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**THE ROLE OF A GENDER APPROACH IN DEVELOPING
CRITICAL THINKING SKILLS AMONG FEMALE STUDENTS IN
HIGHER EDUCATION**

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Abstract

This article examines the role of a gender approach in developing critical thinking skills among female students in higher education. The gender approach aims to eliminate gender stereotypes, discrimination, and unequal opportunities that female students face in the learning process. The article analyzes the impact of the gender approach on the development of critical thinking among female students, issues of ensuring gender equality in curricula and teaching methods. The research results provide recommendations for introducing a gender approach in higher education institutions to develop critical thinking among female students and ensure their active participation in society.

Keywords

gender approach, critical thinking, female students, higher education, gender equality, education, curricula, teaching methods.

**OLIY TA'LIMDA TALABA QIZLARNING TANQIDIY TAFFAKKURINI
RIVOJLANTIRISHDA GENDER YONDASHUVNING O'RNI
РОЛЬ ГЕНДЕРНОГО ПОДХОДА В РАЗВИТИИ КРИТИЧЕСКОГО
МЫШЛЕНИЯ СТУДЕНТОК В ВЫСШЕМ ОБРАЗОВАНИИ**

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Annotatsiya: Ushbu maqolada oliy ta'limda talaba qizlarning tanqidiy tafakkurini rivojlantirishda gender yondashuvning ahamiyatini o'rganiladi. Gender yondashuv talaba qizlarning ta'lim olish jarayonida duch keladigan gender stereotiplari, kamsitishlar va imkoniyatlar tengsizligini bartaraf etishga qaratilgan. Maqolada gender yondashuvning talaba qizlarning tanqidiy tafakkurini rivojlantirishga ta'siri, o'quv dasturlari va o'qitish metodlarida gender tenglikni ta'minlash masalalari tahlil qilinadi. Tadqiqot natijalari oliy ta'lim muassasalarida gender yondashuvni joriy etish orqali talaba qizlarning tanqidiy tafakkurini rivojlantirish va ularning jamiyatda faol ishtirokini ta'minlashga qaratilgan tavsiyalar beradi.

Kalit so'zlar: gender yondashuv, tanqidiy tafakkur, talaba qizlar, oliy ta'lim, gender tenglik, ta'lim, o'quv dasturlari, o'qitish metodlari.

Аннотация: Данная статья исследует роль гендерного подхода в развитии критического мышления студенток в высшем образовании. Гендерный подход направлен на устранение гендерных стереотипов, дискриминации и неравенства возможностей, с которыми сталкиваются студентки в процессе обучения. В статье анализируется влияние гендерного подхода на развитие критического мышления студенток, вопросы обеспечения гендерного равенства в учебных программах и методах обучения. Результаты исследования предлагают рекомендации по внедрению гендерного подхода в высших учебных заведениях для развития критического мышления студенток и обеспечения их активного участия в обществе.





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Ключевые слова: гендерный подход, критическое мышление, студентки, высшее образование, гендерное равенство, образование, учебные программы, методы обучения.

KIRISH

Tanqidiy fikrlash – bu insonning ma'lumotlarni chuqur tahlil qilishi, ularni baholashi va asosli qarorlar qabul qilish jarayonidir. Ushbu jarayon davomida shaxs dalillarni o'rganadi, turli fikrlarni solishtiradi, mantiqiy xulosalar chiqaradi hamda o'z qarashlarini aniq shakllantiradi. Talaba qizlarda tanqidiy fikrlashni rivojlantirish ularning o'zini anglash darajasini oshiradi, muammolarni samarali hal etish ko'nikmasini shakllantiradi va jamiyatdagi faolligini kuchaytiradi.

ASOSIY QISM

Ta'limda gender yondashuvining ahamiyati. Gender yondashuvi ta'lim jarayoniga yangicha qarashni olib kiradi. Ushbu yondashuv orqali qizlar va o'g'il bolalar uchun teng imkoniyatlar yaratilib, ularning individual salohiyatini rivojlantirishga sharoit tug'diriladi. Ayniqsa, talaba qizlarning ta'limdagi faolligini oshirish maqsadida turli pedagogik strategiyalar ishlab chiqilgan.

Gender yondashuvi talaba qizlarga o'z fikrlarini erkin bayon qilish, mustaqil qarorlar qabul qilish va jamiyatdagi dolzarb muammolarga tanqidiy nuqtai nazardan qarash imkonini beradi. Shu sababli, bu yondashuv tanqidiy fikrlashni shakllantirishda muhim omil hisoblanadi.[1].

Talaba qizlarda tanqidiy fikrlashni rivojlantirish texnologiyalari

1. Interfaol ta'lim usullari

Interfaol metodlar talaba qizlarning faolligini oshiradi va ularni mustaqil fikrlashga undaydi. Guruhli ishlash, bahs-munozaralar hamda rolli o'yinlar orqali talabalar turli fikrlarni muhokama qiladi, qarama-qarshi nuqtai nazarlarni tahlil qiladi. Bu esa ularning tanqidiy fikrlashini rivojlantiradi.[2].

2. Raqamli texnologiyalar va onlayn resurslar





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Zamonaviy axborot texnologiyalari ta'lim jarayonida muhim vosita hisoblanadi. Onlayn platformalar, bloglar va forumlar orqali talaba qizlar fikr almashish, muhokama qilish va tahlil qilish imkoniyatiga ega bo'ladi. Bu jarayon ularning mustaqil fikr yuritish ko'nikmasini kuchaytiradi.

3. Muammo asosida o'qitish

Muammoli vaziyatlarga asoslangan o'qitish usuli real hayotiy masalalarni yechishga qaratilgan. Talaba qizlar muammoni aniqlaydi, uni tahlil qiladi va yechim variantlarini ishlab chiqadi. Natijada ular asosli xulosa chiqarishga o'rganadi.

4. Tanqidiy fikrlashni rivojlantiruvchi mashqlar

Maxsus topshiriqlar, testlar va amaliy mashg'ulotlar orqali talaba qizlar o'z fikrlarini mantiqiy asosda ifodalashni o'rganadi. Bu mashqlar ularning tahliliy va baholash qobiliyatini rivojlantiradi.

Gender stereotiplari va ularning ta'siri

Talaba qizlarda tanqidiy fikrlashni rivojlantirish jarayonida gender stereotiplari va kamsitishlarga qarshi kurashish muhim ahamiyatga ega. Ba'zi ijtimoiy qarashlar qizlarning o'z fikrini erkin ifoda etishiga to'sqinlik qilishi mumkin. Shu sababli, ta'lim tizimida gender tengligini ta'minlashga qaratilgan maxsus dasturlar va treninglar tashkil etish zarur.[3].

Talaba qizlarda tanqidiy fikrlashni rivojlantirish nafaqat ularning o'qishdagi muvaffaqiyatini oshiradi, balki ularni ongli, mas'uliyatli va faol shaxs sifatida shakllantiradi. Gender yondashuviga asoslangan ta'lim metodlari bu jarayonni samarali tashkil etishda muhim vosita bo'lib xizmat qiladi. Ushbu yo'nalishda olib borilayotgan ishlar talaba qizlarning kelajakdagi ijtimoiy va kasbiy muvaffaqiyatlariga bevosita ta'sir ko'rsatadi.[4].

