education in second language instruction can be a powerful teaching tool for promoting cross-cultural awareness and improving language outcomes. Through reflection, teachers can better understand their own cultural biases, become more aware of their students' cultural differences, and adapt their teaching methods to create a more inclusive classroom environment. By incorporating cross-cultural education, teachers can provide students with the knowledge, skills, and attitudes needed to communicate effectively with people from diverse cultural backgrounds. To successfully integrate self-reflection in teaching with cross-cultural education in second language instruction, various teaching strategies can be used. One effective method is task-based language teaching, which involves learners in authentic tasks that require communication and collaboration in real-life contexts. This approach has been shown to foster cross-cultural awareness and improve language learning outcomes through self-reflection in teaching. By

combining self-reflection in teaching and cross-cultural education, second language instruction can help improve both cultural understanding and language skills. Adopting teaching methods that combine these two concepts will better prepare students for effective communication in multicultural environments, promoting a more inclusive and equal society. Additionally, self-reflection in teaching can help promote learner autonomy, encouraging students to take control of their own learning. This can lead to a more engaging and meaningful learning experience as students actively participate in their development. Finally, using self-reflection in teaching in second language instruction can help create more inclusive and fair learning environments by exposing students to different cultural perspectives and encouraging them to question their own biases.

In conclusion, combining self-reflection in teaching with cross-cultural education in second language instruction offers a powerful approach to improving language proficiency and cross-cultural awareness. By using innovative teaching methods, second language instruction educators can create inclusive environments that prepare students for communication in diverse settings. Self-reflection in teaching also encourages students to take an active role in their learning. Future research should continue to explore and validate these approaches to develop effective, evidence-based teaching strategies for cross-cultural education in second language instruction.

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FOREIGN LANGUAGES AND TRANSLATIONS IN THE INTERCULTURAL COMMUNICATION PROCESS

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Abstract. *With increasing globalization, intercultural communication has become more important, as has the role of foreign language skills and translations in international exchange. In a networked world, more and more people, companies and institutions have to communicate with each other across language and cultural boundaries. This article examines how foreign languages and translations act as mediators in the intercultural communication process, what challenges arise and what influence the cultural context has on translation processes. It shows that pure language skills are often not enough to prevent misunderstandings and that a deeper understanding of cultural differences is required.*

Keywords. *Foreign languages, intercultural communication, cultural context, misunderstandings.*

Introduction. Increasing globalization and digitalization have made intercultural communication a crucial part of interpersonal interactions. The ability

to communicate with people from other cultures is essential not only for private relationships, but also in business and diplomatic contexts. Foreign language skills and translations are central elements here. They are often the first hurdle that must be overcome to avoid misunderstandings and enable effective exchange. Nevertheless, language skills alone are not enough, as the meaning of words and phrases often depends heavily on the respective cultural context.

Foreign languages in intercultural dialogue. Foreign language skills enable direct access to other cultures and communication without a translator. However, even advanced language skills do not guarantee that communication will run smoothly, as language barriers are often linked to cultural differences that can lead to misunderstandings. Idioms, gestures and cultural norms are interpreted differently in different cultures.

An example of this is the English idiom "to break the ice", which in English-speaking cultures means to start a conversation or to overcome an awkward silence. For a German speaker, this idiom could be unclear or misunderstood without the cultural background, as the literal translation does not provide a clear meaning. This shows that foreign language skills are not always enough to overcome cultural differences.

The ability to communicate beyond linguistic differences requires intercultural competence, which includes understanding the values, norms and communication styles of another culture. This competence is crucial for successful exchange between cultures.

Translations play a central role in intercultural communication as they enable the exchange of content between different languages. It is not only important to translate the language correctly, but also to take into account the cultural context of the message. Translators must be able to grasp and convey both the linguistic subtleties and the cultural nuances of a text.

A translator who masters the language but does not know the culture of the target audience can fall into pitfalls. Particularly problematic are humorous or

idiomatic expressions, which are perceived differently in different cultures. What is humorous or acceptable in one culture may be perceived as inappropriate or offensive in another. A translator must therefore ensure that translations are both linguistically accurate and culturally appropriate.

Challenges and misunderstandings in intercultural communication. The greatest challenges in intercultural communication arise not only from language barriers, but above all from cultural differences. These can be seen in the way communication works, in the different values, the perception of time or even in non-verbal communication, such as gestures, facial expressions or body language. One example of a cultural misunderstanding is the way we deal with time. In Western cultures, time is often viewed as linear and strict, while in many Asian cultures a more cyclical and flexible perception of time prevails. This can lead to misunderstandings, especially when it comes to deadlines or appointments.

Non-verbal communication is also a common source of misunderstandings. In many Asian cultures, for example, direct eye contact is an important part of communication. In Western cultures, intense eye contact is perceived as a sign of confidence and honesty, while in other cultures it can be considered disrespectful or rude. Such unconscious cultural differences can lead to conflicts or misunderstandings in intercultural dialogue.

Conclusion. In today's globalized world, foreign language skills and translations are indispensable tools for successful intercultural communication. They not only help to overcome language barriers, but also to avoid misunderstandings and to develop a deeper understanding of other cultures. However, simply knowing a language is not enough. Intercultural competence and understanding cultural differences are also crucial. Translation processes must take into account the cultural and social context in which communication takes place in order to ensure authentic and respectful intercultural communication.

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THE EFFECT OF CORRECT TRANSLATION OF SPEAKING ON CULTURAL UNDERSTANDINGS

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Abstract. *Through this article, the author explores in detail the significance of accurate translation of speaking on fostering cultural bonds in different nations by avoiding misperceptions and anger. Besides that there is provided some views belonging to scientists of previous times.*

Key words. *Translation, accuracy, cultural relationship, misunderstanding, context, expressions.*

Introduction. Since people began learning a new language, they highlight on the significance of correct translation and cultural bonds, as every coutry has

different cultural rules. Clearly, as human beings, we can not imagine our lives without conversing with someone having another language and culture. This can happen in business trips, travels, online chats and so on. Additionally, it is of great importance to translate accurately to avoid misunderstandings among speakers.

Main part. The link between translation and culture.

Hermans (1999), advocated that translation should be recognized as a cultural practice. It is a kind of linguisticcultural activity which involves at least two languages and two cultural traditions. Likewise, House (2014), asserted that translation is not only a linguistic act; it is also a cultural one, an act of communication across cultures. Later, Hassan (2014) emphasized that a good translation "is one that carries all the ideas of the original as well as its structural and cultural features" and that "reconstructs the cultural/historical context of the original". These opinions ascertain that there is an interaction between culture and translation. In other words, translation activity is no longer simply a matter of seeking other words with similar equivalence, as equivalence is relative, but indeed the whole language and culture in which the text is constituted should be highlighted. Torop (2002), equated culture with translation in the sense that “culture is the translation, and also that translation is culture”. Similarly, Muamaroh (2008), maintained that “translation is the process of transferring not only the message but also the style and the culture from the source language to target one”.. It implies that translation is strongly grounded in its cultural context.

When it comes to translating accurately, correct translation plays a crucial role in fostering positive cultural relationships. It allows for effective communication and understanding between different cultures, facilitating meaningful interactions and reducing misunderstandings. When a translation is accurate, it ensures that the cultural nuances, idioms, and expressions of the original language are properly conveyed in the target language. This promotes a deeper understanding of the cultural context behind the message, which can help bridge the gap between cultures and enhance cultural exchange.

Moreover, correct translation helps to avoid misinterpretations and misconceptions that can arise from inaccurate translations. It allows individuals from different cultures to express themselves authentically and have their voices heard, promoting mutual respect and appreciation. For example in the context of international diplomacy, commerce, and literature, accurate translation enables effective communication, leading to improved cultural relationships on a global scale. It fosters mutual understanding and respect, which are essential for building strong and harmonious cultural connections.