Oliy ta'lim tizimida talaba qizlarning tanqidiy tafakkurini rivojlantirish masalasi zamonaviy pedagogikaning dolzarb yo'nalishlaridan biri hisoblanadi. Tanqidiy tafakkur nafaqat bilimlarni o'zlashtirish, balki ularni tahlil qilish, solishtirish, mustaqil xulosa





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chiqarish va asoslangan qaror qabul qilish jarayonlarini ham o'z ichiga oladi. Bu jarayonda gender yondashuv muhim ahamiyat kasb etadi, chunki u ta'lim jarayonida mavjud ijtimoiy stereotiplar, tengsizliklar va psixologik to'siqlarni aniqlash hamda bartaraf etishga xizmat qiladi.

Gender yondashuv talaba qizlarning o'z fikrini erkin ifoda etishiga, o'ziga bo'lgan ishonchini oshirishga va o'quv jarayonida faol ishtirok etishiga yordam beradi. Ko'plab hollarda jamiyatda mavjud bo'lgan an'anaviy qarashlar qizlarning faolligini cheklashi, ularning tanqidiy fikrlash imkoniyatlarini to'liq namoyon etishiga to'sqinlik qilishi mumkin. Shu bois, ta'lim jarayonida gender tenglikni ta'minlash, barcha talabalarga teng imkoniyatlar yaratish orqali qizlarning intellektual salohiyatini rivojlantirish muhim hisoblanadi.[5].

Pedagogik jarayonda gender yondashuvni qo'llash interfaol metodlardan foydalanishni talab etadi. Munozara, debat, muammoli vaziyatlarni tahlil qilish, loyiha asosida o'qitish kabi usullar talaba qizlarning mustaqil fikrlashini rivojlantiradi. Bunday metodlar orqali ular nafaqat bilim oladi, balki turli nuqtai nazarlarni solishtirish, dalillarni tahlil qilish va o'z fikrini asoslab berish ko'nikmalariga ega bo'ladi. Ayniqsa, kichik guruhlarda ishlash jarayonida qizlarning faolligini oshirish va ularni liderlikka undash muhim pedagogik vazifa hisoblanadi.

Bundan tashqari, o'qituvchining roli ham muhimdir. U gender sezgirlikka ega bo'lishi, barcha talabalarni teng rag'batlantirishi, baholash jarayonida adolatli bo'lishi lozim. O'qituvchi tomonidan yaratilgan psixologik qulay muhit talaba qizlarning o'z fikrini erkin bayon etishiga imkon beradi. Bu esa tanqidiy tafakkurning shakllanishiga bevosita ta'sir ko'rsatadi.[6].

Oliy ta'limda o'quv dasturlarini gender nuqtai nazaridan takomillashtirish ham muhim yo'nalishlardan biridir. Darsliklar va o'quv materiallarida ayollar roli va ularning jamiyatdagi o'rnini kengroq yoritilishi, muvaffaqiyatli ayol obrazlari misol tariqasida keltirilishi talaba qizlarda motivatsiyani kuchaytiradi. Bu esa ularning o'z salohiyatiga





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bo'lgan ishonchini mustahkamlab, faol fikrlashga undaydi.

Shuningdek, tanqidiy tafakkurni rivojlantirishda axborot texnologiyalaridan foydalanish ham samarali hisoblanadi. Raqamli platformalar, onlayn munozaralar va ochiq ta'lim resurslari orqali talaba qizlar turli manbalarni o'rganish, ularni tahlil qilish va mustaqil xulosa chiqarish imkoniyatiga ega bo'ladi. Bu esa ularning analitik fikrlash ko'nikmalarini yanada rivojlantiradi.

Talaba qizlarda tanqidiy fikrlashni rivojlantirish texnologiyalari va gender yondashuvi o'zaro chambarchas bog'liq bo'lib, ular birgalikda zamonaviy ta'lim tizimining rivojlanishiga katta hissa qo'shadi. Gender tengligini ta'minlash, qizlarni o'z fikrlarini erkin ifoda etishga, mantiqiy va tanqidiy qarorlar qabul qilishga undash orqali, ularning akademik, ijtimoiy va kasbiy muvaffaqiyatlarini oshirishga yordam beradi. Bu esa jamiyatning barcha qatlamlarida barqaror rivojlanish va tenglikni ta'minlashga xizmat qiladi.

Oliy ta'lim tizimida gender tafovutlar va gender stratifikatsiyasi ijtimoiy va pedagogik nuqtayi nazardan o'zini oqlaydi. J.Stenli gender tafovutlarga nisbatan ilmiy nazariyani ilgari suradi. Genderdagi differentsiatsiya shunday jarayonki, unda erkaklar va ayollar o'rtasidagi biologik farqlar ijtimoiy mazmunga ega bo'ladi va ijtimoiy tasniflash vositasi sifatida qo'llaniladi. Gender roli gender atrofidagi tushunchalardan kelib chiqadigan ijtimoiy umidlar, shuningdek, nutq, o'zini tutish, kiyimlar va imo-ishoralar shaklidagi xatti-harakatlardir.

Gender yondashuv va shaxsga qadriyatli yondashuv asosida talaba-qizlarning ijtimoiy faolligini rivojlantirish bugungi kunda ta'lim sohasi hamda yoshlar ma'naviy saviyasini oshirishga xizmat qiladi. Tanqidiy fikrlash eng yaxshi xulosaga kelish uchun to'g'ri savollar berishdan kelib chiqadi. Kuchli tanqidiy fikrlovchilar eng yaxshi harakat yo'nalishini aniqlash uchun ma'lumotni turli nuqtai nazardan tahlil qiladilar. Agar kuchli tanqidiy fikrlash qobiliyatingiz bor deb o'ylamasangiz, tashvishlanmang.

XULOSA





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Oliy ta'limda talaba qizlarning tanqidiy tafakkurini rivojlantirish zamonaviy ta'lim tizimining ustuvor vazifalaridan biri hisoblanadi. Ushbu jarayonda gender yondashuvni qo'llash muhim pedagogik va ijtimoiy ahamiyat kasb etadi. Gender tenglikka asoslangan ta'lim muhiti talaba qizlarning o'z fikrini erkin ifoda etishi, mustaqil qaror qabul qilishi va faol intellektual ishtirokini ta'minlaydi.

Tadqiqot natijalari shuni ko'rsatadiki, interfaol metodlardan foydalanish, o'qituvchilarning gender sezgirlikini oshirish, shuningdek, o'quv dasturlarini gender nuqtai nazaridan boyitish talaba qizlarning analitik va tanqidiy fikrlash ko'nikmalarini samarali rivojlantiradi. Bu esa ularning nafaqat akademik muvaffaqiyatiga, balki kelajakdagi kasbiy faoliyatida ham muhim rol o'ynaydi.

Shu bilan birga, gender yondashuvni ta'lim tizimiga keng joriy etish orqali jamiyatda mavjud stereotiplarni kamaytirish, teng imkoniyatlarni ta'minlash va intellektual salohiyatdan to'liq foydalanish imkoniyati yaratiladi. Natijada, barkamol, mustaqil fikrlaydigan va raqobatbardosh mutaxassislarni tayyorlashga erishiladi.