In conclusion, the effect of correct translation on cultural relationships is undeniably significant. It facilitates friendly cultura bonds, understanding, friendship, reduces misunderstandings, and promotes respect and appreciation for diverse cultures.

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THE INFLUENCE OF CULTURAL CONTEXT ON LITERARY TRANSLATION

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Abstract. *Cultural context plays a pivotal role in literary translation, shaping how texts are interpreted and received across linguistic and cultural boundaries. Translators not only mediate between languages but also navigate cultural nuances, social norms, and historical references embedded within a text. This paper explores the complexities of transferring literary works from one cultural setting to another, emphasizing the challenges of preserving the author's intent while ensuring cultural resonance for the target audience. Key issues include the translation of idiomatic expressions, cultural metaphors, and untranslatable concepts that may lose significance without contextual adaptation. The abstract also highlights strategies employed by translators to balance fidelity to the source text with readability and relevance in the target culture.*

Key words. *Literary translation, cultural context, intercultural communication, translation strategists, domestication, foreignization, untranslatable concepts, cultural adaptations, idiomatic expressions*

Introduction. Literary translation is more than a linguistic exercise; it is an intricate process of cultural mediation. Every literary work is deeply rooted in the cultural context of its origin, reflecting the values, traditions, and historical experiences of its society. When such works are translated, they traverse cultural boundaries, often requiring the translator to act as a cultural interpreter to bridge

gaps in understanding between source and target audiences.The importance of cultural context in literary translation cannot be overstated. It shapes the meaning and significance of the text, influencing how characters, themes, and events are perceived. Translators face the challenge of preserving the essence and aesthetic of the original work while making it accessible and relatable to readers in a different cultural setting.Cultural differences between source and target audiences often lead to questions about the degree to which a translator should adapt the text. Should the translator prioritize fidelity to the original or ensure that the text resonates with the cultural expectations of the target audience? This dilemma highlights the intricate role of the translator as both a linguistic mediator and a cultural negotiator.This study examines the influence of cultural context on literary translation, exploring the strategies translators employ to adapt cultural elements, the difficulties they encounter, and the broader implications of these adaptations for global literature.Cultural context encompasses national, social, and historical characteristics that define a society. Since literary works are products of their cultural environments, it is essential for translators to account for these elements. Key examples includes:

• Translation of Idioms: Some idioms cannot be directly translated without losing their meaning. For instance, the English idiom “raining cats and dogs” requires contextual adaptation in other languages.

• Cultural Markers: Certain texts are deeply tied to specific cultural references, requiring translators to adapt or explain them for foreign readers.

• Untranslatable Words: Every culture has unique terms or concepts that lack exact equivalents in other languages, such as the Japanese word wabi-sabi or the German schadenfreude.

• Historical and Cultural References: Translating texts with embedded historical or cultural contexts can be difficult, especially when readers are unfamiliar with these references.

Conclusion. The role of cultural context in literary translation cannot be underestimated, as it shapes the way texts are understood, interpreted, and appreciated by readers from different cultural backgrounds. Translators face the challenging task of preserving the essence, style, and intent of the original work while ensuring that the text resonates with the target audience. This often involves navigating linguistic nuances, cultural metaphors, and untranslatable concepts, requiring both linguistic expertise and intercultural competence. Effective literary translation goes beyond word-for-word substitution; it is an art of bridging cultures.

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THE ROLE OF TECHNOLOGY IN CROSS-CULTURAL COMMUNICATION

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Abstract. *Cross-cultural communication has been profoundly changed by the quick development of technology, which has helped to close gaps between various*

societies and promote understanding. This article examines the different ways that technology promotes cross-cultural communication, such as its capacity to break down language barriers, spread cultural information, and encourage international cooperation. But it also draws attention to issues like the possibility of cultural uniformity and digital barriers. In a worldwide society, productive contacts are essential for advancement, it is critical to comprehend how technology affects cross-cultural communication.

***Key words**. Cross-cultural communication, technology, globalization, language barriers, digital divide, cultural exchange.*

Introduction. Technology has become an important factor in determining how people from different cultural backgrounds interact in today's fast-paced, globally connected society. Advances in technology, such as social media platforms, video conferencing, and translation software, have replaced or enhanced traditional cross-cultural communication techniques including in-person interactions and letter writing. In addition to facilitating quicker and more effective communication, these tools allow people and organizations to interact across national and cultural borders. Technology has a role in cross-cultural communication that goes beyond simple information sharing. It includes promoting international cooperation, spreading cultural norms, and cultivating empathy and understanding across diverse communities. However even if technology has the ability to change things, there are drawbacks. The intricacy of its effects is highlighted by problems like unequal access to digital technologies, misunderstandings of cultural cues, and the deterioration of cultural identities. This article looks at how technology can help in cross-cultural communication, as well as its drawbacks.

Breaking language barriers: One of the biggest barriers to cross-cultural contact is language, which technology can help with. Even in the absence of a common language, people can interact efficiently thanks to tools like real-time translation applications and AI-powered transcribing services. For instance, platforms like Google Translate and DeepL have revolutionized the way people interact across

language divides. Through digital platforms such as YouTube, TikTok, and Instagram, users share cultural practices, traditions, and values with a global audience. Educational tools, including virtual reality experiences and online courses, allow individuals to immerse themselves in different cultures, fostering mutual respect and understanding. The way enterprises, academic institutions, and international organizations collaborate has changed as a result of technological advancements. Real-time conversations are made possible by video conferencing platforms like Zoom and Microsoft Teams, which eliminate the need for travel and improve the effectiveness and accessibility of cross-cultural teamwork. By eliminating the need for expensive and time-consuming travel, these solutions increase accessibility to intercultural teamwork. Multinational firms, for instance, use technology to manage projects involving team members in different time zones. In a similar vein, academic relationships are facilitated by colleges using online platforms to host webinars, undertake collaborative research, and set up virtual exchange programs. By exposing people to a variety of viewpoints, these advances not only increase productivity but also improve intercultural understanding.

Moreover, collaborative platforms like Slack, Trello, and Asana enable seamless communication and project management, ensuring that cultural differences do not hinder organizational efficiency. These tools encourage inclusivity and provide opportunities for all participants to contribute, regardless of their cultural background or location. Technology has disadvantages despite its advantages. The inclusiveness of cross-cultural interactions is restricted by the "digital divide," which is the difference in access to technology between industrialized and underdeveloped countries. Furthermore, as nonverbal clues and cultural nuances are sometimes lost in virtual contacts, an excessive dependence on digital tools may result in miscommunications. Technology-driven globalization may also lead to cultural homogenization, endangering the maintenance of distinctive cultural identities.

Conclusion. Technology is essential for improving intercultural communication, dismantling conventional boundaries, and generating chances for deep engagement on a worldwide basis. However, issues like cultural sensitivity and digital inequality must be addressed if its full potential is to be realized.

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REFLECTION OF INTERCULTURAL RELATIONS IN THE TRANSLATION PROCESS

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Abstract. *Intercultural relations significantly influence the translation process by shaping how linguistic and cultural elements are interpreted and adapted. The interplay between language and culture highlights the challenges of conveying culturally specific expressions, idioms, and concepts. Balancing*

cultural authenticity and accessibility requires translators to act as mediators, ensuring the preservation of meaning while fostering mutual understanding. This study emphasizes the importance of cultural sensitivity and effective strategies in bridging linguistic and cultural divides.

Keywords. *Translation, intercultural relations, cultural adaptation, cultural fidelity, cultural mediation*

Introduction. Translation is a complex act of communication that extends beyond linguistic equivalence to encompass cultural exchange. Languages are deeply embedded in their respective cultures, encapsulating unique traditions, values, and worldviews. As a result, translators must navigate cultural nuances, ensuring that both meaning and context are preserved when transferring content from one language to another. Intercultural relations play a pivotal role in shaping the translation process, presenting both opportunities and challenges. This article delves into the ways cultural dynamics influence translation, focusing on the translator's role in preserving cultural authenticity while making content accessible to diverse audiences.