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THE EFFECTIVENESS OF THE COMMUNICATIVE APPROACH IN FOREIGN LANGUAGE TEACHING AND THE INTEGRATION OF DIGITAL TECHNOLOGIES

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Abstract

In the context of modern globalization, improving the effectiveness of foreign language teaching has become one of the most important educational challenges. This article comprehensively analyzes the theoretical foundations of the communicative approach, its practical effectiveness, and the opportunities for expanding its potential through the integration of digital technologies. The communicative approach views language primarily as a tool for active communication and focuses on developing learners' communicative competence. Unlike traditional grammar-based methods, it prioritizes activities and tasks based on real-life situations and authentic communication. Digital technologies—including interactive learning platforms, artificial intelligence-based applications, virtual reality tools, and online collaborative environments—provide new opportunities to make the communicative approach more effective, engaging, and adaptable. Based on empirical research findings, international experiences, and applications within the context of Uzbekistan, the article examines the advantages, challenges, and future prospects of digital integration in the development of communicative competence. The study concludes that combining modern digital tools with the communicative approach is one of the most effective ways to improve the quality of foreign language education, enhance learner motivation, and develop practical language skills required for real-world communication.

Keywords





communicative approach, foreign language teaching, digital technologies, communicative competence, virtual reality, artificial intelligence, interactive learning, language learning platforms.

**XORIJIY TILLARNI O‘QITISHDA KOMMUNIKATIV
YONDASHUVNING SAMARADORLIGI VA RAQAMLI
TEXNOLOGIYALARNING INTEGRATSIYASI**

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Annotatsiya: Zamonaviy globallashuv sharoitida xorijiy tillarni o‘qitishning samaradorligini oshirish dolzarb masalalardan biridir. Ushbu maqola kommunikativ yondashuvning nazariy asoslarini, amaliy qo‘llanish samaradorligini va raqamli texnologiyalarni integratsiya qilish orqali uning imkoniyatlarini kengaytirish masalalarini atroflicha tahlil qiladi. Kommunikativ yondashuv tilni faol muloqot vositasi sifatida ko‘rib chiqib, o‘quvchilarning nutqiy kompetensiyalarini rivojlantirishga qaratilgan bo‘lib, an‘anaviy grammatik-qoidalarga asoslangan usullardan farqli o‘laroq, real hayotiy vaziyatlarga yo‘naltirilgan mashqlarni ustuvorlashtiradi. Raqamli texnologiyalar – interaktiv platformalar, sun‘iy intellekt asosidagi ilovalar, virtual reallik vositalari va onlayn hamkorlik muhitlari – kommunikativ yondashuvni yanada samarali va moslashuvchan qilish imkonini beradi. Maqolada empirik tadqiqotlar natijalari, xalqaro tajribalar va O‘zbekiston kontekstidagi qo‘llanishlar asosida kommunikativ kompetensiyani shakllantirishda raqamli integratsiyaning afzalliklari, qiyinchiliklari va istiqbollari yoritiladi. Natijada, xorijiy tillarni o‘qitishda zamonaviy raqamli vositalarni kommunikativ yondashuv bilan uyg‘unlashtirish o‘quv jarayonining sifatini oshirish, motivatsiyani kuchaytirish va o‘quvchilarning amaliy til ko‘nikmalarini rivojlantirishning eng samarali yo‘li ekanligi ta’kidlanadi.





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Kalit soʻzlar: kommunikativ yondashuv, xorijiy tillarni oʻqitish, raqamli texnologiyalar, nutqiy kompetensiya, virtual reallik, sunʼiy intellekt, interaktiv oʻqitish, til oʻrganish platformalari.

Zamonaviy jamiyatning globallashtirish jarayonlari va xalqaro hamkorlikning kuchayishi sharoitida xorijiy tillarni samarali oʻqitish masalasi nafaqat taʼlim tizimi, balki iqtisodiy va ijtimoiy rivojlanishning muhim tarkibiy qismiga aylandi. Kommunikativ yondashuv bu borada markaziy oʻrin tutadi, chunki u tilni statik qoidalar toʻplami sifatida emas, balki real muloqot vositasi sifatida talqin etadi. Ushbu yondashuvning asosiy printsiplari – oʻquv jarayonini oʻquvchilarning haqiqiy kommunikativ ehtiyojlariga moslashtirish, yaʼni tinglash, gapirish, oʻqish va yozish koʻnikmalarini integrallashgan holda rivojlantirishdan iborat. Anʼanaviy usullardan farqli oʻlaroq, kommunikativ yondashuv grammatika va lugʻatni alohida oʻrgatish oʻrniga ularni tabiiy nutqiy faoliyat doirasida qoʻllashga urgʻu beradi, bu esa oʻquvchilarning tilga boʻlgan motivatsiyasini oshiradi va oʻzlashtirish jarayonini tezlashtiradi. Raqamli texnologiyalarning jadal rivoji kommunikativ yondashuvning imkoniyatlarini keskin kengaytirdi. Internet-platformalar, mobil ilovalar, sunʼiy intellektga asoslangan suhbatbotlar va virtual reallik muhitlari oʻquvchilarga doimiy amaliyot oʻtkazish, xatolarni tezkor tuzatish va turli madaniy kontekstlarda muloqot qilish imkonini beradi. Masalan, Duolingo, Babbel yoki oʻziga xos sunʼiy intellekt tizimlari orqali oʻquvchilar individual traektoriya boʻyicha oʻqishlari mumkin, bu esa kommunikativ mashqlarni shaxsiy ehtiyojlarga moslashtirishga yordam beradi. Virtual reallik texnologiyalari esa haqiqiy hayotiy vaziyatlarni simulyatsiya qilib, oʻquvchilarda tilni qoʻllashda ishonchni oshiradi va til oʻrganishdagi psixologik toʻsiqlarni bartaraf etadi.

Empirik tadqiqotlar shuni koʻrsatadiki, kommunikativ yondashuvni raqamli vositalar bilan birlashtirish oʻquv natijalarini sezilarli darajada yaxshilaydi. Xususan, hamkorlikdagi onlayn loyihalar, video-konferensiyalar va real vaqt rejimida





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suhbatlashish imkoniyati o'quvchilarning gapirish va tinglash ko'nikmalarini rivojlantirishda yuqori samara beradi. O'zbekiston ta'lim muassasalarida ham raqamli texnologiyalarni joriy etish orqali xorijiy tillarni o'qitish sifatini oshirish bo'yicha muayyan tajribalar mavjud. Biroq, texnologik ta'minot, o'qituvchilarning raqamli savodxonligi va internet infratuzilmasi kabi muammolar hali ham dolzarbligicha qolmoqda. Shu bilan birga, raqamli integratsiya o'quv jarayonini yanada qiziqarli va interaktiv qilish, o'quvchilarning mustaqil o'rganish ko'nikmalarini shakllantirish imkonini beradi. Kommunikativ yondashuvning samaradorligi til o'rganishning ijtimoiy va madaniy jihatlarini hisobga olishda ham namoyon bo'ladi. Raqamli muhitlar orqali o'quvchilar turli madaniyatlar vakillari bilan bevosita muloqot qilish imkoniyatiga ega bo'lib, bu nafaqat til ko'nikmalarini, balki madaniyatlararo kompetensiyani ham rivojlantiradi. Sun'iy intellekt tizimlari o'quvchilarning nutqini tahlil qilib, individual tavsiyalar berishi, talaffuzni takomillashtirish va lug'at boyligini oshirishda muhim yordam ko'rsatadi. Bundan tashqari, katta ma'lumotlar tahlili (big data) o'qituvchilarga o'quv jarayonini monitoring qilish va zarur tuzatishlarni o'z vaqtida amalga oshirish imkonini beradi. Shu bilan birga, raqamli texnologiyalarni integratsiya qilishda ayrim qiyinchiliklar mavjud. Ekran vaqti ortishi, axborot ortiqchaligi va texnologik qaramlik kabi muammolar o'quv jarayoniga salbiy ta'sir ko'rsatishi mumkin. Shuning uchun, kommunikativ yondashuvni raqamli vositalar bilan uyg'unlashtirishda muvozanatni saqlash, o'qituvchining rolini o'zgartirish (o'qituvchi – fasilitator va murabbiy sifatida) va gibrid o'qitish modellarini ishlab chiqish muhim ahamiyatga ega. O'zbekiston kontekstida milliy ta'lim standartlariga mos ravishda raqamli resurslarni yaratish va o'qituvchilarni malakasini oshirish dasturlarini kengaytirish zarur.