Main Part. The interdependence of language and culture forms the foundation of intercultural communication. Every language reflects the identity and worldview of its speakers, with idiomatic expressions, metaphors, and proverbs serving as cultural markers. Translators often encounter difficulties when attempting to convey such culturally specific elements. For instance, the Arabic expression "Al-Jar Qabl Al-Dar" (literally, "The neighbor before the house") emphasizes the value of good neighborly relations, a concept that may require contextual explanation in translation to maintain its cultural significance.

Cultural gaps become particularly evident when translating untranslatable terms or concepts. Strategies such as borrowing, paraphrasing, or providing explanatory footnotes are often employed to address these gaps. For example, the Japanese concept of wabi-sabi (an appreciation for the beauty in imperfection) cannot be directly rendered in many languages without losing its

philosophical depth. Translators must balance fidelity to the original text with the need to make its meaning comprehensible to the target audience.

The challenge of balancing cultural fidelity with adaptation is central to the translator's role. Cultural fidelity involves preserving the essence of the source text, while adaptation ensures that the target audience can engage with it meaningfully. In the realm of literature, this tension is particularly pronounced. Translating works like Dante's Divine Comedy or Chinua Achebe's Things Fall Apart requires a deep understanding of the cultural contexts that inform these texts, as well as a sensitivity to the expectations of modern readers.

Translators also mediate cultural differences in pragmatic aspects of language, such as humor, politeness strategies, and forms of address. For example, Korean honorifics, which reflect intricate social hierarchies, often have no direct equivalents in English. Here, translators must rely on contextual cues to convey the relationships and subtleties inherent in the original text. By doing so, they facilitate a deeper understanding of the source culture.

Conclusion. The translation process serves as a reflection of intercultural relations, highlighting the complexities of bridging linguistic and cultural divides. Translators are not merely linguistic experts but cultural mediators who play a vital role in fostering global communication. By navigating the challenges of cultural adaptation and fidelity, they ensure that diverse perspectives are preserved and shared, promoting dialogue and understanding in an interconnected world.

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THE ROLE OF INTERCULTURAL UNDERSTANDING IN TRANSLATION

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Abstract. *This article explores the significance of cultural awareness in achieving accurate and meaningful translations, highlighting challenges such as idiomatic expressions, social norms, and humor. It also discusses strategies like cultural research, collaboration with experts, and localization to overcome these challenges.*

Key words. *Intercultural understanding, translation process, cultural context, localization, idiomatic expressions, cultural adaptation, cross-cultural communication.*

Introduction. Translation is more than the simple act of converting text from one language to another. It involves interpreting and conveying meaning in a way that resonates with the cultural background of the target audience. Intercultural understanding is, therefore, an essential component of the translation process. Without it, the true essence of a text may be lost, misunderstood, or even misrepresented.

The role of intercultural understanding in translation is critical, as language is not just a system of words but a reflection of cultural identities, values, and worldviews. Effective translation requires more than linguistic proficiency; it demands sensitivity to cultural nuances, such as idiomatic expressions, humor, and social norms. Translators act as cultural mediators, ensuring that the original message is conveyed in a way that resonates with the target audience while respecting their cultural context. Without this awareness, translations risk miscommunication, cultural insensitivity, or the loss of intended meaning. By

bridging cultural divides, translators contribute to effective cross-cultural communication and global understanding.

Language is deeply intertwined with culture. Words, idioms, and expressions often carry cultural significance that goes beyond their literal meaning. For instance, a simple phrase in one language may reference historical events, social norms, or cultural practices unique to its origin. Translators must grasp these subtleties to provide an accurate and meaningful translation.

Consider the phrase "kick the bucket." In English, it is a euphemism for death, but translating it literally into another language without cultural context might leave readers confused. Understanding the underlying meaning allows a translator to find an equivalent phrase in the target language, ensuring the message is preserved.