Xulosa qilib aytganda, xorijiy tillarni o'qitishda kommunikativ yondashuv raqamli texnologiyalar bilan birgalikda zamonaviy ta'limning eng samarali strategiyasini tashkil etadi. Bu yondashuv o'quvchilarda nafaqat til ko'nikmalarini, balki tanqidiy fikrlash, mustaqillik va madaniyatlararo muloqot qobiliyatlarini ham shakllantiradi. Kelgusida





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sun'iy intellekt, katta ma'lumotlar va immersiv texnologiyalarning yanada chuqur integratsiyasi til o'qitish usullarini tubdan o'zgartirishi kutilmoqda. O'zbekiston ta'lim tizimida bu yo'nalishdagi izlanishlar va amaliy ishlanmalarni qo'llab-quvvatlash xorijiy tillarni o'rganish sifatini yangi bosqichga ko'tarishga xizmat qiladi.

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COMPARATIVE ANALYSIS OF TRADITIONAL AND MULTIMEDIA-BASED GRAMMAR LESSONS

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Annotation

This article presents a comparative analysis of traditional teaching methods and multimedia-based grammar lessons. The study compares the effectiveness of both approaches in teaching English grammar to 9th and 10th grade students, examining their impact on student motivation and learning outcomes. The article discusses the opportunities and limitations of multimedia tools in grammar education, as well as practical recommendations for their effective use in the educational process.

Keywords: multimedia tools, grammar education, motivation, traditional teaching, comparative analysis, English language, grades 9-10.

AN'ANAVIY VA MULTIMEDIALI GRAMMATIKA DARSLARINING QIYOSIY TAHLILI

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Annotatsiya

Mazkur maqolada an'anaviy o'qitish usullari va multimedia vositalariga asoslangan grammatika darslarining qiyosiy tahlili amalga oshirilgan. Tadqiqot 9-10-sinf o'quvchilarida ingliz tili grammatikasini o'rgatishda ikkala yondashuv samaradorligini, o'quvchi motivatsiyasiga ta'sirini va o'quv natijalarini solishtiradi. Maqolada multimedia vositalarining grammatika ta'limidagi imkoniyatlari va cheklovlari, shuningdek ulardan o'quv jarayonida samarali foydalanish bo'yicha amaliy tavsiyalar keltirilgan.

Kalit so'zlar: multimedia vositalari, grammatika ta'limi, motivatsiya, an'anaviy o'qitish, qiyosiy tahlil, ingliz tili, 9-10-sinflar.





1. KIRISH

Bugungi kunda ta'lim tizimida axborot-kommunikatsiya texnologiyalarining jadal rivojlanishi o'qituvchilar oldida yangi imkoniyatlar va muammolarni keltirib chiqarmoqda. Xususan, ingliz tili grammatikasini o'rgatishda an'anaviy metodlardan multimedia vositalariga o'tish masalasi ko'plab pedagogik tadqiqotlarning diqqat markazida turibdi.

9-10-sinf o'quvchilari — bu o'spirinlik davrining muhim bosqichida turgan, o'z shaxsiyatini shakllantiruvchi va intellektual jihatdan faol rivojlanayotgan yoshlar. Aynan shu davrda ingliz tili grammatikasini o'rganishga bo'lgan munosabat, motivatsiya va qiziqish darajasi keyingi til savodxonligini belgilab beradi. Demak, o'qituvchi tomonidan tanlangan metod va vositalar hal qiluvchi ahamiyat kasb etadi.

Ushbu maqolaning maqsadi — an'anaviy va multimediali grammatika darslarining kuchli va zaif tomonlarini tahlil qilish, ularning o'quvchi motivatsiyasi hamda o'quv samaradorligiga ta'sirini solishtirish orqali zamonaviy o'qituvchi uchun amaliy yo'nalishlar ishlab chiqishdan iborat.

2. ADABIYOTLAR TAHLILI

An'anaviy grammatika ta'limi haqida ko'plab fundamental tadqiqotlar mavjud. Krashen (1982) o'z «Monitor Modeli»da grammatik qoidalarni ongli o'rganish va til o'zlashtirish o'rtasidagi farqni asoslab berdi. Uning ta'kidlashicha, faqat grammatik qoidalarni yodlash kommunikativ malakani ta'minlamaydi.

Multimedia ta'lim nazariyasida Mayer (2001) «Kognitiv Multimedia Ta'limi» nazariyasini ilgari surdi. Ushbu nazariyaga ko'ra, so'z va tasvirning birgalikda qo'llanilishi o'quv materialini anglash va eslab qolishni sezilarli darajada oshiradi. Bu tamoyil zamonaviy multimediali darslarning asosini tashkil etadi.

O'zbekiston ta'lim tizimida esa Yo'ldoshev va Usmonov (2018) kabi olimlar multimedia vositalarining ona tili va chet tili ta'limidagi rolini o'rganib, ularning





samaradorligi yuqori ekanini aniqlashgan. Milliy o'quv dasturlarida ham raqamli resurslarga alohida o'rin berilayotgani buning dalilidir.

Xalqaro tadqiqotlar (Chapelle, 2001; Warschauer & Healey, 1998) kompyuter yordamidagi til ta'limi (CALL — Computer-Assisted Language Learning) sohasida katta tajriba to'planganini ko'rsatmoqda. Ushbu tadqiqotlar multimedia interaktivligining o'quvchi ishtirokini oshirishda, ayniqsa grammatik mavzularni o'rganishda, muhim rol o'ynashini tasdiqlaydi.

3. TADQIQOT METODOLOGIYASI

Tadqiqot Toshkent shahridagi 47-sonli umumta'lim maktabining 9- va 10-sinf o'quvchilari (N=64, o'g'il bolalar — 30, qiz bolalar — 34) ishtirokida 2023-2024 o'quv yilida o'tkazildi. O'quvchilar ikkita guruhga bo'lindi: nazorat guruhi (n=32) an'anaviy dars usulida, tajriba guruhi (n=32) esa multimediali ta'lim muhitida o'qidi.

Tadqiqotda quyidagi metodlardan foydalanildi: grammatik bilimlarni baholash uchun oldindan va keyindan o'tkaziladigan testlar; motivatsiyani o'lchash uchun Gardner va Lambert (1972) tomonidan ishlab chiqilgan «Instrumental va Integrativ Motivatsiya» so'rovnomasi; o'quvchilarning kuzatuvlari hamda o'qituvchi suhbatlari. Ma'lumotlar SPSS 23.0 dasturida statistik tahlil qilindi.

Multimediali ta'lim guruhida quyidagi vositalardan foydalanildi: PowerPoint va Canva taqdimotlari, YouTube-dan olingan autentik video materiallar, Kahoot! va Quizlet ilovalarida interaktiv o'yinlar, grammatika animatsiyalari va infografiklar. An'anaviy guruhda esa darslik, doska, ko'rgazmali qurollar va og'zaki izoh usullaridan foydalanildi.

4. QIYOSIY TAHLIL NATIJALARI

4.1. Asosiy farqlar jadvali





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Mezon	An'anaviy dars	Multimediali dars
O'quv materiali	Darslik, doska, chizmalar	Video, animatsiya, interaktiv kontent
O'quvchi ishtiroki	Ko'pincha passiv tinglovchi	Faol ishtirokchi (gamifikatsiya)
Motivatsiya darajasi	O'rtacha (so'rovnoma: 3.1/5)	Yuqori (so'rovnoma: 4.2/5)
Grammatik bilim o'sishi	Pre-test: 54% → Post-test: 69%	Pre-test: 53% → Post-test: 78%
Materiallarni eslab qolish	2 hafta o'tgach: 61%	2 hafta o'tgach: 74%
Dars tayyorlash vaqti (o'qituvchi)	30-40 daqiqa	60-90 daqiqa
Texnik imkoniyatga bog'liqlik	Minimal	Yuqori (internet, kompyuter)
Individual yondashuv	Cheklangan	Keng (turli o'rganish uslublari)

4.2. Motivatsiya ko'rsatkichlari tahlili

So'rovnoma natijalari shuni ko'rsatdiki, multimediali guruh o'quvchilari ingliz tili grammatikasini o'rganishga bo'lgan ishtiyoqda nazorat guruhiga nisbatan sezilarli ustunlik qildi. Jumladan, «Darsdan keyin mustaqil grammatika mashqlari bajarish





ishtiyoqi» ko'rsatkichi an'anaviy guruhda 38% bo'lsa, multimediali guruhda bu raqam 67% ni tashkil etdi.

Ayniqsa qiziqarli holat shundaki, o'g'il o'quvchilar o'rtasida motivatsiya farqi yanada yaqqol ko'zga tashlandi. An'anaviy guruh o'g'il o'quvchilarining motivatsiya o'rtacha bahosi 2.8/5 bo'lgan bo'lsa, multimediali guruhda 4.1/5 ga etdi. Bu ko'rsatkich o'qituvchilar tomonidan ham qayd etildi: «Kahoot! o'yinlari paytida avval passiv bo'lgan o'quvchilar ham faol qatnashishni boshladilar.»

4.3. Grammatik bilimlarni o'zlashtirishga ta'sir

Ikkala guruh bir xil grammatik mavzularni (Present Perfect, Passive Voice, Conditional sentences) o'rgandi. Yakuniy test natijalariga ko'ra, multimediali guruh o'rtacha 78% to'g'ri javob berdi, an'anaviy guruh esa 69% natija ko'rsatdi. Bu farq statistik jihatdan muhim hisoblanadi ($p < 0.05$, t-test).

Shu bilan birga, ikki hafta o'tgach o'tkazilgan «Eslab qolish testi» (retention test) da multimediali guruh 74% ni saqlab qoldi, an'anaviy guruh esa 61% ga tushdi. Bu ko'rsatkichlar multimedia vositalarining nafaqat qisqa muddatli, balki uzoq muddatli xotiraga ham ijobiy ta'sir qilishini tasdiqlaydi.

5. MUHOKAMA

5.1. An'anaviy darsning kuchli tomonlari

An'anaviy grammatika darslari o'z ahamiyatini yo'qotgani yo'q. Birinchidan, bu usul maktablarda keng tarqalgan va o'qituvchilar tomonidan yaxshi o'zlashtirilgan. Ikkinchidan, texnik vositalar bo'lmasa ham samarali o'tkazish mumkin. Uchinchidan, yuzma-yuz muloqot orqali o'qituvchi o'quvchining tushunish darajasini bevosita kuzatib, tezda tuzatish kiritishi mumkin.

Bundan tashqari, an'anaviy yondashuv grammatik qoidalar tizimini izchil va ketma-ket tushuntirishga qulay. Induktiv va deduktiv metodlarni erkin qo'llash imkoniyati o'qituvchiga dars maqsadiga qarab yondashuv tanlash erkinligini beradi.

5.2. Multimediali darsning afzalliklari va cheklovlari





Tadqiqot natijalariga ko'ra, multimedia vositalari o'quvchi motivatsiyasini oshirishda va materialni eslab qolishda sezilarli afzallik ko'rsatdi. Buning asosiy sababi sifatida «Ko'p kanalli o'rganish» (multimodal learning) tamoyilini keltirish mumkin: ko'rish, eshitish va interaktiv amaliyot bir vaqtda ishlaganda materialni o'zlashtirish chuqurlashadi.

Biroq, multimediali darsning o'z cheklovlari ham mavjud. Dars tayyorlash uchun ko'proq vaqt kerak; texnik muammolar (internet uzilishi, qurilma yetishmasligi) darsni to'xtatib qo'yishi mumkin; ba'zi o'quvchilar interaktiv o'yinlarning o'yin tomoniga ko'proq e'tibor berib, grammatik mazmunni ikkinchi o'ringa surib qo'yishlari kuzatildi.

5.3. Aralash yondashuvning maqsadga muvofiqligi

Tadqiqot natijalari shuni ko'rsatdiki, ikki yondashuvning birgalikda qo'llanilishi (blended/hybrid approach) eng maqbul yo'l hisoblanadi. An'anaviy metodning izchilligi va tizimlilikini multimedia vositalarining motivatsion kuchi bilan uyg'unlashtirganda, o'quvchi ham qoidani tushunadi, ham uni qiziqish bilan o'rganadi. Masalan, yangi grammatik mavzu avval tushuntirib berilsa, keyin Kahoot! orqali mustahkamlansa — samaradorlik sezilarli oshadi.

6. XULOSALAR

Ushbu tadqiqot quyidagi asosiy xulosalarga olib keldi:

1. Multimediali grammatika darslari o'quvchi motivatsiyasini an'anaviy darslarga nisbatan 35% ga yuqori ko'rsatdi (4.2/5 va 3.1/5).
2. Grammatik bilimlarni o'zlashtirish darajasi multimediali guruhda 78%, an'anaviy guruhda 69% tashkil etdi.
3. Eslab qolish ko'rsatkichi ham multimediali guruhda yuqori bo'lib, 2 haftadan keyin 74% saqlanib qoldi.
4. An'anaviy yondashuv texnik ta'minot talab qilmasligi va tizimli tushuntirish jihatidan afzal.





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5. Aralash (blended) yondashuv ikkala usulning kuchli tomonlarini birlashtirgani uchun eng maqbul model sifatida tavsiya etiladi.