Challenges of Intercultural Translation:

1. **Idiomatic Expressions:** Phrases and idioms are often culturally specific, requiring translators to find equivalent expressions that fit the context.

2. **Social Norms and Values:** Translators must be aware of social sensitivities, such as topics that might be considered taboo or offensive in the target culture.

3. **Non-Verbal Cues:** Some languages rely heavily on tone or context, which can be difficult to convey in translation.

4. **Local Humor and References:** Humor often relies on cultural knowledge and can be challenging to adapt without losing its essence.

Strategies for Effective Intercultural Translation:

1. **Cultural Research:** Translators should study the cultural background of both the source and target languages to understand their nuances.

2. **Collaboration with Cultural Experts:** Consulting with native speakers or cultural specialists can provide valuable insights.

3. **Localization:** Adjusting content to align with the cultural expectations of the target audience, such as modifying examples, measurements, or visuals.

4. **Testing and Feedback:** Sharing translations with target-language speakers to ensure clarity and relevance.

Examples of Intercultural Sensitivity in Translation

Brand Slogans: Companies often adapt slogans for different markets. For example, Coca-Cola's "Taste the Feeling" is translated to evoke similar emotional resonance in various languages, avoiding literal translations.

Literature and Media: Translators of novels and films often reinterpret cultural metaphors to make them relatable to new audiences while maintaining the story's integrity.

Conclusion. Intercultural understanding is an indispensable element of the translation process, shaping how meaning is transferred across linguistic and cultural boundaries. By recognizing and addressing cultural differences, translators ensure that the essence of the original text is preserved while making it relevant and accessible to the target audience. Translators act as cultural mediators, ensuring that meaning, context, and emotion are preserved across linguistic boundaries. By embracing cultural nuances, translators can create work that is not only accurate but also resonates deeply with diverse audiences.

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REFLECTION OF INTERCULTURAL REALATIONS IN THE TRANSLATION PROCESS

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Abstract. *Translation serves as a bridge connecting diverse cultures, allowing the exchange of ideas, traditions, and values. This paper explores the role of intercultural relations in the translation process, emphasizing the challenges and strategies involved in maintaining cultural integrity while ensuring effective communication. By analyzing theoretical frameworks and practical examples, the research highlights how translation contributes to fostering mutual understanding and respect among cultures.*

Keywords. *Intercultural communication, cultural adaptation, translation strategies, linguistic equivalence, cultural identity*

Introduction. Translation is not merely a linguistic act but a complex process that bridges languages, cultures, and worldviews. It requires a deep understanding of both source and target cultures, as well as the ability to adapt messages to resonate with the intended audience while preserving their original essence. In today's interconnected world, intercultural relations have become a pivotal element in the translation process, shaping its methods and outcomes.

This paper delves into the intersection of translation and intercultural communication, exploring methods that translators employ to ensure cultural accuracy and relevance:

1. **Cultural Equivalence Method:** This method involves replacing culturally specific references from the source language with equivalents that are more familiar or relatable to the target audience, thereby ensuring the message is easily understood without losing its cultural significance.

2. **Dynamic Equivalence Approach:** Focused on the effect of the translation, this approach aims to evoke the same emotional or intellectual response in the target audience as the original text does for its native readers.

3. **Functionalist Approach:** Based on the Skopos theory, this method emphasizes the purpose of the translation, allowing flexibility in adapting the text to meet the cultural and communicative needs of the target audience.

4. **Contextualization Strategy:** This involves embedding explanations or additional information within the translation to provide clarity about cultural references that might be unfamiliar to the target audience.

5. **Hybrid Translation Method:** A combination of literal and adaptive strategies, this method balances accuracy and cultural adaptation, particularly useful in technical or literary texts where fidelity and creativity are equally important.

6. **Cultural Sensitivity Analysis:** Before translating, this method involves an in-depth study of cultural values, norms, and taboos in both source and target cultures to avoid misinterpretations or cultural insensitivity.