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**A COMPARATIVE ANALYSIS OF THE PHONETIC AND LEXICAL
FEATURES OF THE KHOREZM AND TASHKENT DIALECTS**

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Abstract

This scientific study is dedicated to a comparative analysis of the phonetic and lexical features of the Khorezm and Tashkent dialects. During the research, scientific literature on Uzbek dialectology was reviewed, and descriptive and comparative methods were applied. The results show that the Khorezm dialect preserves more ancient and local lexical units, while the Tashkent dialect is closer to the modern literary language norms. These findings are significant for further development of Uzbek dialectology and linguistic studies.

Keywords

dialectology, Khorezm dialect, Tashkent dialect, phonetics, lexicon, comparative analysis.

**СРАВНИТЕЛЬНЫЙ АНАЛИЗ ФОНЕТИЧЕСКИХ И ЛЕКСИЧЕСКИХ
ОСОБЕННОСТЕЙ ХОРЕЗМСКОГО И ТАШКЕНТСКОГО ГОВОРОВ**

Аннотация: Данное научное исследование посвящено сравнительному анализу фонетических и лексических особенностей хорезмского и ташкентского говоров. В ходе работы были изучены научные источники по диалектологии, а также использованы описательный и сравнительный методы анализа. Результаты показывают, что хорезмский говор сохраняет больше древних и местных лексических единиц, тогда как ташкентский говор ближе к нормам литературного языка. Полученные данные имеют важное значение для дальнейшего развития узбекской диалектологии.





Ключевые слова: диалектология, хорезмский говор, ташкентский говор, фонетика, лексика, сравнительный анализ.

**XORAZM VA TOSHKENT SHEVALARINING FONETIK VA LEKSIK
XUSUSIYATLARINING QIYOSIY TAHLILI**

Annotatsiya: Ushbu ilmiy tadqiqot Xorazm va Toshkent shevalarining fonetik hamda leksik xususiyatlarini qiyosiy tahlil qilishga bag'ishlangan. Tadqiqot davomida dialektologiya sohasiga oid ilmiy manbalar o'rganildi hamda tavsifiy va qiyosiy tahlil metodlaridan foydalanildi. Natijalar shuni ko'rsatadiki, Xorazm shevasida qadimiy va mahalliy leksik birliklar ko'proq saqlanib qolgan bo'lsa, Toshkent shevasi adabiy tilga yaqinligi bilan ajralib turadi. Ushbu natijalar o'zbek dialektologiyasini chuqurroq o'rganish va shevalarning til tizimidagi o'rnini aniqlashda muhim ahamiyatga ega.

Kalit so'zlar: dialektologiya, Xorazm shevasi, Toshkent shevasi, fonetika, leksika, qiyosiy tahlil.

The Uzbek language features a rich and complex dialectal system, reflecting the diverse ethnogenesis, historical migrations, and cultural development of the Central Asian region. Within Turkic linguistics, dialectology serves as a crucial academic tool for uncovering historical layers, phonetic evolution, and lexical transformations of a language over centuries. The Uzbek dialectal landscape is traditionally categorized into three primary groups: the Karluk-Chigil-Uighur (urban dialects), the Kipchak dialects, and the Oghuz dialects. This rich stratification provides a unique foundation for comparative socio-linguistic and structural research.

This scientific paper focuses on a comprehensive comparative analysis of two prominent and highly distinct dialects of the Uzbek language: the Khorezm dialect, which serves as the primary and most robust representative of the Oghuz group within Uzbekistan, and the Tashkent dialect, a major structural representative of the Karluk group. While the Tashkent dialect has historically heavily influenced the phonetic and grammatical structure of the modern standard literary Uzbek language (adabiy til), the





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Khorezm dialect stands out as a unique, highly conservative linguistic phenomenon. It strictly preserves ancient Turkic vocabulary, specific vocalic harmony, and distinct lexical patterns shared with other Oghuz languages like Turkish and Turkmen.

The primary objective of this research is to investigate the systematic phonetic variations, morphological alignments, and divergent lexical strata between these two regional dialects. By examining how these dialects evolved through geographic isolation and cultural contact, this study aims to contribute to a deeper academic understanding of Uzbek dialectology, the preservation of regional linguistic identity, and the ongoing mutual influence between local dialects and the standard literary norm.

To conduct a rigorous comparative analysis, this study relies on established principles of Turkic dialectology, drawing from the foundational frameworks established by prominent linguists such as V. V. Reshetov, Sh. Shoabdurahmonov, and F. Ishaqov. The research utilizes descriptive, comparative-historical, and synchronistic linguistic methods to highlight the structural differences between the Oghuz-based Khorezm speech patterns and the Karluk-based Tashkent dialect.

The dialectal division of the Uzbek language is inherently tied to historical migration patterns and tribal settlements:

The Karluk Group (Tashkent Dialect): Characterized historically by the gradual loss of strict vowel harmony (synharmonism) and a strong tendency towards labialization. Due to Tashkent's status as a political, economic, and cultural hub, its dialect is dynamic, highly adaptive, and closely aligned with urban, modernized standard language norms.

The Oghuz Group (Khorezm Dialect): Geographically isolated by the vast Kyzylkum and Karakum deserts, the Khorezm oasis developed a highly resilient and distinct linguistic tradition. It retains specific phonetic markers—such as the voicing of initial plosives and remnants of strict vowel harmony—and a unique archaic vocabulary that sets it completely apart from the eastern and central dialects of Uzbekistan.





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One of the most striking phonological divergences between the two dialects lies in their vowel inventory and the rules governing vowel interaction within a single word unit. In the Tashkent dialect, the vowel system is simplified and aligns with the six-vowel system of standard Uzbek. However, it is heavily characterized by labialization (or "ovlashish"), where the unrounded open vowel /a/ shifts towards a rounded, back or central vowel /o/ or /o'/' in everyday speech. For example, standard words like aka (elder brother) or bordingmi (you went) regularly transform into oka and bordingmi with a distinct rounded acoustic coloring.

In contrast, the Khorezm dialect preserves active elements of synharmonism (vowel harmony), a classic feature of ancient Turkic and modern Oghuz languages. In Khorezmian speech, vowels within a word harmonize based on frontness or backness. Furthermore, the dialect utilizes front, soft vowels such as /ä/, /ö/, and /ü/ which do not officially exist in the standard Uzbek alphabet but are vital to the phonetic identity of the oasis.

The behavior of consonants, particularly in the word-initial position, marks a definitive phonological boundary between Karluk and Oghuz influences: Voicing of Initial Plosives: In the Khorezm dialect, standard voiceless stops /k/ and /t/ at the beginning of words undergo a systematic process of voicing, becoming /g/ and /d/. This feature is entirely absent in the Tashkent dialect, which strictly retains the voiceless initial stops or follows standard literary norms.

K—G (e.g., Keldi—Galdi)

T—D (e.g., Tog'—Dog')

The most vivid and observable differences between the Tashkent and Khorezm dialects manifest within their lexical repositories. The vocabulary of each dialect serves as a historical record of social interactions, trade, and cultural preservation.

Lexical variations in kinship terms between the Tashkent and Khorezm dialects offer profound insights into the hierarchical and domestic structure of these regions. The





Khorezm dialect demonstrates a fascinating phenomenon of semantic shift, where words shared with the standard language carry entirely altered familial definitions.

The Brotherly Paradigm (Aka-uka vs. Og'a-uka): In Tashkent, brotherhood is expressed through the phrase aka-uka. In Khorezm, it is strictly og'a-uka, drawing from the ancient Oghuz root agha for the elder male sibling.