LITERATURE ANALYSIS AND RESEARCH METHODOLOGY

Below, we present key concepts and examples from literature on intercultural relations in translation, utilizing a tabular format to explore how various translation strategies work in practice. The examples show how certain words or phrases are translated from one culture to another while considering linguistic and cultural nuances.

Literature Analysis of Translation Challenges

Translation Strategy	Description	Example 1 (Cultural Equivalence)	Example 2 (Linguistic Equivalence)	Example 3 (Cultural Sensitivity)
Cultural Adaptation	Adjusting cultural references to suit the target	Source: *"football" (UK English)* → Target:	Source: *"football" (British English)* →	Source: *"chai" (Indian tea)* → Target: *"tea"* with a

Translation Strategy	Description	Example 1 (Cultural Equivalence)	Example 2 (Linguistic Equivalence)	Example 3 (Cultural Sensitivity)
	audience's context.	*"soccer" (US English)*	Target: *"soccer"* (American English)	cultural note on its significance.
Linguistic Equivalence	Ensuring the meaning of words matches in both languages.	Source: *"apple pie"* → Target: *"apple pie"* (both cultures understand the concept).	Source: *"school" (primary education)* → Target: *"lyceum"* (Russian equivalent in certain contexts)	Source: *"café" (French)* → Target: *"café"* (same word but adapted in the target language context).
Dynamic Equivalence	The emotional or intellectual impact of the message must remain similar.	Source: *"That's a piece of cake!"* → Target: *"It's easy!"*	Source: *"It's raining cats and dogs."* → Target: *"It's raining heavily."*	Source: *"life's a beach"* → Target: *"life is carefree"* (changed for emotional context).
Functionalist Approach	Focuses on the intended purpose of the translation, not just linguistic equivalence.	Source: *"How do you do?"* (greeting in English) → Target: *"¿Qué tal?"* (Spanish greeting).	Source: *"We'll meet again"* (song lyrics) → Target: *"Nos encontraremos de nuevo"* (adapted for audience).	Source: *"Thanksgiving dinner"* → Target: *"Holiday dinner"* (modified for culture).
Contextualization Strategy	Providing cultural or linguistic context to improve understanding.	Source: *"Boris Yeltsin was the president"* → Target: *"Boris Yeltsin, former*	Source: *"a pound"* (currency) → Target: *"a pound (British currency)"*	Source: *"diwali"* → Target: *"Diwali (Indian festival of lights)"* (explained for

Translation Strategy	Description	Example 1 (Cultural Equivalence)	Example 2 (Linguistic Equivalence)	Example 3 (Cultural Sensitivity)
		Russian president" (clarified)		readers).
Hybrid Translation	Combines literal and adaptive translation techniques.	Source: *"car park"* → Target: *"parking lot"* (direct translation with a slight adaptation)	Source: *"elevator"* → Target: *"lift"* (British to American English switch)	Source: *"popcorn"* → Target: *"crisps"* (in different languages based on snack culture).

DISCUSSION AND RESULTS

The table below outlines the research methodologies applied to study intercultural translation with specific examples of translation strategies in practice.

The combination of these methodologies allows for a comprehensive understanding of how intercultural relations influence the translation process. By drawing on theoretical frameworks and practical examples, this research aims to provide actionable insights into the complexities of translating across cultures. The interplay between linguistic elements and cultural context remains a fundamental concern for translators, requiring them to constantly negotiate between linguistic equivalence and cultural relevance.

Conclusion. The **Cultural Adaptation** strategy highlights the importance of modifying specific cultural references to ensure the target audience can relate to the content. **Linguistic Equivalence** ensures that the meaning of words is accurately conveyed between languages, maintaining clarity and understanding. The **Dynamic Equivalence** strategy emphasizes the emotional or intellectual impact of a message, aiming to resonate with the target audience in a way that retains the essence of the original text. Lastly, the **Functionalist Approach**

prioritizes the intended purpose of the translation, ensuring that the functional role of the original message is preserved in the target language.

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