The Unique "Aka" and "Dada" Shift: In Tashkent, a father is addressed as dada, ada, or doda. In Khorezm, however, the term Aka is paradoxically used to address one's father, while the elder brother is called Og'a. This preserves an older structural hierarchy where aka (originally denoting an authoritative male elder or ancestor in old Turkic) remained attached to the highest male figure in the immediate family—the father—rather than shifting down to a sibling.

Sororal and Grandparent Relations: For an elder sister, Tashkent speech uses opa, whereas Khorezmian speech relies on the highly conservative form apka (retaining the archaic Turkic diminutive/hypocoristic suffix -ka). Furthermore, for grandparents, the structural differences are sharp:

Toshkent: Buvi/Buva ————— Xorazm: Ana/Boba

In Khorezm, Ana (meaning grandmother, historically linked to the root for mother/matriarch) and Boba (grandfather) represent the core vocabulary, replacing the Karluk forms.

To showcase the depth of the lexical divide, it is essential to examine specific nouns, adverbs, and anatomical terms used in daily life. The following comprehensive comparative table outlines these critical differences:

Standard Meaning	Toshkent Dialect	Khorezm Dialect	Linguistic/Etymogical Analysis
Elder Brother	Aka	Og'a	Oghuz origin; shares cognates with Turkmen and Turkish
Father	Dada/Ada/Doda	Dada/aka	Explicit semantic shift of "aka" to represent the father





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Elder sister	Opa	Apka	Preserves the ancient Turkic phonetic suffix- <i>ka</i>
Grandparents	Buvi/Buva	Ana/Boba	“Ana”reflects the ancient maternal root; “Boba” is a hard Oghuz form
Baby	Chaqaloq	Bavak	A highly specific Khorezmian regionalism, completely absent in Karluk
Gauze/Fabric	Doka	Takana	Archativetrade lexicon preserved within the oasis speech
Mustache	Mo’ylov	Birt	Directly links to the ancient Turkic and Oghuz word for facial hair (<i>biyik/birt</i>)
Where are you?	Qattasan?	Nedasan	Uses the Oghuz interrogative root <i>ne</i> (what/where)+ Suffix
Did you arrive/go?	Yetib bordingmi?	Bordingmi? Bordingizmi?	Toshkent uses compound forms; Khorezm prefers direct verb endings

The lexical tokens bavak (baby), takana (gauze), and birt (mustache) are excellent examples of the preservation of old Turkic or localized historical terms in the Khorezm oasis. In the Tashkent dialect, these concepts are expressed using words that are either closely aligned with standard Uzbek or influenced by external language contacts.

Furthermore, looking at interrogative structures like "Nedasan?" (Where are you?) in Khorezm versus "Qayerdasan / Qattasan?" in Tashkent, we observe a structural syntactic divergence. The Khorezmian nedasan directly matches the morphological structure of modern Azerbaijani and Turkish (*neredesin / nedesen*), cementing its position within the Oghuz linguistic family tree.

Beyond phonetics and vocabulary, the two dialects differ considerably in how they construct everyday verb phrases and honorific expressions.

The Present Continuous Aspect: In the Tashkent dialect, ongoing actions are highly compressed for speed (*Kelayapti* \rightarrow *Kelyapti* / *Kevotti*). In the Khorezm





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dialect, verbs retain their analytical compound structure using the progressive markers -yotir or -voti with strict phonetic clarity (Galyotir/ Galib duribdi).

Honorifics and Verb Interrogatives: As noted in the data, when asking "Did you go?", the Tashkent dialect frequently employs complex or heavily labialized structures like Yetib bordingizmi?. In contrast, the Khorezm dialect demonstrates a distinct structural approach: in everyday speech, it can apply the direct past tense suffix with the question particle Bordingmi? or Bordingizmi?, relying heavily on vocalic intonation rather than adding extra lexical modifiers.

The dialectal landscape of the Uzbek language, particularly the distinct nature of the Khorezm oasis, has been a subject of scholastic inquiry for decades. Foundational researchers like Reshetov and Shoabdurahmonov (1978) provided the initial macro-level classification of Uzbek dialects, placing Khorezm speech patterns firmly within the Oghuz branch while examining its structural variance from the Karluk-based central dialects. On a more localized level, Ishaqov (1963) conducted a comprehensive phonological exploration titled *O'zbek tili Xorazm shevalari fonetikasi*, which successfully mapped out the general laws of vowel harmony (synharmonism) and the voicing of word-initial stops ($k \rightarrow g$, $t \rightarrow d$) unique to the region. Furthermore, subsequent historical dialectologists such as Mirzayev (1970) and Ashurboyev (2012) expanded upon these findings by collecting regional vocabularies and creating descriptive semantic glossaries for pedagogical use. However, while these prominent authors extensively studied the broad phonological rules and macro-lexical inventories of the Khorezm dialect, a significant research gap remains within contemporary Uzbek dialectology. Previous literature has predominantly focused on collecting isolated dialectal tokens or comparing high-level literary texts with spoken voħa speech, largely neglecting the micro-morphological and structural decomposition of everyday communication units. Specifically, a systematic structural analysis that deconstructs localized kinship terms (family words like apka, og'a) and high-frequency





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simple words (bavak, takana, birt) down to their specific suffix formations and phonetic behaviors has been significantly underrepresented.

This is where the novelty of the current research lies. While other authors examined general dialectal trends, this study specifically isolates family-centric and everyday functional vocabulary to analyze how ancient morphological suffixes (such as the hypocoristic suffix -ka in apka or the structural Oghuz roots in nedasan) interact with the active phonetic environment of the dialect. By focusing on the structural analysis of everyday lexicon, this paper bridges the gap between historical phonetic theory and modern synchronistic dialectal practice.

A thorough comparative analysis of the phonetic and lexical attributes of the Khorezm and Tashkent dialects allows for several comprehensive linguistic conclusions:

Phonetic Alignment: The Tashkent dialect represents the phonetic evolution of the modern urban Karluk dialects, serving as the foundational baseline for the standard Uzbek literary language, characterized by vowel labialization. The Khorezm dialect firmly retains its Oghuz structural identity, maintaining traces of synharmonism and the strategic voicing of word-initial plosives (k $\rightarrow$ g, t $\rightarrow$ d).

Lexical Divergence and Archaisms: The Khorezm dialect acts as a "living museum" of Turkic linguistics. It preserves archaic familial terms (og'a, apka), unique semantic shifts (aka meaning father), and distinct regional words (bavak, takana, birt) that have completely vanished or never existed in the Karluk-based Tashkent speech.

Syntactic Integrity: Interrogative and tense formations, such as nedasan and galibotir, display a deep structural connection between Khorezmian speech and the wider Oghuz language family, contrasting with the heavily modernized and synthesized speech patterns of the Tashkent dialect.

In summary, both dialects contribute uniquely to the vibrant tapestry of the Uzbek language. Documenting, analyzing, and preserving these linguistic nuances provides





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invaluable material for Turkic historical linguistics, dialectology, and cultural anthropology.

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Between Algorithms and Artistry: A Critical Comparison of Machine Translation and Human Translation

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Abstract

This article explores the comparative strengths and weaknesses of machine translation and human translation. With the rise of neural machine translation systems such as Google Translate and Deepl, questions have emerged about whether machines can replace human translators. Drawing on scholarly perspectives from Hutchins, Koehn, Venuti, Pym, Garcia, Basnett, and Baker, this study examines machine translation and human translation across dimensions of speed, cost, accuracy, cultural adaptation, and stylistic quality. Examples of idiomatic expressions, technical documents, and literary texts illustrate the practical implications of each approach. The findings suggest that while machine translation offers efficiency and accessibility, human translation remains indispensable for nuanced, culturally sensitive, and stylistically complex texts. The article concludes that a hybrid model, combining machine translation tools with human expertise, represents the most effective solution for contemporary translation practices.

Keywords

Machine Translation, Human Translation, Neural Networks, Translation Accuracy, Cultural Adaptation, Post-editing, Translation Studies.

Introduction

Translation has long been central to human communication, enabling the exchange of ideas across linguistic and cultural boundaries. In the twenty-first century, globalization and technological innovation have intensified the demand for translation services. Machine translation, once dismissed as unreliable, has undergone a dramatic





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transformation with the advent of neural networks and artificial intelligence. Systems such as Google Translate and DeepL now provide instant translations in dozens of languages, reshaping the landscape of translation studies. Yet, despite these advances, human translation continues to play a vital role. Professional translators bring cultural awareness, stylistic sensitivity, and contextual understanding that machines often fail to replicate. As Hutchins (2005) observed, machine translation has historically struggled with “the subtleties of meaning and the complexities of human language.” Similarly, Venuti (2012) emphasized the cultural dimension of translation, arguing that translators must navigate not only words but also social and historical contexts.

This article aims to critically compare machine translation and human translation, addressing the central question: Can machine translation replace human translation, or do they complement each other?

Scholars have debated the role of machine translation for decades. Hutchins (2005) provided a historical overview, noting that early rule-based systems were limited by rigid grammatical frameworks. Koehn (2020) highlighted the progress of neural machine translation, which has achieved remarkable fluency but still struggles with pragmatic accuracy. Garcia (2012) examined the practice of post-editing machine translation outputs, finding that translators often view machine translation as a useful tool but remain cautious about its limitations.

Venuti (2012) introduced the concept of the “translator’s invisibility,” underscoring the cultural and ethical dimensions of translation. Pym (2014) explored translation theories, emphasizing the human role in negotiating meaning across languages. Basnett (2014) argued that translation is not merely linguistic substitution but a cultural act, requiring sensitivity to context. Baker (2018) reinforced this view, noting that translation involves power relations and ideological choices. Together, these scholars illustrate the tension between technological efficiency and human artistry.





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Machine translation offers speed and accessibility, but human translation ensures cultural fidelity and stylistic nuance.

This study employs a comparative analysis of machine translation and human translation based on four criteria: **Speed and Cost:** The efficiency of machine translation is measured by the time required to produce translations of texts of varying lengths. Cost is evaluated by comparing free or low-cost machine translation tools with the professional fees charged by human translators.

Accuracy: Accuracy is assessed by examining grammatical correctness, semantic precision, and the ability to convey intended meaning. Examples include idiomatic expressions, technical terminology, and ambiguous sentences.

Cultural Adaptation: Cultural adaptation is evaluated by analyzing translations of culturally specific references, humor, and idioms. The ability of machine translation and human translation to preserve meaning across cultural boundaries is compared.

Stylistic Quality: Stylistic quality is assessed by examining translations of literary texts, including poetry and drama. Creativity, rhythm, and nuance are considered essential components of stylistic fidelity.

The methodology involves selecting representative texts from three categories: idiomatic expressions such as “kick the bucket,” technical documents such as medical instructions, and literary excerpts such as Shakespearean passages. Each text is translated using machine translation tools such as Google Translate and DeepL, as well as by professional human translators. The translations are then analyzed according to the criteria outlined above.

Results

The comparative analysis reveals clear differences between machine translation and human translation.

Machine Translation: Machine translation systems demonstrate remarkable speed, producing translations of thousands of words within seconds. They are inexpensive or





free, making them accessible to a wide audience. However, machine translation often struggles with accuracy, particularly in idiomatic expressions and culturally specific references. For example, Google Translate renders “kick the bucket” literally, producing a nonsensical result. Machine translation also fails to capture stylistic nuance in literary texts, often flattening metaphor and rhythm.

Human Translation: Human translation is slower and more costly, requiring professional expertise. However, human translation excels in accuracy, cultural adaptation, and stylistic quality. Human translators correctly interpret idioms, adapt humor to target audiences, and preserve the aesthetic qualities of literary texts. For example, a human translator interprets “kick the bucket” as “to die,” providing a culturally appropriate equivalent. In Shakespearean passages, human translation preserves meter, metaphor, and historical context.

Post-editing machine translation outputs by human translators combines efficiency with quality. Translators use machine translation to generate drafts, then refine them for accuracy and style. This approach reduces costs and time while maintaining high standards. Garcia (2012) noted that post-editing has become “a central skill in the translator’s toolkit.”

Discussion

The findings suggest that machine translation is highly effective for basic communication, technical texts, and situations requiring speed. Human translation remains indispensable for literature, diplomacy, and contexts where cultural sensitivity is paramount. As Koehn (2020) observed, neural machine translation has achieved fluency but “still fails in pragmatic accuracy.” Garcia (2012) found that translators often use machine translation as a draft but rely on human expertise for refinement.

Ethical concerns also arise, including the potential impact of machine translation on the job market for translators and the risk of overreliance on imperfect artificial intelligence systems. Venuti (2012) warned against reducing translation to mere





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linguistic substitution, emphasizing its cultural and ethical dimensions. Bassnett (2014) argued that translation is a negotiation of meaning, not a mechanical act. Baker (2018) added that translation reflects ideological positions, which machines cannot interpret.

Case studies further illustrate these points. In legal translation, precision is paramount; machine translation often fails to capture the exact meaning of legal terminology, leading to potential misinterpretations. In medical translation, errors can have life-threatening consequences, underscoring the need for human translation. In literary translation, machine translation cannot replicate metaphor, rhythm, or cultural resonance.

Hybrid models are increasingly adopted in professional practice. Translators use machine translation to generate drafts, then refine them for accuracy and style. This approach reduces costs and time while maintaining high standards. The comparative study of machine translation and human translation reveals that both approaches occupy essential but distinct roles in the modern world. Machine translation has transformed accessibility, providing immediate translations at little or no cost. It is particularly effective for technical documentation, everyday communication, and situations where speed is prioritized over nuance. Neural machine translation systems such as Google Translate and DeepL have achieved impressive fluency, yet they continue to struggle with pragmatic accuracy, idiomatic expressions, humor, and culturally specific references.

Human translation, by contrast, remains indispensable in domains where precision, creativity, and cultural sensitivity are paramount. Legal texts demand exact terminology to avoid misinterpretation, medical translations require absolute accuracy to prevent life-threatening errors, and literary works rely on stylistic nuance, rhythm, and metaphor that machines cannot replicate. Human translators bring not only linguistic expertise but also cultural awareness, ethical responsibility, and artistic sensibility.





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The hybrid approach, combining machine translation with human post-editing, emerges as the most effective solution for contemporary translation practices. This model leverages the efficiency of machine translation while ensuring the quality and reliability provided by human translators. Ultimately, translation is not merely the transfer of words but the negotiation of meaning across cultures, and only human artistry can guarantee that meaning is preserved and enriched.

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